

6.7.8

2021–2022 Middle School Program of Study

Anne Arundel County Public Schools

AACPS Middle Schools

Annapolis Middle School

1399 Forest Drive
Annapolis 21403
410-267-8658

Arundel Middle School

1179 Hammond Lane
Odenton 21113
410-674-6900

Bates Middle School

701 Chase Street
Annapolis 21401
410-263-0270

Brooklyn Park Middle School

200 Hammonds Lane
Baltimore 21225
410-636-2967

Central Middle School

221 Central Avenue East
Edgewater 21037
410-956-5800

Chesapeake Bay Middle School

4804 Mountain Road
Pasadena 21122
410-437-2400

Chesapeake Science Point

7321 Parkway Drive South
Hanover 21076
443-757-5277

Corkran Middle School

7600 Quarterfield Road
Glen Burnie 21061
410-222-6493

Crofton Middle School

2301 Davidsonville Road
Gambrills 21054
410-793-0280

George Fox Middle School

7922 Outing Avenue
Pasadena 21122
410-437-5512

Lindale Middle School

415 Andover Road
Linthicum 21090
410-691-4344

MacArthur Middle School

3500 Rockenbach Road
Ft. Meade 20755
410-674-0032

Magothy River Middle School

241 Peninsula Farm Road
Arnold 21012
410-544-0926

Marley Middle School

10 Davis Court
Glen Burnie 21060
410-761-0934

Mary Moss @ J. Albert Adams Academy

245 Clay Street
Annapolis 21401
410-222-1639

Meade Middle School

1103 26th Street
Ft. Meade 20755
410-674-2355

Monarch Academy

6730 Baymeadow Drive
Glen Burnie 21060
410-760-2072

Monarch Global Academy

430 Brock Bridge Road
Laurel 20724
301-886-8648

Old Mill Middle North

610 Patriot Lane
Millersville 21108
410-969-5950

Old Mill Middle South

620 Patriot Lane
Millersville 21108
410-969-7000

Phoenix Academy

1411 Cedar Park Road
Annapolis, MD 21401
410-222-1650

Severn River Middle School

241 Peninsula Farm Road
Arnold 21012
410-544-0922

Severna Park Middle School

450 Jumpers Hole Road
Severna Park 21146
410-647-7900

Southern Middle School

5235 Solomons Island Road
Lothian 20711
410-222-1659

Please Note:

Although deemed accurate when printed, information in this booklet may change during the year as BOE policies and regulations are updated. For the most current version of this booklet, visit the AACPS website: www.aacps.org/academics

To see Board Policies and Regulations, visit www.aacpschools.org/boardpolicies

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SCHOOLS TODAY
01/03/2018

All schools open and operating on a normal schedule

Select a School < Join our Team Contact Us Select Language
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ANNE ARUNDEL
COUNTY PUBLIC SCHOOLS

School Calendar School Meals Parent Connect Vendors & Contractors School Security School Year 2017-2018

ELEVATING ALL STUDENTS...ELIMINATING ALL GAPS


STUDENTS ACADEMICS SERVICES SCHOOLS FAMILIES BOARD STAFF PARTNERS ABOUT US

SUBJECTS

- Business Education >
- Career & Technology Education >
- Dance >
- Early Childhood/School Readiness >
- English ^
 - Middle School Reading/English/Integrated Literacy
 - High School
- English Language Acquisition (ELA) >
- Environmental Literacy/Outdoor Education >
- Family and Consumer Sciences >
- Health >
- Mathematics >
- Music >
- Physical Education >
- Reading ^
 - Elementary Reading/Integrated Literacy
 - Middle School Reading/English/Integrated Literacy
- Science-Tech-Engineering-Math (STEM) ^
 - Pre-K to Grade 12
 - STEM Magnet Grade 6-12

PROGRAMS

- Advanced Learning (GT)/Advanced Placement ^
 - Pre-K to Grade 8
 - Grades 9-12
- Advancement Via Individual Determination (AVID) >
- Alternative Education ^
 - Evening High School/Twilight Learning
 - Home & Hospital Teaching
 - Summer Offerings
- Career & Technology Education (CAT Centers) >
- Career/Student Internships >
- Charter/Contract Schools >
- Co-Curricular Clubs/Offerings >
- English Language Acquisition (ELA) >
- Enhancing Elementary Excellence (Triple E - EEE) >
- Global/International Learning >
- Home Instruction (Home Schooling) >
- Infants/Toddlers (ITP) >
- Magnet Programs ^
 - International Baccalaureate (IB) - Elementary, Middle, High
 - Performing and Visual Arts (PVA)



ACADEMIC SUPPORT

- Academic Counseling/Resources >
- College/Career Readiness >
- Current Mastery & Redo Opportunities >
- Early College Access >
- Instructional Data/Research >
- Instructional Materials >
- Instructional Technology >
- Library Media >
- Mr. Birkhead >

Additional documents & language translations will be added as soon as they are available.

To find out more about our academic program,
visit www.aacps.org/academics.

If you have questions about any of the
courses or programs described in this book,
contact your School Counselor.



Introduction

This Middle School Program of Study booklet is intended to provide valuable information to allow students and parents to chart a course that will best prepare them for future success. Students are encouraged to work with their teachers and counselors to make decisions appropriate for achieving individual goals. Anne Arundel County Public Schools continues to explore ways to introduce more rigor, relevancy, diversity, and specialization to all course offerings.

Our Mission—*Why We Are Here*

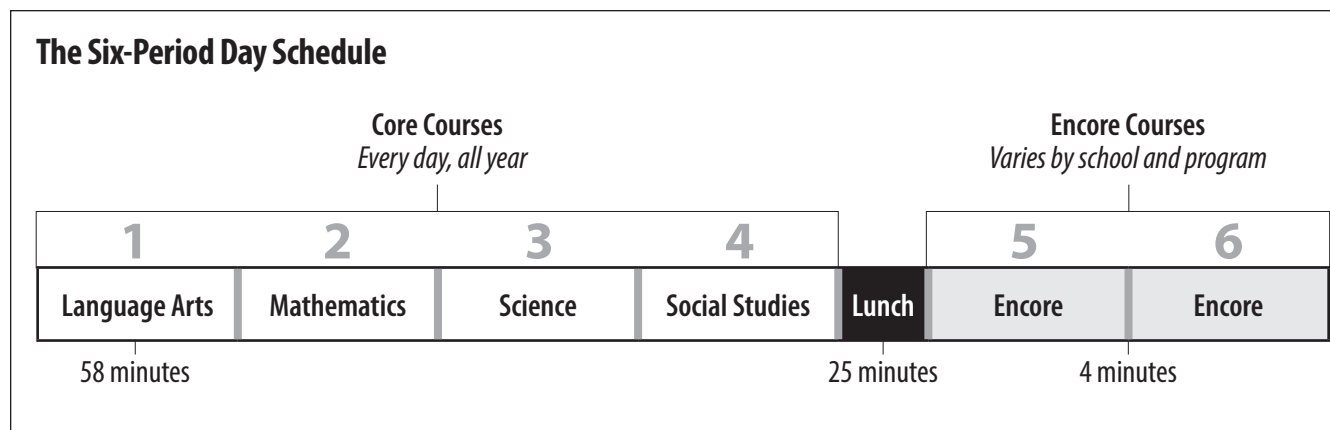
It is the mission of Anne Arundel County Public Schools to nurture and educate all of our students to be well-prepared for community engagement, career entry, and college—ultimately empowering them to create a better quality of life for themselves, their communities, and the next generation.

Our Vision—*How We See The Future*

Our students will graduate as caring citizens with the competencies and skills necessary to think, read, write, compute, collaborate, and communicate effectively in our fast-paced, complex world. They will be ready to think critically and creatively; work independently and collaboratively with others from diverse backgrounds; engage in innovative interdisciplinary analysis and problem solving, and confidently contribute to solutions to real world issues.

AACPS offers all students important and relevant content, tools, skills, and experiences so every student is able to confidently build and cross their own unique bridge from school to community engagement, workforce participation, and college enrollment. We are committed to helping young adolescents become successful, responsible, global citizens.

The Middle School Program



Rising Through Relationships

Anne Arundel County Public Schools continues to strive to elevate all students and eliminate all gaps. Our focus is to prepare all students for a pathway leading to college, career and community endeavors. We are committed to readying our students to become literate, independent, caring, and contributing adults who are able to successfully navigate and positively impact the 21st century global society. Before exiting high school, students will have uncovered and cultivated their many talents and passions, interacted with professionals from career fields in which they have interest, understood how to put their strengths and skills to use in multiple career areas/clusters, participated in professional internships with a community or industry mentors, planned with college or career counselors, and met all Maryland high school graduation requirements. In PreK–12 formal and informal learning settings, we will offer all students important and relevant content, tools, skills, and experiences so every student is able to confidently build and cross their own unique bridge from school to community engagement, workforce participation, and college enrollment.

Anne Arundel County Public Schools is committed to helping young adolescents become successful, responsible, global citizens. AACPS supports the National Middle School Association belief that educational programs must be developmentally responsive, using the distinctive nature of your adolescents as the foundation upon which all decisions about school organization, policies, curriculum, instruction, and assessment are made.

Anne Arundel County Public Schools believes that every student...

- Has the capacity to learn, grow, and develop into a knowledgeable, reflective, caring, ethical, and contributing citizen.
- Must have access to the very best programs and practices a school can offer.

- Must be engaged in learning that is relevant, challenging, integrative, and exploratory.
- Faces significant life choices and needs support in making wise and healthy decisions.
- Thrives academically, socially, and emotionally in a democratic learning environment where trust and respect are paramount and where family and community are actively involved.
- Deserves educators who are prepared to work with this age group, who are themselves lifelong learners and committed to their own ongoing professional development and growth.

Courses

All middle school students take English/Language Arts, Mathematics, Science, and Social Studies daily for the entire year. Teachers will indicate the student's English/Language Arts and Math levels on the course selection form. Course recommendations are based on a variety of data points including student performance in the classroom, a variety of local and national assessments, and teacher observation. Advanced and accelerated courses are distinguished by greater sophistication of the content presented, skills developed, pace, and products expected.

In middle schools, a team of Language Arts, Math, Science, and Social Studies teachers is responsible for the educational progress of a group of students. This team of teachers plans the instructional day, coordinates activities, teaches interdisciplinary topics, and meets with parents. This approach promotes a sense of community among students and staff and gives teachers more time to work individually with students.

Encore courses are offered on an alternating day, year-long, semesterized or quarterly basis. The six-period day schedule provides two periods for encore courses. The availability of encore courses may differ from school to school, depending on Program designation, student demand, teacher expertise

Middle School Course Sequences			
	Grade 6	Grade 7	Grade 8
English/ Language Arts	<i>English/Language Arts 6</i>	<i>English/Language Arts 7</i>	<i>English/Language Arts 8</i>
	<i>English/Language Arts 6 (Advanced)</i>	<i>English/Language Arts 7 (Advanced)</i>	<i>English/Language Arts 8 (Advanced)</i>
Mathematics	<i>Mathematics 6</i>	<i>Mathematics 7</i>	<i>Mathematics 8</i>
	<i>Mathematics 6/7</i>	<i>Mathematics 7/8</i>	<i>Algebra 1</i>
Science	<i>Science 6</i>	<i>Science 7</i>	<i>Science 8</i>
Social Studies	<i>Social Studies 6</i>	<i>Social Studies 7</i>	<i>Social Studies 8</i>

and teaching resources. Encore courses have been designed to include 21st Century workforce and life skills to equip learners with the tools they need to succeed. In accordance with state law (COMAR 13A.04.16.01), all students in grades 6–8 must participate in a fine arts course each year. The Encore Courses table identifies those courses that satisfy the fine arts requirement.

Advisory Program

Anne Arundel County Public Middle Schools implement advisory programs for the following purposes:

1. To provide an adult advocate for every student.
2. To provide guidance that supports academic achievement, personal growth, and social development.
3. To help students develop a greater sense of belonging within the school community.

Service Learning Requirements

Service Learning provides students with a means to give back to their community in a meaningful way. MSDE requires students to complete 75 hours of Service Learning for graduation. Anne Arundel County Public Schools integrates this requirement into existing subjects or courses starting in grade 5. Students complete service-learning projects and activities from grades 5 through 11 so that each student, upon completion of grade 11, should have met the service learning graduation requirement of which 30 hours are to be completed in middle school. Service Learning hours are completed through interdisciplinary projects conducted in sixth, seventh, and eighth grade. Students complete the three stages of Service Learning—preparation, action, and reflection—under the supervision and coordination of their interdisciplinary team’s teachers. These teams balance the service experiences across the major content areas of English/Language Arts, Social Studies, Mathematics, and Science.

Service Learning Implementation in AACPS

Students in grade 5 will complete service-learning projects through social studies activities for 5 hours.

Students in grades 6 through 8 will complete service-learning projects for 10 hours in each grade level for a total of 30 hours.

Students in grades 9 through 11 will earn the following service learning hours through service-learning projects in the following courses:

- U.S. Government: 10 hours
- Science (grade 10): 10 hours
- English 11: 10 hours
- Health: 10 hours

Student Led Conferences

Anne Arundel County Public Middle Schools embrace the importance of involving students in ongoing monitoring of their performance and setting academic goals. The importance of student led conferences contributes to the following purposes:

1. To encourage students to actively engage in their learning process and to accept personal responsibility and accountability for their academic performance.
2. To teach students the ongoing process of self-evaluation through setting personal goals, as well as completing reflection sheets.
3. To provide an opportunity for students, parents, and teachers to share educational goals and student work.
4. To facilitate the development of students’ organizational and oral communication skills.
5. To increase the student’s self-confidence.
6. To increase parent attendance at conferences.

High School Credit Earned in Middle School

Maryland State Board of Education policy determines the requirements for students earning high school credit for a course taken in middle school. The Code of Maryland Regulations (COMAR 13A.03.02.04) states that credit toward high school graduation may be earned by middle school students if the student has taken a high school level course meeting the local school system curricular objectives.

As a result, middle school students in Anne Arundel County Public Schools must earn a final passing course grade in order to earn high school credit for Algebra 1, Geometry, Algebra 2, and Levels 1 and 2 of American Sign Language, Arabic, Chinese, French, German, Italian, Spanish, or Turkish taken while in middle school.

Additionally, according to AACPS Board Policy and Administrative Regulation 608 II-RA, credit will be awarded upon entering ninth grade. The grade for the course will be calculated in the student's GPA in the same manner as other high school courses, including courses with weighted grades. Failure to pass the course will result in a negative impact on a student's high school GPA. In the event that a student is struggling with the high school course and is not earning at least a grade of C, the student and parent/guardian are encouraged to meet with the principal or designee to discuss appropriate options.

Students transferring into AACPS with high school credit from another district will have their course history evaluated by content coordinators to determine if AACPS will acknowledge/accept the credit.

Parents of students enrolled in the above-mentioned courses are asked to sign and return a letter to indicate their understanding of the above information.

Promotion of Students

A middle school student must pass three of four Core courses (Language Arts, Mathematics, Science, and Social Studies) in order to be promoted to the next grade. In addition, a student may fail no more than one Encore course if taking fewer than four Encore courses. If taking four or more Encore courses a student may fail no more than two Encore courses.

If a Core course is failed, it must not be in the same subject area failed in a previous year. Students who fail two courses in the same subject area will have to take summer school coursework to demonstrate content mastery.

Special Education

The Anne Arundel County Public School System is committed to ensuring all students with disabilities (birth through 21) have access to appropriate services and educational opportunities to which they are entitled under federal and state laws, so they are prepared to contribute to their communities in meaningful and positive ways.

The county middle schools offer a full array of special education services to meet the unique needs of diverse learners requiring specialized instruction.

Decisions for how students are to receive the services are made within the IEP team process and are based on the services needed to implement the students' *Individual Educational Plan* (IEP) in the *least restrictive environment* (LRE). A continuum of services in the LRE is offered to students with disabilities. They may include but are not limited to the following:

- Services in general education and co-taught classes
- Self-Contained programs
- Alternate Curriculum Class
- Autism Class
- ED Regional programs

Provision of special education services is a joint effort between general and special educators, working collaboratively to ensure maximum educational opportunities for all students with disabilities. In addition, general and special educators work cooperatively with parents to ensure a full educational opportunity for all students with disabilities in the least restrictive environment.

Advanced Learning

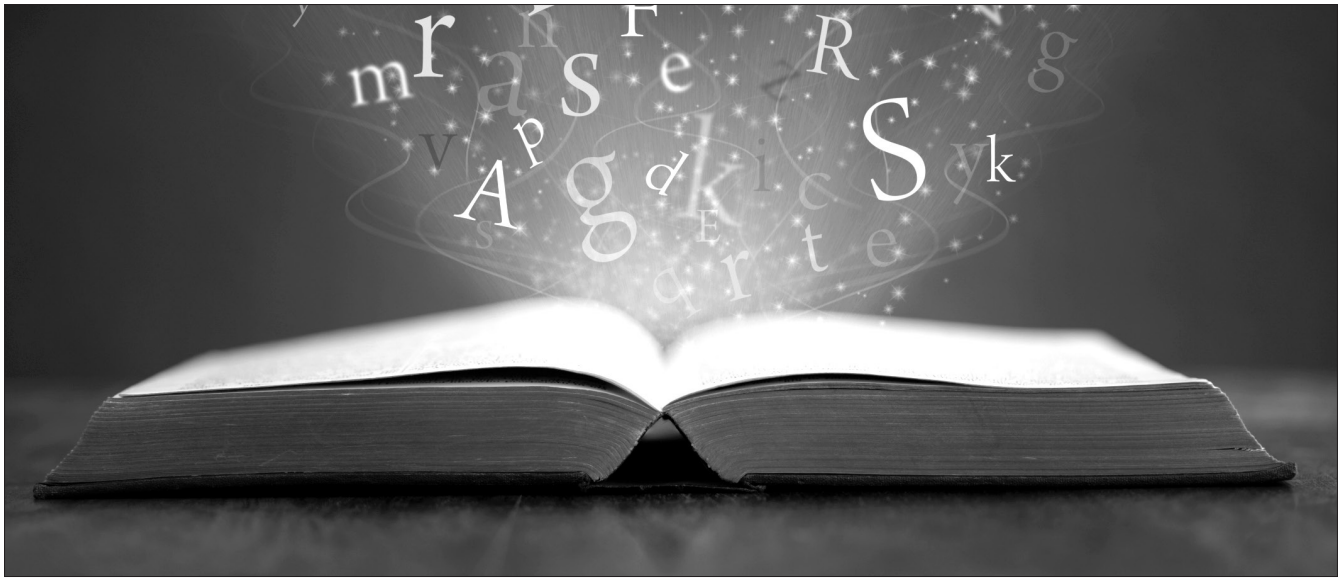
AACPS identifies gifted and advanced students through a universal screening process in grades 2, 5 and 8 as of the 21-22 school year. A gifted and talented student, as defined by Maryland law, is “an elementary or secondary student who is identified by professionally qualified individuals as:

- Having outstanding talent and performing, or showing the potential for performing, at remarkably high levels of accomplishment when compared to other students
- Exhibiting high performance capability in intellectual, creative, or artistic areas
- Possessing an unusual leadership capacity or
- Excelling in specific academic fields.”

AACPS recognizes that achievement, ability, and potential play a role in identifying giftedness; therefore, multiple measures are used to identify students.

While the *Annotated Code of Maryland (§8-201-203)* directs Maryland school systems to identify gifted students, AACPS also identifies advanced students. Advanced and gifted students are similar in that they both need accelerated content, advanced learner instructional strategies, and an appropriate level of challenge to meet their academic needs. These needs are met through differentiated instruction, and/or specialized curriculum materials within *Single-Subject Trails* for English language arts and math (Intermediate grades of Elementary School). The *Advanced Learner Programs (ALPs)* office is committed to providing professional development to teachers to support rigorous engagement and help them better recognize and respond to the difference between advanced and gifted students so that they can appropriately instruct and challenge both groups.

Core Courses



English/Language Arts

The middle school English/Language Arts classroom is a place where students and teachers learn through literature and composing to discuss, challenge, collaborate, disagree, and understand consequences for choices in an atmosphere of respect.

A06033/6/7 | English/Language Arts 6

English/Language Arts 6 is designed to accelerate student achievement in reading, writing, language, listening, and speaking. The course includes blocks of time devoted to teacher-directed lessons on reading and writing, monitored reading, vocabulary development, grammar and usage, and speaking.

A06034 | English/Language Arts 6(Y) (Advanced)

This course is designed to accelerate student achievement in reading, writing, language, listening, and speaking. The course includes blocks of time devoted to teacher-directed lessons on reading and writing, monitored reading, vocabulary development, grammar and usage, and speaking. Students enrolled in Advanced English/Language Arts extend their learning with greater depth at an accelerated pace.

A07033/6/7 | English/Language Arts 7

English/Language Arts 7 is designed to continue to accelerate student achievement in reading, writing, language, listening, and speaking. The course includes blocks of time devoted to teacher-directed lessons on reading and writing, monitored reading, vocabulary development, grammar and usage, and speaking.

A07034 | English/Language Arts 7(Y) (Advanced)

This course is designed to continue to accelerate student achievement in reading, writing, language, listening, and speaking. The course includes blocks of time devoted to teacher-directed lessons on reading and writing, monitored reading, vocabulary development, grammar and usage, and speaking. Students enrolled in Advanced English/Language Arts extend their learning with greater depth at an accelerated pace.

A08033/6/7 | English/Language Arts 8

English/Language Arts 8 is centered on high-quality contemporary and classic literature, supported by skills instruction and practice in critical reading, writing, vocabulary, grammar and usage, and speaking.

A08034 | English/Language Arts 8(Y) (Advanced)

This course is centered on high-quality contemporary and classic literature, supported by skills instruction and practice in critical reading, writing, vocabulary, grammar and usage, and speaking. Students enrolled in Advanced English/Language Arts extend their learning with greater depth at an accelerated pace.

A26/7/8 | World Class Ideas 6/7/8

Students will engage in discussions, writing, and presentations centered on important ideas in the world both now and through history about literature, art, music, and philosophy. This course will enlarge students' understanding of themselves as thinkers, increase their abilities to express themselves with speech and in writing, enhance their creative and critical thinking, and expand their abilities to collaborate and to argue for their point of view. This course is usually scheduled as an encore class.

W06/7/8 | Performance and Reading

Performance & Reading (PAR) is designed to address specific needs of struggling readers who have either previously participated in reading intervention courses or were not identified for reading interventions. This encore class provides support for building student independence and stamina for assessment success. The Maryland College and Career Readiness Standards are addressed through evidence-based strategies such as reader's theater, vocabulary instruction designed for deep learning and other approaches to extend background knowledge and independence in learning and reading.

W06/7/8 | Access to Reading A

Specific reading interventions are provided as an encore course for those students identified as needing focused and intensive reading instruction, in addition to the regularly scheduled language arts class. Students must be scheduled into a daily class (6th and 7th grade) and one out of two A/B rotations (8th grade). Reading A teaches non-readers sound/spelling relationships explicitly and systematically and shows students how to sound out words. Students are placed in these programs only after testing and/or evaluation is completed by the school's reading personnel.

W06/7/8 | Access to Reading B1

Specific reading interventions are provided as an encore course for those students identified as needing focused and intensive reading instruction, in addition to the regularly scheduled language arts class. Students must be scheduled into a daily class (6th and 7th grade) and one out of two A/B rotations (8th grade). Reading B1 emphasizes pronunciation, letter and word discrimination, sound and letter combinations, word endings, and literal and inferential comprehension. Students are placed in these programs only after testing and/or evaluation by the school's reading personnel.

W06/7/8 | Access to Reading B2

Specific reading interventions are provided as an encore course for those students identified as needing focused and intensive reading instruction, in addition to the regularly scheduled language arts class. Students must be scheduled into a daily class (6th and 7th grade) and one out of two A/B rotations (8th grade). Reading B2 emphasizes phonemic awareness, applies discrimination skills to stories of increasing lengths and more complex syntax. Students are placed in these programs only after testing and/or evaluation by the school's reading personnel.

W06/7/8 | Access to Reading C1

Specific reading interventions are provided as an encore course for those students identified as needing focused and intensive reading instruction, in addition to the regularly scheduled language arts class. Students must be scheduled into a daily class (6th and 7th grade) and one out of two A/B rotations (8th grade). Reading C1 addresses multisyllabic words, sound combinations, affixes, vocabulary development, and reading expository text. The focus is leading students to independent application of skills. Students are placed in these programs only after testing and/or evaluation by the school's reading personnel.

W06/7/8 | Access to Reading C2

Specific reading interventions are provided as an encore course for those students identified as needing focused and intensive reading instruction, in addition to the regularly scheduled language arts class. Students must be scheduled into a daily class (6th and 7th grade) and one out of two A/B rotations (8th grade). Reading C2 addresses the application of decoding skills to authentic reading material including textbooks. The focus is leading students to independent application of skills. Students are placed in these programs only after testing and/or evaluation by the school's reading personnel.

W06/7/8 | Read to Achieve 6/7/8

Specific reading interventions are provided as an encore course for those students identified as needing focused and intensive reading instruction, in addition to the regularly scheduled language arts class. Students must be scheduled into a daily class (6th and 7th grade) or one out of two A/B rotations (8th grade). Read to Achieve develops comprehension and fluency for students reading below grade level. Students are placed in these programs only after testing and/or evaluation by the school's reading personnel.

W06/7/8 | Wilson Reading® 6/7/8

Specific reading interventions are provided as an encore course for those students identified as needing focused and intensive reading instruction, in addition to the regularly scheduled language arts class. Students must be scheduled into a daily class (6th and 7th grade) or one out of two A/B rotations (8th grade). Students enrolled in Wilson Reading® will use a multi-sensory "sound tapping" system to learn total word structure. This course addresses decoding, encoding, oral fluency, and comprehension. Instruction is provided by a teacher trained in Wilson methodology. Students are placed in these programs only after testing and/or evaluation by the school's reading personnel.

W99 | Strategic Reading Supports

Approved alternate intervention programs are available for individual students with unique learning needs who require a reading intervention in addition to receiving services for special education. Use of an alternate reading intervention program requires approval from resource staff from the Division of Curriculum and Instruction on an individual student, case-by-case basis. An alternate program may be necessary when a student's needs in reading require an intervention that is not one of the Tier 2 or Tier 3 interventions listed on the AACPS Reading Continuum (non-credit bearing coursework).



Mathematics

Within the middle school curriculum coursework, students will experience a variety of methods to explore properties of mathematics concepts. Students will have the opportunity to use a variety of technology and resources through the tasks in the classroom. Throughout all courses' students will apply the standards for mathematical practices as they productively advance through the problem-solving process.

D06033/6/7 | **Mathematics 6**

This course is the on-grade level course in the middle school mathematics sequence. Students will explore and develop an understanding of the following mathematics concepts and their application: integers, proportional reasoning, algebraic reasoning, properties of two- and three-dimensional figures, and probability and statistics. Students will refine their understanding and fluency with operations with fractions and decimals through the five content domains. If a student is successful in Mathematics 6, students may participate in a summer bridge to be scheduled into Mathematics 7/8. If the student passes the bridge course with a 75% or better, the student will qualify for Mathematics 7/8.

D06034 | **Mathematics 6/7**

Mathematics 6/7 is the course designed for the accelerated learner. The course alignment extends beyond grade six to include content from grade seven. Students will explore and develop an understanding of the following mathematics concepts and their application: integers, proportional reasoning, algebraic reasoning, properties of two- and three-dimensional figures, and probability and statistics. Students will refine their understanding and fluency with operations with fractions and decimals through the five

content domains while developing the foundational skills for Algebra 1 in the eighth grade.

Prerequisite: *Placement into the accelerated course requires a score of 725 or higher on the MD State Assessment for 5th grade and a class grade of a C or better.*

D07033/6/7 | **Mathematics 7**

This course is the on-grade level course in the middle school mathematics sequence. Students will explore and develop an understanding of the following mathematics concepts and their application: analyze proportional relationships and apply to rates of change, extend and apply operations of fractions, discover and understand the properties with rational numbers, solve real-life problems using numerical and algebraic expressions, construct and describe relationships between geometric figures, and using and analyzing data about different populations. Students will refine their understanding and fluency with operations with fractions and decimals through the five content domains. If a student is successful in Mathematics 7, students may participate in a summer bridge to be scheduled into Algebra 1. If the student passes the bridge course with a 75% or better, the student will qualify for Algebra 1.

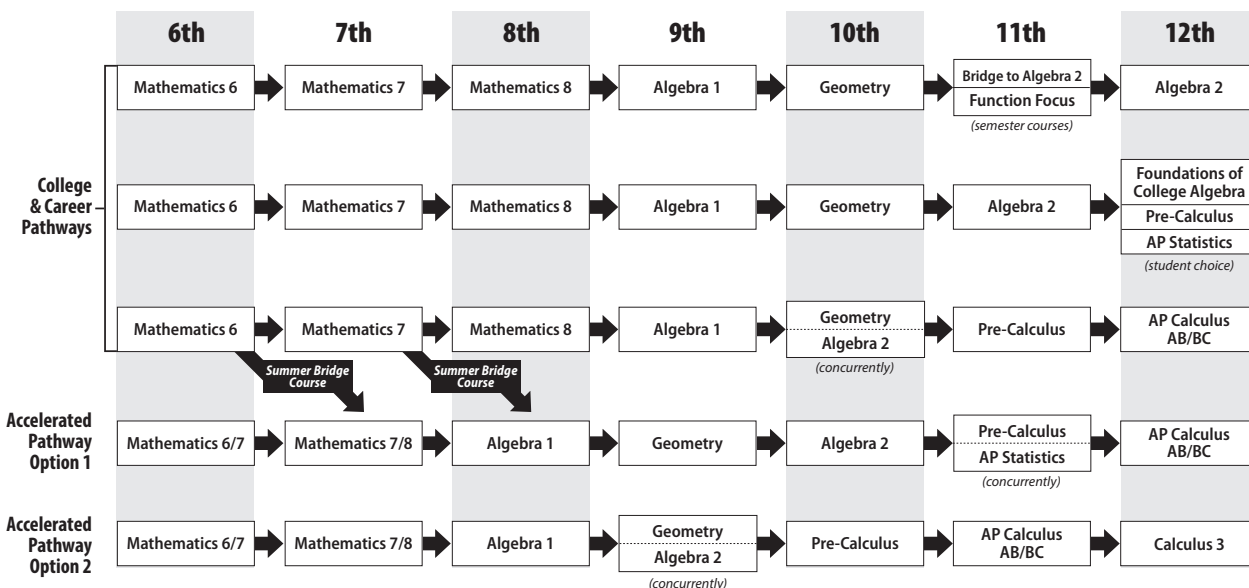
D07034 | **Mathematics 7/8**

Mathematics 7/8 is the completion of the sequence for students to enter Algebra 1 in an accelerated pathway. Mathematics 7/8 is the course designed for the accelerated learner. Students will explore and develop an understanding of the following mathematics concepts and their application: rational and irrational numbers, radicals and exponents, function development and relationships, congruency and similarity, and bivariate data analysis. Students will actively engage in explorations to develop fluency in the real number system while developing the foundational skills for Algebra 1 in the eighth grade.

Prerequisite: *Completion of Math 6/7 or enrollment and passing (75% or higher) the Summer Bridge Course. Placement into the accelerated course requires a score of 725 or higher on the MD State Assessment for 6th grade and a class grade of a C or better.*

AACPS Possible Math Course Pathways (Other sequences are possible based on student needs)

Other mathematics elective courses are available.



D08033/6/7 | Mathematics 8

This course is the on-grade level course in the middle school mathematics sequence. Students will explore and develop an understanding of the following mathematics concepts and their application: rational and irrational numbers, radicals and exponents, linear relationships, systems of equations, function development and relationships, congruency and similarity, and bivariate data analysis. Students will actively engage in explorations to develop fluency in the real number system while developing the foundational skills for Algebra 1 in the ninth grade. Students will enroll in Algebra 1 upon the completion of this course.

D27030 | Algebra 1

This high school graduation requirement course serves as the gateway for advanced mathematical courses by providing a complete foundation of the topics in exponential equations, data analysis and modeling, quadratic functions and equations, and critical analysis and understanding of functions in comparison to linear functions. Instructional emphasis is placed on connecting the multiple representations of functions and interpreting the representations through applications. Students are required to pass the state-mandated assessment in Algebra at the completion of this course. Students will actively engage in hands-on project-based learning experiences throughout the course.

Prerequisite: Completion of Math 7/8 or enrollment and passing (75% or higher) the Summer Bridge Course. Placement into Algebra 1 requires a score of 725 or higher on the MD State Assessment for 7th grade and a class grade of a C or better.

D80 | Transition Math 6/7/8

Middle School Transitional Math is a math course to address the gaps in mathematics background for students with interrupted or limited formal education. Key mathematical concepts from grades 2 through Algebra including numbers, operations, decimals, fractions, ratios, percentages, number theory, integers, statistics, graphs, tables, and algebraic thinking are embedded with math language development and discourse instruction. Only ESOL students scoring below Algebra readiness on the International Math Assessment are to be scheduled for this course. The student should not be concurrently enrolled in Mathematics 6 or 7. Students may take this course more than once during middle school.

D66/7/8 | Math Fluency, Numeracy, and Models

This course offers student support in the areas of numeracy and conceptual understanding aligned to the MD College and Career Ready Standards (MCCRS). Students will engage in activities that foster necessary computational literacy skills to become successful mathematicians in the real world. Target populations for this course are students who need additional support to be successful in their on-grade level math courses offered in the middle school.

D46/7/8 | Box Score 6/7/8

This course will explore the historical and mathematical origin of a variety of sports statistics and analyze what is being measured. Teams will be created, and performance tracked using real-time data. Different sport seasons offer the opportunity for students to interact with a variety of statistics according to the calendar if the course is taken in multiple years. This course is usually scheduled as an encore course.



Science

In middle school science students begin a three-year study of core ideas in Physical, Life, and Earth/Space science which sets the foundation for high school. Students “spiral” through a combination of these courses during middle school. At each grade level of middle school science, a project is included in every curriculum unit which allows students to connect their learning to the real world.

Dissection, although very limited at the middle school level, is one of the many instructional methods that may be used in middle school science. Students may request one of the alternatives to dissection in these classes. Alternatives may include such materials as videotapes, charts, diagrams, and textbook overlays. In each year of middle school science, students are expected to complete an independent or team research project. This allows students to develop skills in the practices of science and cross cutting concepts that apply across all science and engineering disciplines.

C06034/6/7 | Science 6

Students will use a systems approach to study science and scientific principles. In this course, students will conduct investigations and complete projects in order to understand and solve real-world problems and/or improve design as scientists and engineers. The curriculum answers the question, “what is it?” Students engage in scientific practices and engineering design to study matter and atoms, biogeochemical cycles, molecules of life, ecosystems, astronomy and environmental issues. Students use this information to help deepen their understanding of these concepts as they continue their study of middle school science. Students will use appropriate technology to conduct investigations and organize and analyze data to come to conclusions about their research. Students will also conduct in-depth research through readings on topics they study, thus becoming better informed about these topics and scientific literate.

C07034/6/7 | Science 7

Students will build on previous concepts to further their study of science and scientific principles. Students also conduct investigations and complete projects in order to understand and solve real-world problems and/or improve design as scientists and engineers. The curriculum answers the question, “how does it work?” Students engage in scientific practices and engineering design to study the interaction of matter, motion, interactions of cells, energy transformation, waves, and the interactions of Earth’s System. Students will use appropriate technology to conduct their investigations, organize and analyze data to come to conclusions about their research as well as conduct in-depth research through readings on topics they plan to study, thus becoming informed about these topics or develop a deeper understanding of numerous topics in science.

C08034/6/7 | Science 8

Students combine knowledge from previous years to continue with a systems approach to study science and scientific principles. In addition to conducting investigations and completing projects to understand and solve real-world problems and/or improve design as scientists and engineers, students engage in scientific practices and engineering design. The curriculum enables students to answer the question, “how does it change?” as they study how organisms change, populations, Earth’s changes, and humans and planet changes. Students will use appropriate technology to conduct their investigations and organize and analyze data to come to conclusions about their research. Students will also conduct in-depth research through readings on topics they plan to study thus becoming informed and having a deeper understanding of many science topics.

C16/17/18 | Mission to The Stars 6/7/8

Students will develop a NASA mission plan to explore and research a destination in the solar system or nearby solar system. Students will identify what they would like to know about the destination and then form a Mission Team to create an implementation plan; students develop a timeline and list of needs to bring a four-person team of astronauts and researchers to the destination. Students access the resources of NASA and community members to design and build a model of a rocket and spaceship to make the journey and bring the astronauts back. A web page will document their work products and have a format to share the research data the team is able to collect on its mission.

Social Studies

Social Studies courses draw upon the wealth of information and insight to be found in anthropology, history, economics, geography, political science, and sociology. The curriculum encourages students to apply the lessons of the past to the problems of the present, and to utilize inquiry and problem-solving techniques to become vital participants in shaping and directing the future of our local, national, and world communities.

B06034/6/7 | Social Studies 6

Students investigate world regions in order to answer the question, "How did geography and history shape the modern world?" Students will examine the rise of civilizations in the River Valleys, the European classical past (Greece and Rome), and the geography, history, and selected current events of the different regions of Africa and the Americas. Students will also read and analyze content specific materials: maps, charts, tables, graphs, primary sources and political cartoons. Service-Learning opportunities and real-world connections are integrated throughout the year.

B07034/6/7 | Social Studies 7

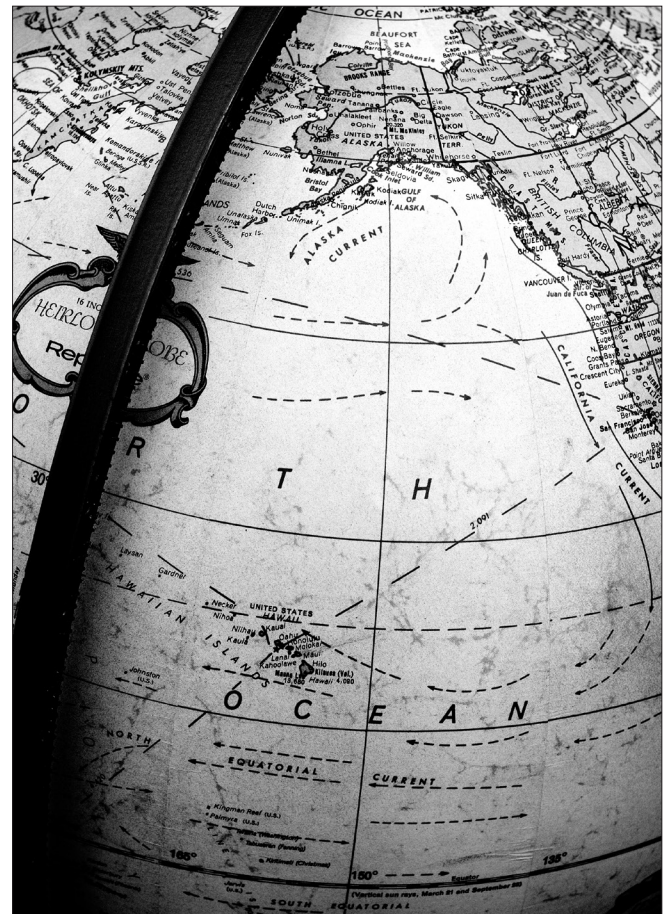
Students continue their study of world regions in order to answer the question, "How did geography and history shape the modern world?" Students begin by studying medieval and modern Europe and Russia, then they study the geography, history, and selected current events in Southwest Asia (Middle East), South Asia, Southeast Asia, and East Asia. They will also read and analyze content specific materials: maps, charts, tables, graphs, primary sources and political cartoons. Service-Learning opportunities and real-world connections are integrated throughout the year.

B08034/6/7 | Social Studies 8

Students investigate the history of the United States from the Colonial Era through the Gilded Age in order to answer the question, "How has the American identity evolved?" Through reading and analysis of selected primary and secondary sources, they will draw conclusions about the causes and consequences of important events. Service-Learning opportunities and real-world connections are integrated throughout the year.

B16/17 | Passport to the World 6/7

This Encore course will introduce and develop the background knowledge and skills for students to successfully negotiate the challenges of a 21st century globally interconnected world. In this course, students will analyze the influences of world cultures and linguistics in order to develop global perspective and understanding of cultural and environmental diversity. This course will enable students to think globally, and understand how people, ideas and events are related across different eras and world regions. Students will understand how humans in one place and time influence others in another place and time.



D57/58 | Stock Market Mania 7/8

Students will participate in an online simulation of the global capital markets that will engage them in the world of economics, investing and personal finance. The Stock Market Game gives students the chance to invest a hypothetical \$100,000 in a real-time portfolio. As students buy and sell investments in their fantasy portfolios, they make practical use of cross-curricular skills and knowledge in areas such as math, history, civics, and language skills. They learn economic concepts in context, such as the value of investing and saving for the future. The Stock Market Game effectively utilizes the academic content standards, practices, and career skills expressed in the Common Core State Standards, STEM, and by the Partnership for 21st Century Skills. This course is usually scheduled as an encore course.

Special Education

These courses are designed to meet the *Individualized Education Program* (IEP) needs of students with disabilities and provide specialized instruction and real-life experiences to prepare students with significant disabilities for life beyond the classroom. The following courses utilize a variety of strategies and instructional methods to provide students with specialized instruction in English, science, social studies, mathematics and vocational programs.

N20030 | **Math 6–8**

Coursework is designed to enhance the transition from school to adult life/work. The course will develop skills in both mathematical concepts and real-world problem solving as specified in the Individualized Education Program (IEP) for each student enrolled as well as the Essential Elements (based on the Maryland College and Career-Ready Standards).

N10030 | **Reading 6–8**

Coursework is designed to enhance the transition from school to adult life/work. The course will develop skills in listening, speaking, reading and writing, as specified in the Individualized Education Program (IEP) for each student enrolled as well as the Essential Elements (based on the Maryland College and Career-Ready Standards).

N60030 | **Science 6–8**

Coursework is designed to enhance the transition from school to adult life/work. The course will develop scientific skills, processes and concepts and real-world problem solving as specified in the Individualized Education Program (IEP) for each student enrolled as well as the Next Generation Science Standards. The course content will be a bridge between the general education content standards and relevant curriculum for students with significant cognitive disabilities.

N80030 | **Social Studies 6–8**

Coursework is designed to enhance the transition from school to adult life/work. The course will develop skills in history, economics, geography, government and real-world problem solving as specified in the Individualized Education Program (IEP) for each student enrolled. The course content is a bridge between the general education content standards and relevant curriculum for students with significant cognitive disabilities.

N70030 | **Community Skills 6–8**

This course provides information about a wide range of subjects to assist students in becoming wise consumers and productive adults. This course will emphasize such topics as goal setting, decision-making, and setting priorities; money and time management; relationships; and the development of the self. Practical exercises regarding selecting and furnishing houses, meeting transportation needs, preparing foods, selecting clothing, and building a wardrobe are often integral topics. More specific topics such as insurance, taxation, and consumer protection may also be covered.

N90030 | **Vocational Skills 6–8**

This course introduces students to skills and strategies helpful in becoming more focused, productive individuals. Goal setting, decision-making, management of time, energy, and stress; and identification of alternatives and coping strategies may be covered if appropriate. This course will allow students to explore different career and lifestyle choices.

English Language Acquisition

English for Speakers of Other Languages

In order to support the development of linguistically diverse students as bi-literate participants in a global society, the English Language Acquisition Program offers *English for Speakers of Other Languages* (ESOL) courses.

Through an asset-based approach to language, ESOL courses foster the development of academic literacy, mathematical competence and social growth among English learners. Standards-based instruction in listening, speaking, reading and writing skills supports English learners in obtaining equitable access to grade-level academic curriculum.

Placement in ESOL courses is determined by an English language proficiency screening or scores on the by the *WIDA ACCESS for ELLs* assessment, in consultation with the English Language Acquisition teacher.

E90030 | ESOL I

English Learners in the “entering phase” are introduced to essential aspects of the English language. The ESOL I course develops students’ academic language ability with intensive support. Instruction in social and academic language is based on the five WIDA Standards. Students begin to express academic ideas in English using phrases and short sentences. Students to begin to read and understand multiple related simple sentences, grammatical structures and general content expressions in English. Biliteracy supports are available to English Learners. The course provides students with cultural knowledge to support their transition to the U.S. educational system. The ESOL I course may be offered daily in place of English Language Arts. Students in ESOL I should be concurrently enrolled in the appropriate grade level ESOL 6, 7, or 8 course.

Prerequisite: *ESOL I is an appropriate initial placement for students whose English proficiency level is 1.0–1.9 and who have been in U.S. schools for less than two years. This course may not be repeated.*

E91030 | ESOL II

English Learners in the “emerging phase” begin to communicate using essential aspects of the English language. The ESOL II course develops students’ ability to access grade-level content material with substantial linguistic support. Instruction in social and academic language is based on the five WIDA Standards. Students produce grammatically complex sentences that express multiple related ideas. Students employ repetitive structures and sentence patterns and appropriately use language conventions. Students read and understand language across content areas. Students comprehend and produce common forms and expressions in English. Biliteracy supports are available to English Learners. The ESOL II course may be offered daily in place of English Language Arts. Students in ESOL II should be concurrently enrolled in the appropriate grade level ESOL 6, 7, or 8 course.

Prerequisite: *ESOL II is an appropriate initial placement for students whose English proficiency level is 2.0–2.7 and who have been in U.S. schools less than three years. This course may not be repeated.*

E99036 | ESOL Grade 6

The ESOL Grade 6 course provides content-based English language development instruction in the areas of speaking, reading, listening and writing. The language development curriculum is aligned to the units of study in the core content areas and provides the linguistic support necessary to comprehend and apply concepts taught in sixth grade science, math, social studies and English. The course integrates a bilingual, bicultural lens through which English learners will be empowered as active participants in their communities. The course is designed to be offered as a year-long, every other day “encore” on an A/B schedule. English learners enrolled in ESOL I or II in place of English Language Arts may also be enrolled concurrently in the ESOL Grade 6 course.

E99037 | ESOL Grade 7

The ESOL Grade 7 course provides content-based English language development instruction in the areas of speaking, reading, listening and writing. The language development curriculum is aligned to the units of study in the core content areas and provides the linguistic support necessary to comprehend and apply concepts taught in seventh grade science, math, social studies and English. The course integrates a bilingual, bicultural lens through which English learners will be empowered as active participants in their communities. The course is designed to be offered as a year-long, every other day “encore” on an A/B schedule. English learners enrolled in ESOL I or II in place of English Language Arts may also be enrolled concurrently in the ESOL Grade 7 course.

E99038 | ESOL Grade 8

The ESOL Grade 8 course provides content -based English language development instruction in the areas of speaking, reading, listening and writing. The language development curriculum is aligned to the units of study in the core content areas and provides the linguistic support necessary to comprehend and apply concepts taught in eighth grade science, math, social studies and English. The course integrates a bilingual, bicultural lens through which English learners will be empowered as active participants in their communities. The course is designed to be offered as a year-long, every other day “encore” on an A/B schedule. English learners enrolled in ESOL I or II in place of English Language Arts may also be enrolled concurrently in the ESOL Grade 8 course.

Encore Courses

Encore courses are offered on an alternating day, year-long, semesterized or quarterly basis. The six-period day schedule provides two periods for encore courses. The availability of encore courses may differ from school to school, depending on student demand, teacher expertise and teaching resources. Encore courses have been designed to include 21st Century workforce and life skills to equip learners with the tools they need to succeed. In accordance with state law (COMAR 13A.04.16.01), all students in grades 6–8 must participate in a fine arts course each year. The *Encore Courses* table identifies those courses that satisfy the fine arts requirement.

Art (*Visual Arts*)

Through the Middle School Visual Arts Curriculum, students will develop creative strategies, skills, and habits of mind through artistic practices; apply design literacy to a wide variety of traditional and new media; acquire procedural knowledge, skill and craftsmanship in art making while exploring an expanded range of media; develop aesthetic judgment that supports the making and understanding of rich meaning in art; form a broader knowledge and understanding of our rich and diverse historical and cultural heritage through art.

G0601/2 | **True Colors 6**

Students explore a variety of media as they continue to build their skills in the various media types. Teachers discuss artists, artwork, and provide technique demonstrations to develop the four strands of art education: art appreciation, art history, art production, and art criticism; as well as problem-solving and critical thinking skills.

G0701/2 | **True Colors 7**

Students focus on further developing art skills, vocabulary, creativity, and concepts of design. Two-dimensional lessons may include painting, collage, drawing, and printmaking. Three-dimensional projects may include functional or sculptural ceramic experiences. Art history, art appreciation, and art criticism are integrated into the lessons as a framework of the curriculum.

G0801/2 | **True Colors 8**

Students will work with ways to heighten thoughts and expression in their artwork. Knowledge gained from studying other artists and cultures will be applied in solving problems in art. Design skills will be used to solve problems based on observation and life experiences that exemplify personal critical choices.

G2901/2 | **Digital Palette 1—Introduction**

Students will experience art fundamentals of design through digital imaging and computer graphics programs. Focus will include creating artwork in various formats, including print and possibly the Web. Projects will be created using integrated software such as Photoshop, PowerPoint, and other programs. Students will explore advertising, package design, and fine arts projects.

G30012/22 | **Digital Palette 2—Intermediate**

Students will advance their art design skills through further study of digital imaging and computer graphics programs. Focus will include creating artwork by using more complex techniques and tools in various digital formats and through use of integrated software. Students will explore and expand their digital portfolio with projects that may include experiences in photomontage, commercial design, and digital sculpture.

Prerequisite: *Digital Palette 1—Introduction*

G34 | **Digital Palette 3—Advanced**

Students will expand upon their prior knowledge of software-based artwork creation via Digital Palette Introduction and Intermediate Digital Palette using Adobe Photoshop. By introducing students to the power of Adobe Illustrator, they will learn how to create stunning imagery that will surely take their expertise of digital art to the next level.

Prerequisite: *Digital Palette 2—Intermediate*

Encore Courses			
(Magnet students may be required to take additional Encore courses associated with their program.)			
Subject	Course Name	Available Grade Level	Meets Fine Arts Requirement?
Art (<i>Visual Arts</i>)	True Colors	6/7/8	Yes
	Digital Palette 1—Introduction, Digital Palette 2—Intermediate	6/7/8	
	Digital Palette 3—Advanced	7/8	
Dance Education	Dance	6/7/8	Yes
	Dance for Athletes	6/7/8	
Family & Consumer Sciences (FACS)	Exploring FACS 6	6	No
	Get the FACS	7	
	Healthy Living	8	
	Money 8	8	
	Project Runway	6/7/8	Yes
Health Education	Health 6/7/8	6/7/8	No
Interdisciplinary	Passport to the World (Social Studies)	6/7	No
	Box Score (Mathematics)	6/7/8	
	Mission to the Stars (Science)	6/7/8	
	World Class Ideas (English/Language Arts)	6/7/8	
	Stock Market Mania (Social Studies)	7/8	
Music	Music Goes Global	6/7/8	Yes
	Chorus 1–3	6/7/8	
	Band 1–3	6/7/8	
	Orchestra 1–3	6/7/8	
	Percussion Ensemble 1–3	6/7/8	
	Guitar 8	8	
Physical Education	Physical Education	6/7/8	No
	Team Sports	7/8	
Technology	Gateway to Technology	6/7/8	No
	Exploring Technology	6	
	Invention & Innovation	7	
	Technology Systems	8	
World Languages <i>(Offerings vary by school)</i>	American Sign Language 1/1A/1B (Grade 7 Only), Arabic Thought & Culture, Chinese 1/1A/1B, French 1/1A/1B, German 1/1A/1B, Italian 1/1A/1B, Spanish 1/1A/1B, or Turkish 1	6/7/8	No
	American Sign Language 2, Arabic 1, Chinese 2, French 2, German 2, Italian 2, Spanish 2, or Turkish 2	8	

Dance

Courses include studies in the major areas of dance— technique, history, creating original dance movement, the choreographic process, aesthetic criticism, and performance. The National Core Arts Standards and the Maryland State Dance Standards are the basis for the middle school dance curriculum. Creative thinking, expression through movement, and appreciation for the art form are integral parts of the program.

Students enrolling in Dance Education courses are expected to wear appropriate footwear and clothing during class for safety and instructional purposes. While each school will more clearly define this requirement, typical dance class attire includes dance shoes, leotards and tights, compression shorts, pants, tank or shirt. All students taking a dance course are required to perform in an end-of-year dance concert at their school with other possible performance opportunities afforded throughout the school year. The National Core Arts Standards for dance and the Maryland State Dance Standards are the basis for the curriculum.

L6601/2/3 | Dance 6

Students will explore creative movement, improve physical fitness, identify the relationships between dance and various cultures, work with classmates, and improve individual abilities. The class offers a variety of dance styles to include ballet, modern, jazz, tap, choreography, production, design, careers, aesthetic criticism, and dancer health.

L7701/2/3 | Dance 7

Students will improve their abilities in several dance styles, experience dance performances from various cultures, have fun creating and analyzing their own dances, increase their dance vocabulary, have performance opportunities, research historical dance figures and famous dancers, and improve their physical fitness.

L8801/2/3 | Dance 8

Students will extend what they think they know and can do in dance. Choreography, analysis, enjoying performing, and building a dance portfolio are included. The class includes improvement of skills in ballet, modern, jazz, tap, choreography, production, design, careers, aesthetic criticism, dancer health, and physical fitness.

L16/7/8 | Dance for Athletes 6/7/8

This course focuses on enhancing and refining athletic performance through the technique and training used in the art of dance. Students will explore the five components of skill related physical fitness (agility, coordination, balance, power and speed), while also exploring the complimentary Elements of Dance (body, energy, space and time) through creative expression and performance.

FACS

Family and Consumer Sciences

Teaching Skills for a Lifetime...

The Family and Consumer Sciences curriculum provides opportunities for developing skills for a lifetime of healthy choices. Students engage in project- and knowledge-based learning and real-life case studies to build a fundamental skill set for the 21st century. Students are encouraged to explore themes that expose them to greater awareness of the global context of their decisions, including financial and economic literacy, the consequences of healthy dietary choices, and their role as informed and productive members of society.

H0601/2 | Exploring FACS 6

This course is designed to empower the student to recognize and adopt a healthy lifestyle. Students will have the 21st century skill set to be able to take simple actions in their everyday life to improve the quality of their own health, as well as the cause and effect consequences of their lifestyle on the planet. This course is based on the Maryland State Department of Education guidelines, reflecting the National Standards for Family and Consumer Sciences.

H6601/2 | Project Runway 6

Project Runway is designed for students to develop their own personal creativity using digital and graphic resources. Students will learn how to apply basic sewing principles to express their own personal style using 21st century tools of design and technology. Students will investigate recycling efforts and the green movement on the fashion industry. Students will learn the basics of fashion design and create a journal to express their design esthetics.

H0701/2 | Get the FACS 7

This interdisciplinary course blends design, technology, and science with a problem-based hands-on approach to teaching. Students will learn entrepreneurial job skills that will prepare them for the business of babysitting. Students will develop their own personal style using 21st century tools of design and technology while they apply creativity and ingenuity as they construct a sewing project. In addition, students will discover the “Chemistry of Food” in a laboratory setting. Students will learn how to research, prepare, and serve foods in a teamwork environment that empowers the young teen to make healthier food choices.

H7101/2/3 | Project Runway 7

In Project Runway 7, students explore multiple aspects of the fashion industry including color theory and characteristics of textiles. Students will develop their creative talents using digital and graphic resources and express their vision and ideas through fashion sketching as well as applying sewing techniques to create projects that express their own personal style. Students examine the influence of iconic fashion designers as well as the global influence of customs and cultures on fashion. Students will examine opportunities for careers in the textile and fashion industry.

H0801/2 | Healthy Living 8

Students will practice the skills to become a Top Chef while preparing the latest “Green” nutritious recipes. Students will be able to identify healthy food choices as the base for a healthy lifestyle. Teamwork and

cooperation as well as problem solving skills, are encouraged in this project-based unit. In addition, students will use various aspects of the principles and elements of the design cycle to construct a sewing project that creates a usable product for their living environment. Students will also develop skills to prepare them for their future, including job skills and how to manage money.

H8801/2 | Money 8

Students will demonstrate interdisciplinary skills needed to manage their money in today's global economy. Students will explore the effects of constantly changing technology and its impact on their lives as they prepare for careers in the 21st century. The young consumers will explore spending habits and develop an understanding of how to save money for current needs as well as unexpected needs in the future.

H0901/2 | Project Runway 8

Project Runway 8 is designed to immerse students in an exploration of art and design concepts, skills, and critical practices, encouraging them to become flexible thinkers and life-long learners. Participants will learn about the principles and elements of fashion design, and fabric science. Students will explore the emerging world textile technology applying research skills to advance their knowledge of fashion design. Students will apply sewing principles to express their own personal style. Using multimedia resources, students will complete a Capstone Project relating to fashion design.

Interdisciplinary

Students enrolled in courses found in the list below are afforded ample opportunity to explore and engage in a variety of topics, themes, and learning environments that foster inquiry and investigation. These courses integrate multiple modes of learning, provide students with rigorous and relevant topics of interest, and draw upon personal experiences. Each of the courses are created from a collaboration of content office input and development ideas.

Encore Courses with Interdisciplinary connections:

- Passport to the World (Social Studies)
- Box Score (Mathematics)
- Mission to the Stars (Science)
- World Class Ideas (English/Language Arts)
- Stock Market Mania (Social Studies)

B16/17 | Passport to the World 6/7

This Encore course will introduce and develop the background knowledge and skills for students to successfully negotiate the challenges of a 21st century globally interconnected world. In this course, students will analyze the influences of world cultures and linguistics in order to develop global perspective and understanding of cultural and environmental diversity. This course will enable students to think globally, and understand how people, ideas and events are related across different eras and world regions. Students will understand how humans in one place and time influence others in another place and time. This course is usually scheduled as an encore course.

D46/7/8 | Box Score 6/7/8

This course will explore the historical and mathematical origin of a variety of sports statistics and analyze what is being measured. Teams will be created, and performance tracked using real-time data. Different sport seasons offer the opportunity for students to interact with a variety of statistics according to the calendar if the course is taken in multiple years. This course is usually scheduled as an encore course.

C16/17/18 | Mission to The Stars 6/7/8

Students will develop a NASA mission plan to explore and research a destination in the solar system or nearby solar system. Students will identify what they would like to know about the destination and then form a Mission Team to create an implementation plan; students develop a timeline and list of needs to bring a four-person team of astronauts and researchers to the destination. Students access the resources of NASA and community members to design and build a model of a rocket and spaceship to make the journey and bring the astronauts back. A web page will document their work products and have a format to share the research data the team is able to collect on its mission. This course is usually scheduled as an encore course.

A26/7/8 | World Class Ideas 6/7/8

Students will engage in discussions, writing, and presentations centered on important ideas in the world both now and through history about literature, art, music, and philosophy. This course will enlarge students' understanding of themselves as thinkers, increase their abilities to express themselves with speech and in writing, enhance their creative and critical thinking, and expand their abilities to collaborate and to argue for their point of view. This course is usually scheduled as an encore class.

D57/58 | Stock Market Mania 7/8

Students will participate in an online simulation of the global capital markets that will engage them in the world of economics, investing and personal finance. The Stock Market Game gives students the chance to invest a hypothetical \$100,000 in a real-time portfolio. As students buy and sell investments in their fantasy portfolios, they make practical use of cross-curricular skills and knowledge in areas such as math, history, civics, and language skills. They learn economic concepts in context, such as the value of investing and saving for the future. The Stock Market Game effectively utilizes the academic content standards, practices, and career skills expressed in the Common Core State Standards, STEM, and by the Partnership for 21st Century Skills. This course is usually scheduled as an encore course.

X51030 | Student Advisory

Student Advisory course enables students to explore individual and societal actions and implications in order to help them develop personal values and make decisions about their lives. This course is graded using *S* or *U*.

X03030 | Innovation through Project-Based Learning 6–8

This course will engage students in a project-based learning approach (PBL) while providing a pathway to a vibrant venue for applying content standards relevant to student's lives. Students will work collaboratively with their teachers, peers and community partners to create projects that take into account student interests and align with content standards. While focusing on an end product, course standards are extended and applied as students become engaged in their learning. Students will complete problem/project-based modules focused on a current STEM and Humanities topic or project that is relevant in today's workplace/world. This course will expose students to and develop skills in Problem/Project-based learning, Socratic Dialogue, and collaborative teamwork. Once students complete a project, it will be presented to a public audience. This course will enable students to make the connection between relevant real-world experiences and core subject areas, preparing them to gain important work and life skills. Available only at Mary Moss at J Albert Adams Academy. This course is graded using *S* or *U*.

Music

Students enrolled in their appropriate school performance ensemble have the opportunity to participate in organizations such as All County Ensembles, All State Music experiences, solo and ensemble festivals, and other enrichment musical activities. (All music courses are available in all grade levels and meet the fine arts requirement.)

F06 | Music Goes Global 6

This course provides students with real-world applications that support global awareness and artistic expression. Students will explore the role of music in their own lives as they create, perform, connect and respond to music through a balanced, comprehensive and sequential program of study through the acquisition of music fundamentals, history and culture. Music Goes Global 6 is open to all sixth-grade students. This course can be taught at selected schools with a focus on guitar.

F07 | Music Goes Global 7

This course provides students with real-world applications that support global awareness and artistic expression. Students will explore the role of music in their own lives as they create, perform, connect and respond to music through a balanced, comprehensive and sequential program of study through the acquisition of music fundamentals, history and culture. Music Goes Global 7 is open to all seventh-grade students. This course can be taught at selected schools with a focus on guitar.

F08 | Music Goes Global 8

This course provides students with real-world applications that support global awareness and artistic expression. Students will explore the role of music in their own lives as they create, perform, connect and respond to music through a balanced, comprehensive and sequential program of study through the acquisition of music fundamentals, history and culture. Music Goes Global 8 is open to all eighth-grade students.

F16 | Instrumental Ensemble: Percussion 6

This course emphasizes the skills and concepts necessary to perform in a percussion ensemble. Students will develop an understanding of good tone production, balance, and the interpretation of music within a small group. Sixth grade students will learn basic rhythms and drumming techniques using body percussion and world percussion. Students will also be introduced to the basic skills and rudiments of traditional percussion, including the snare drum, bass drum, mallets, and auxiliary percussion. Comprehensive musicianship is taught through the study of a variety of world cultures and many different genres and styles of music. Public music performances may be required. Students are expected to advance to the next appropriate level of ability.

F17 | Instrumental Ensemble: Percussion 7

This course emphasizes the skills and concepts necessary to perform in a percussion ensemble. Students will continue to refine an understanding of good tone production, balance, and the interpretation of music within a small group. Seventh grade students will learn more complex rhythms and drumming techniques using body percussion and world percussion, including the conga drum,

djembe, and dumbek. Students will also learn more complex skills and rudiments of traditional percussion, including the snare drum, bass drum, mallets, and auxiliary percussion. Comprehensive musicianship is taught through the study of a variety of world cultures and many different genres and styles of music using West African call and response and Middle Eastern rhythms. Public music performances may be required. Students are expected to advance to the next appropriate level of ability.

F18 | Instrumental Ensemble: Percussion 8

This course emphasizes the skills and concepts necessary to perform in a percussion ensemble. Eighth grade students will learn more advanced rhythms and drumming techniques including syncopation, mixed and complex meters, using body percussion and world percussion. Students will master more complex skills and rudiments of traditional percussion, including the snare drum, bass drum, mallets, and auxiliary percussion. Comprehensive musicianship is taught through the study of a variety of world cultures and many different genres and styles of music. Public music performances may be required.

F20 | Chorus 1

This course emphasizes individual concepts of vocal production, as well as choral techniques appropriate for a large ensemble. Students will develop an understanding of musical accuracy in performance skills and musical sound through movement. Students will perform, create, and analyze choral music and comprehensive musicianship will be taught through the study of varied choral repertoire. Public musical performances will be expected. Before and after school activities and rehearsals are integral to the course, and grades may reflect such participation. The number of required non-school hour performances and practices during a school year varies by school. Students are expected to advance to the next appropriate level of ability.

F21 | Chorus 2

Chorus 2 builds on the concepts and skills taught in Chorus 1. Students will further develop an understanding of musical accuracy in performance skills and musical sound through movement. Students will perform, create, and analyze to choral music and comprehensive musicianship will be taught through the study of varied choral repertoire. Public musical performances will be expected. Before and after school activities and rehearsals are integral to the course, and grades may reflect such participation. The number of required non-school hour performances and practices during a school year varies by school. Students are expected to advance to the next appropriate level of ability.

F22 | Chorus 3

Chorus 3 extends and refines the concepts and skills taught in Chorus 2. Students will enhance their understanding of musical accuracy in performance skills and musical sound through movement. Students will perform, create, and listen to choral music with understanding and comprehensive musicianship will be taught through the study of varied choral repertoire. Public musical performances will be expected. Before and after school activities and rehearsals are integral to the course, and grades may reflect such participation. The number of required non-school hour performances and practices during a school year varies by school.

F30 | Orchestra 1

This course emphasizes good tone production, musical accuracy in performance skills, balance, and interpretation of music within a small group. Comprehensive musicianship is taught through the study of

varied instrumental repertoire. Instruction is offered on the following instruments: violin, viola, cello, and string bass. Public musical performances will be expected. Before and after school activities and rehearsals are integral to the course, and grades may reflect such participation. The number of required non-school hour performances and practices during a school year varies by school. Students are expected to advance to the next appropriate level of ability.

F31 | Orchestra 2

Orchestra 2 builds on the concepts and skills taught in Orchestra 1. Students will further develop good tone production, musical accuracy in performance skills, balance, and interpretation of music within a small group. Comprehensive musicianship is taught through the study of varied instrumental repertoire. Instruction is offered on the following instruments: violin, viola, cello, and string bass. Public musical performances will be expected. Before and after school activities and rehearsals are integral to the course, and grades may reflect such participation. The number of required non-school hour performances and practices during a school year varies by school. Students are expected to advance to the next appropriate level of ability.

F32 | Orchestra 3

Orchestra 3 extends and refines the concepts and skills taught in **Orchestra 2**. Students will enhance their understanding and application of good tone production, musical accuracy in performance skills, balance, and interpretation of music within a small group. Comprehensive musicianship is taught through the study of varied instrumental repertoire. Instruction is offered on the following instruments: violin, viola, cello, and string bass. Public musical performances will be expected. Before and after school activities and rehearsals are integral to the course, and grades may reflect such participation. The number of required non-school hour performances and practices during a school year varies by school.

F54 | Instrumental Instruction: Mixed

Small group instruction is provided for students desiring to acquire skill in playing string, woodwind, brass, and percussion instruments. Good tone production, instrumental techniques, and basic fundamentals of music are emphasized. Public musical performances will be expected. Before and after school activities and rehearsals are integral to the course, and grades may reflect such participation. The number of required non-school hour performances and practices during a school year varies by school.

F64060 | Instrumental Ensemble: Mixed 6

This course emphasizes good tone production, balance, and interpretation of music within a small group. Comprehensive musicianship is will be taught through a study of varied instrumental repertoire. Public musical performances will be expected. Before and after school activities and rehearsals are integral to the course, and grades may reflect such participation. The number of required non-school hour performances and practices during a school year varies by school.

F64070 | Instrumental Ensemble: Mixed 7

This course builds on good tone production, balance, and interpretation of music within a small group. Comprehensive musicianship is emphasized through a study of varied instrumental repertoire. Before and after school activities and rehearsals are integral to the course, and grades may reflect such participation. The number of required non-school hour performances and practices during a school year varies by school.

F64080 | Instrumental Ensemble: Mixed 8

This course extends and refines good tone production, balance, and interpretation of music within a small group. Comprehensive musicianship is emphasized through a study of varied instrumental repertoire. Before and after school activities and rehearsals are integral to the course, and grades may reflect such participation. The number of required non-school hour performances and practices during a school year varies by school.

F70 | Band 1

This course emphasizes good tone production, musical accuracy in performance skills, balance, and interpretation of music within a small group. Comprehensive musicianship is taught through the study of varied instrumental repertoire. Instruction is offered on the following instruments: oboe, clarinet, flute, bassoon, saxophone, trumpet, French horn, baritone horn, trombone, tuba, and percussion. Public musical performances will be expected. Before and after school activities and rehearsals are integral to the course, and grades may reflect such participation. The number of required non-school hour performances and practices during a school year varies by school. Students are expected to advance to the next appropriate level of ability.

F71 | Band 2

Band 2 builds on the concepts and skills taught in Band 1. Students will further develop good tone production, musical accuracy in performance skills, balance, and interpretation of music within a small group. Comprehensive musicianship is taught through the study of varied instrumental repertoire. Instruction is offered on the following instruments: oboe, clarinet, flute, bassoon, saxophone, trumpet, French horn, baritone horn, trombone, tuba, and percussion. Public musical performances will be expected. Before and after school activities and rehearsals are integral to the course, and grades may reflect such participation. The number of required non-school hour performances and practices during a school year varies by school. Students are expected to advance to the next appropriate level of ability.

F72 | Band 3

Band 3 extends and refines the concepts and skills taught in Band 2. Students will enhance their understanding and application of good tone production, musical accuracy in performance skills, balance, and interpretation of music within a small group. Comprehensive musicianship is taught through the study of varied instrumental repertoire. Instruction is offered on the following instruments: oboe, clarinet, flute, bassoon, saxophone, trumpet, French horn, baritone horn, trombone, tuba, and percussion. Students are expected to advance to the next appropriate level of ability. Public musical performances will be expected. Before and after school activities and rehearsals are integral to the course, and grades may reflect such participation. The number of required non-school hour performances and practices during a school year varies by school.

F11 | Guitar 8

Guitar 8 provides students an opportunity to explore the fundamentals of guitar performance, reading traditional notation, understanding the musical concepts of melody, harmony, rhythm, and form and to develop a deeper appreciation for all styles of music. Public musical performances vary by school.

Health

Health Education courses in Anne Arundel County Public Schools are focused on building health-literate individuals. All middle school students receive health instruction for a minimum of 22 days (one quarter) as part of the state-mandated comprehensive Skills-Based Health Education program. Course outcomes are developmentally appropriate and are based on health skills and concepts in the following areas:

- Mental and Emotional Health
- Substance Abuse Prevention
- Family Life and Human Sexuality
- Safety and Violence Prevention
- Healthy Eating and Fitness
- Disease Prevention and Control

Skills-Based Health Education supports and promotes health-enhancing behaviors for all students. The health skills embedded in the units include analyzing influences, accessing information, interpersonal communication, decision making, goal setting, self-management, and advocacy.

Note: The family life and human sexuality unit is developed in accordance with the standards and procedures established in *Maryland State Regulation 13A.04.18.01*. Students may be excused from this unit of the program upon written request from their parent or guardian. Appropriate alternate instruction will be provided.

L26 | Health 6

In sixth grade, students are introduced to a variety of health topics that include an introduction to health and wellness, tobacco & nicotine products, medicine, consent & communication, sexual abuse & assault, safety & emergency preparedness, puberty & adolescence, reproduction, ovulation, menstruation & fertilization, infectious and non-infectious diseases and skin cancer. Content is based on grade appropriate standards.

L27 | Health 7

In seventh grade, students build upon their foundational knowledge and skills of health concepts to explore new topics which include goal setting for personal wellness, conflict & conflict resolutions, effects of alcohol on the body & community, the effects of marijuana, cardiovascular disease, how to communicate consent, sexual abuse & assault, abstinence and contraceptive to prevent pregnancy and STIs and building interpersonal communication skills during adolescence. Content is based on grade appropriate standards.

L28 | Health 8

In eighth grade, students advance their health knowledge and skills by building upon previous topics. Topics in eighth grade include applying strategies to increase one's wellness, depression & suicide, prescription & over the counter medicines, consent, sexual abuse & sexual assault, healthy vs. unhealthy relationships, contraceptives & abstinence, teen pregnancy, HIV/AIDS, and STIs. Content is based on grade appropriate standards.

Physical Education

All students in grades six, seven, and eight will be scheduled for Physical Education. The purpose of the Physical Education program is to provide students with developmentally and instructionally appropriate activities that promote a physically active lifestyle. The fitness-based program focuses on the whole child and includes cognitive, affective, and psychomotor components while incorporating various activities to include dance & rhythm, individual performances, outdoor/lifetime pursuits, games and sports. The Physical Education environment is supportive and inclusive of all students while fostering the development of a positive self-image and a respect for others.

L0601/2/3 | Physical Education 6

This course introduces students to an array of components, themes, and activities designed to develop psychomotor, cognitive, and affective life skills. The curriculum content is based on SHAPE America national standards, which give students the opportunity to develop leadership skills and to work in small groups to solve problems or accomplish tasks. Through purposeful learning activities, students are guided to refine motor, social, and intellectual skills that promote a fit and active lifestyle. Students will assess their own individual levels of fitness and set SMART goals.

L0701/2/3 | Physical Education 7

In the seventh grade, students will progress and refine skills toward content mastery in all areas of fitness and sport. The curriculum content is based on SHAPE America national standards, which give students the opportunity to develop leadership skills and to work in small groups to solve problems or accomplish tasks. Through purposeful learning activities, students are guided to refine motor, social, and intellectual skills that promote a fit and active lifestyle. Students will assess their own individual levels of fitness and set SMART goals.

L08011/21/30 | Physical Education 8

This course engages students in activities and experiences designed to provide continued opportunity for content mastery while emphasizing the relevance and importance of physical fitness. Students will assess their own individual levels of fitness and set SMART goals. Units determined by the teacher afford students the ability to build upon previously learned components and extend comprehension of necessary skills to lead a healthy lifestyle. The curriculum content is based on SHAPE America national standards, which give students the opportunity to develop leadership skills and to work in small groups to solve problems or accomplish tasks. Through purposeful learning activities, students are guided to refine motor, social, and intellectual skills that promote a fit and active lifestyle.

L0701/2 L0801/2 | Team Sports 7/8

This course places significant attention on the Sport Education Model of physical education. Students electing Team Sports will engage in traditional team sports as determined by the teacher and supported by facility and equipment resources. The emphasis of this course is on physical movement and student engagement. However, player preparation for sport, specific sport conditioning, skill development, and sport psychology are all important aspects in the development of the sports-minded student. Additional opportunities for coaching, refereeing, team management, statistical analysis, tournament facilitation, and spectator etiquette are offered to students.

Technology, Engineering, and Computer Science

M0601/2 | Exploring Technology

This unique hands-on course exposes students to what technology is, where it comes from, how it is developed and how it impacts our daily lives. Students will build their communication skills while presenting ideas and reporting results from testing. An air car is an example of a project that a student could make as a result of participating in a transportation design challenge in this course. For selected Magnet Middle Schools, this course may be offered in a semesterized format.

M06032/3 | Gateway to Technology 6

Gateway to Technology 6 is a hands-on, project-based class for 6th grade students that explores engineering design, specifically focused on the topics of flight and space explorations. Students have the opportunity to design and create gliders, rockets, and a Mars lander. Using these projects students learn about forces of flight, propulsion, and life in space. Gateway to Technology 6 is available at Old Mill Middle School South, Central Middle, and Lindale Middle schools only.

M0701/2 | Invention & Innovation 7

This exciting project-based course allows students to use their creativity to invent a product or improve an existing one. Students will learn to safely use hand tools and machines to make their design come to life. Their focus in this class is problem solving and the use of the design process. Students in this class will be presented with various design challenges such as how to get off a deserted island and how to design and manufacture a unique candy dispenser.

M07032/3 | Gateway to Technology 7

Gateway to Technology 7 is a hands-on, project-based class for 7th grade students that explores engineering design, specifically focused on sketching and modeling. Students will learn about the concepts of design by designing different and prototyping adaptive devices and puzzles. Students will use a combination of hand sketching and Computer Aided Design to create models and prototypes of their solutions. Gateway to Technology 7 is available at Old Mill Middle School South, Central Middle, and Lindale Middle schools only.

M0801/2 | Tech Systems 8

In this hands-on course students will learn how a system works and how it affects us and our environment. They will use tools, computers and machines to solve problems. Computer simulation for bridge building, app coding, and constructing a catapult are a few activities students have the opportunity to experience in this class.

M08032/3 | Gateway to Technology 8

Gateway to Technology 8 is a hands-on, project-based class for 8th grade students that explores engineering design, specifically focused on robotics. Students will engage in lessons on mechanical systems, gear trains, and coding. Students will build and program robots that can execute a multitude of different tasks, such as, navigating obstacles, drag racing, and even lifting objects. Gateway to Technology 8 is available at Old Mill Middle School South, Central Middle, and Lindale Middle schools only.

World Languages

The acquisition of skills in a language other than English is critical to preparation for life in our global society. We believe that these skills are developed through a communicative approach, with regular exposure to authentic language in all forms. It should be a challenging and enjoyable experience. Students are asked to experiment with the target language, to take risks and challenge themselves to read, write and speak at a proficiency level appropriate for their level of language study. Teachers and students monitor progress with authentic tasks relevant to life in our digital, global society. Students will make connections with other cultures as they see and hear about other lifestyles from around the world and compare it to their own experiences.

We highly recommend that students and parents consider continued language studies for as long as possible - well beyond the state graduation requirement of two credits. With access to language courses beginning in sixth grade, it is possible for students to reach advanced levels by the time they are midway through their high school career. Students who meet requirements of a qualifying score on the AP or IB level exams may be awarded the MSDE Seal of Biliteracy prior to graduation. Research indicates that students who pursue other language studies perform higher on English language assessments—from the primary years to college entrance exams. **Please note:** Language offerings vary at each school.

E00130 | American Sign Language 1A

In this course, students will be introduced to the basics of American Sign Language and the culture of the hearing impaired. Emphasis will be placed on the development of the students' receptive and expressive skills.

E00230 | American Sign Language 1B

In this course, students will be introduced to the basics of American Sign Language and the culture of the hearing impaired. Emphasis will be placed on the development of the students' receptive and expressive skills. Student proficiency in ASL communicative strategies and understanding of various contexts are essential. Credit will be awarded at the end of successful completion of both levels 1A and 1B.

E01030 | American Sign Language 1

Designed to introduce students to American Sign Language, American Sign Language 1 courses enable students to communicate with deaf persons through finger spelling, signed words, and gestures. Course topics may include the culture of and issues facing deaf people.

E09030 | French 1A

French courses introduce and then extend students' skills in speaking, reading, writing, and comprehending the French language and students' knowledge of French-speaking cultures. Initial courses emphasize authentic language exposure, vocabulary, and the spoken accent so that students have an understanding of the authentic language and its rules. Later courses advance students' knowledge and ability to express themselves beyond basic communication (and understand others, either in a written or verbal format), seeking to enable students to express more complex concepts, in different tenses, and to do so more easily. Students explore the customs, history, and art forms of French-speaking people to deepen their understanding of the culture(s) and to learn language structures in context.

E10030 | French 1B

Designed to introduce students to French language and culture, French 1B emphasizes authentic language exposure, simple vocabulary, and the spoken accent so that students can read, write, speak, and understand the language at a basic level within predictable areas of need, using customary courtesies and conventions. French culture is introduced through the art, literature, customs, and history of the French-speaking people. Credit will be awarded at the end of successful completion of both levels 1A and 1B.

E11030 | French 1

Designed to introduce students to French language and culture, French 1 emphasizes authentic language exposure, simple vocabulary, and the spoken accent so that students can read, write, speak, and understand the language at a basic level within predictable areas of need, using customary courtesies and conventions. French culture is introduced through the art, literature, customs, and history of the French-speaking people.

E12030 | French 2

French 2 courses build upon skills developed in French 1, extending students' ability to understand and express themselves in French and increasing their vocabulary. Typically, students learn how to engage in discourse for informative or social purposes, write expressions or passages that show understanding of sentence construction and the rules of grammar, and comprehend the language when spoken slowly. Students usually explore the customs, history, and art forms of French-speaking people to deepen their understanding of the culture(s) and to learn language structures in context.

E18030 | Chinese 1A

Chinese courses introduce and then extend students' skills in speaking, reading, writing, and comprehending the Chinese language and students' knowledge of Chinese-speaking cultures. Initial courses emphasize grammar and syntax, vocabulary, and vocal tones so that students have an understanding of the language and its rules. Later courses advance students' knowledge and ability to express themselves beyond basic communication (and to understand others, either in a written or verbal format), seeking to enable students to express more complex concepts, in different tenses, and to do so more easily. Students usually explore the customs, history, and art forms of Chinese-speaking people to deepen their understanding of the culture(s) and to learn language structures in context.

E19030 | Chinese 1B

Designed to introduce students to Chinese language and culture, Chinese 1B courses emphasize basic syntax, simple vocabulary, written characters, and spoken tones so that students can read, write, speak, and understand the language at a basic level within predictable areas of need, using customary courtesies and conventions. Chinese culture is introduced through the art, literature, customs, and history of Chinese-speaking people. Credit will be awarded at the end of successful completion of both levels 1A and 1B.

E21030 | Chinese 1

Designed to introduce students to Chinese language and culture, Chinese 1 courses emphasize basic syntax, simple vocabulary, written characters, and spoken tones so that students can read, write, speak, and understand the language at a basic level within predictable areas of need, using customary courtesies and conventions. Chinese culture is introduced through the art, literature, customs, and history of Chinese-speaking people.

E22030 | Chinese 2

Chinese 2 courses build upon skills developed in Chinese 1, extending students' ability to understand and express themselves in Chinese and increasing their vocabulary. Typically, students learn how to engage in discourse for informative or social purposes, write expressions or passages that show understanding of sentence construction and phrasing, and comprehend the language when spoken slowly. Students usually explore the customs, history, and art forms of Chinese-speaking people to deepen their understanding of the culture(s).

E39030 | German 1A

German courses introduce and then extend students' skills in speaking, reading, writing, and comprehending the German Language and students' knowledge of German-speaking cultures. Initial courses emphasize authentic language exposure, vocabulary, and the spoken accent so that students have an understanding of the language and its rules. Later courses advance students' knowledge and ability to express themselves beyond basic communication (and to understand others, either in a written or verbal format), seeking to enable students to express more complex concepts, in different tenses, and to do so more easily. Students usually explore the customs, history, and art forms of German-speaking people to deepen their understanding of the culture(s) and to learn language structures in context.

E40030 | German 1B

Designed to introduce students to German language and culture, German 1B emphasizes basic grammar and syntax, simple vocabulary, and the spoken accent so that students can read, write, speak, and understand the language at a basic level within predictable areas of need, using customary courtesies and conventions. German culture is introduced through the art, literature, customs, and history of the German-speaking people. Credit will be awarded at the end of successful completion of both levels 1A and 1B.

E41030 | German 1

Designed to introduce students to German language and culture, German 1 courses emphasize authentic language exposure, simple vocabulary, and the spoken accent so that students can read, write, speak, and understand the language at a basic level within predictable areas of need, using customary courtesies and conventions. German culture is introduced through the art, literature, customs, and history of the German-speaking people.

E46030 | Italian 1A

Italian courses introduce and then extend students' skills in speaking, reading, writing, and comprehending the Italian language and students' knowledge of Italian-speaking cultures. Initial courses emphasize authentic language exposure, vocabulary, and the spoken accent so that students have an understanding of the language and its rules. Later courses advance students' knowledge and ability to express themselves beyond basic communication (and to understand others, either in a written or verbal format), seeking to enable students to express more complex concepts, in different tenses, and to do so more easily. Students usually explore the customs, history, and art forms of Italian-speaking people to deepen their understanding of the culture(s). Students must successfully pass 1A in order to enroll in 1B.

E47030 | Italian 1B

Designed to introduce students to Italian language and culture, Italian 1B emphasizes authentic language exposure, simple vocabulary and the spoken accent so that students can read, write, speak, and understand the language at a basic level within predictable areas of need, using customary courtesies and conventions. Italian culture is introduced through the art, literature, customs, and history of the Italian-speaking people. Credit will be awarded at the end of successful completion of both levels 1A and 1B.

E49030 | Italian 2

Italian 2 courses build upon skills developed in Italian 1, extending students' ability to understand and express themselves in Italian and increasing their vocabulary. Typically, students learn how to engage in discourse for informative or social purposes, write expressions or passages that show understanding of sentence construction and the rules of grammar, and comprehend the language when spoken slowly. Students usually explore the customs, history, and art forms of Italian-speaking people to deepen their understanding of the culture(s) and to learn language structures in context.

E54010 | Turkish 1

Designed to introduce students to a Turkic/Ural-Altaic language (e.g., Turkish, Finnish, and Hungarian) and culture, Turkic/Ural-Altaic Language 1 courses emphasize basic grammar and syntax, simple vocabulary, and the spoken accent so that students can read, write, speak, and understand the language at a basic level within predictable areas of need, using customary courtesies and conventions. Available at Chesapeake Science Point only.

E55010 | Turkish 2

Turkic/Ural-Altaic Language 2 courses build upon skills developed in Turkic/Ural-Altaic Language 1, extending students' ability to understand and express themselves in a Turkic/Ural-Altaic language (e.g., Turkish, Finnish, and Hungarian) and increasing their vocabulary. Typically, students learn how to engage in discourse for informative or social purposes, write expressions or passages that show

understanding of sentence construction and the rules of grammar, and comprehend the language when spoken slowly. Students usually explore the customs, history, and art forms of appropriate people to deepen their understanding of the culture(s). Available at Chesapeake Science Point only.

E56730 | Honors Turkish 3

Turkic/Ural-Altaic Language 3 courses focus on having students express increasingly complex concepts both verbally and in writing while showing some spontaneity. Comprehension goals for students may include attaining more facility and faster understanding when listening to the language spoken at normal rates, being able to paraphrase or summarize written passages, and conversing easily within limited situations. Available at Chesapeake Science Point only.

E59030 | Spanish 1A

Spanish courses introduce and then extend students' skills in speaking, reading, writing, and comprehending the Spanish language and students' knowledge of Spanish-speaking cultures. Initial courses emphasize authentic language exposure, vocabulary, and the spoken accent so that students have an understanding of the language and its rules. Later courses advance students' knowledge and ability to express themselves beyond basic communication (and understand others, either in a written or verbal format), seeking to enable students to express more complex concepts, in different tenses, and to do so more easily. Students usually explore the customs, history, and art forms of Spanish-speaking people to deepen their understanding of the culture(s) and to learn language structures in context.

E60030 | Spanish 1B

Designed to introduce students to Spanish language and culture, the Spanish 1B course emphasizes authentic language exposure, simple vocabulary, and the spoken accent so that students can read, write, speak, and understand the language at a basic level within predictable areas of need, using customary courtesies and conventions. Spanish culture is introduced through the art, literature, customs, and history of Spanish-speaking people. Credit will be awarded at the end of successful completion of both levels 1A and 1B.

E61030 | Spanish 1

Designed to introduce students to Spanish language and culture, Spanish 1 courses emphasize authentic language exposure, simple vocabulary, and the spoken accent so that students can read, write, speak, and understand the language at a basic level within predictable areas of need, using customary courtesies and conventions. Spanish culture is introduced through the art, literature, customs, and history of Spanish-speaking people.

E62030 | Spanish 2

Spanish 2 courses build upon skills developed in Spanish 1, extending students' ability to understand and express themselves in Spanish and increasing their vocabulary. Typically, students learn how to engage in discourse for informative or social purposes, write expressions or passages that show understanding of sentence construction and the rules of grammar, and comprehend the language when spoken slowly. Students usually explore the customs, history, and art forms of Spanish-speaking people to deepen their understanding of the culture(s).

E71030 | Arabic Thought & Culture

Arabic courses introduce and then extend students' skills in speaking, reading, writing, and comprehending the Arabic language and students' knowledge of Arabic-speaking cultures. Initial courses emphasize grammar and syntax, vocabulary, and vocal tones so that students have an understanding of the language and its rules. Later courses advance students' knowledge and ability to express themselves beyond basic communication (and to understand others, either in a written or verbal format), seeking to enable students to express more complex concepts, in different tenses, and to do so more easily. Students usually explore the customs, history, and art forms of Arabic-speaking people to deepen their understanding of the culture(s).

E67030 | Arabic 1

Designed to introduce students to Arabic language and culture, Arabic 1 courses emphasize basic grammar and syntax, simple vocabulary, and the spoken accent so that students can read, write, speak, and understand the language at a basic level within predictable areas of need, using customary courtesies and conventions. Arabic culture is introduced through the art, literature, customs, and history of the Arabic-speaking people.

Programs of Choice

The AACPS Division of Advanced Studies and Programs believes strongly in providing innovative educational programs for our students. It is through offering Programs of Choice in Advancement Via Individual Determination (AVID), International Baccalaureate (IB), Science, Technology, Engineering, and Mathematics (STEM), and Performing and Visual Arts (PVA),

that students explore their interests, talents, and abilities in a highly specialized and rigorous instructional setting. In the Programs of Choice, students learn about and explore issues current and relevant within their field of study. Students take both pride and ownership in being a part of a Magnet program as they prepare themselves to be future leaders.

Students participating in a Program of Choice may also consider enrolling in Encore classes listed in the table on page 16.

AVID

Advancement Via Individual Determination

Advancement Via Individual Determination (AVID) is an accelerated academic program that prepares students for a rigorous course of study that will enable them to meet requirements for 4-year university enrollment. AVID is an encore course offered to students in grades 6–8. In order to take the AVID elective course, students must apply, interview, and be accepted into the AVID Program. Students who are accepted commit to maintaining a schedule that includes advanced courses, excellent behavior and attendance, and maintenance of good grades in all classes. The AVID elective provides a strong, relevant writing and reading curriculum, study skills, assistance with organization, time management, tutoring, as well as college and career exploration. All AVID courses are scheduled as an encore class.

K060 | AVID 6

The AVID academic elective provides strong, relevant writing and reading curriculum, study skills, organization, time management, college research and the tutorial process. AVID 6 serves as an introduction to the AVID program. Students learn and begin to implement AVID strategies including goal setting and monitoring, focused notetaking, higher level questioning, classroom success strategies, the AVID tutorial process, and writing with text support. Students also begin an initial exploration of colleges and careers. AVID 6 students transition from elementary to middle school focused on academic success in rigorous courses.

K070 | AVID 7

The AVID academic elective provides strong, relevant writing and reading curriculum, study skills, organization, time management, college research and the tutorial process. AVID 7 builds upon the skills and strategies developed in AVID 6 while working toward the goal of placement in at least one course that represents the most rigorous instruction at that grade level. Students practice inquiry through discussion using Socratic Seminar and Philosophical Chairs methods. Inquiry and collaboration skills continue to develop as students refine their participation in the tutorial process. Students engage in reading and writing to learn activities and grow as active and responsible learners.

K0801 | AVID 8

The AVID academic elective provides strong, relevant writing and reading curriculum, study skills, organization, time management, college research and the tutorial process. AVID 8 builds upon the skills and strategies developed in AVID 6 and 7 while working toward access to a sequence of college preparatory classes in high school. AVID 8 students should be enrolled in at least one course that represents the most rigorous instruction at that level. AVID 8 curriculum focuses on high school preparedness and a plan for college acceptance. Students practice using strategies to comprehend complex texts and complete a culminating college research project.



IB

International Baccalaureate Middle Years Programme

The International Baccalaureate Middle Years Programme (IB MYP) Magnet encourages students to become active, compassionate, and lifelong learners through a teaching methodology that connects academic learning to the world outside of school. The IB MYP allows students to build on personal strengths and to embrace challenges in all disciplines. Offered at Annapolis, MacArthur, and Old Mill North Middle Schools, the IB MYP involves all grade 6–8 students who attend these schools through a whole-school approach to the program. Additionally, as part of the Programs of Choice initiative, this program is open to all students in Anne Arundel County. Students who would not normally attend one of these IB Magnet schools can submit a magnet application. (For more information about the Magnet application process, visit www.aacps.org/magnet.)

IB MYP students develop the skills necessary to make informed, reasoned, and ethical decisions, and the flexibility, perseverance, and confidence needed to bring about meaningful change in their local and global communities.

Each year, students take Language and Literature (English), Language Acquisition (World Language), Individuals and Societies (Social Studies), Mathematics, Sciences, the Arts, Design (Technology), and Physical and Health Education. Students learn best when their learning experiences have context and are connected to their lives and their experiences. All of these courses are taught through the contextual lens of six global contexts: identities and relationships; orientation in time and space; personal and cultural expression; scientific and technical innovation; globalization and sustainability; and fairness and development. The global contexts provide direction for the exploration of issues and ideas of personal, local, and global significance through practical, real-world connections.

IB MYP teachers systematically imbed instructional activities in their units that practice thinking, research, literacy, self-management, communication, and social skills. These Approaches to Learning Skills help students sharpen the attitudes and aptitudes needed to manage complex tasks and take responsible action for their future. Instruction is problem and project based and delivered through an inquiry-based approach as teachers aim to inspire principled action and reflection as a result of their learning process. Students consider questions such as:

- What are the different ways to think about a problem?
- How am I responsible for my community?
- What effect do I have on my environment?
- What are the consequences of what we create?

IB MYP schools inspire students to ask questions, to pursue personal aspirations, to set challenging academic goals and to develop the persistence to achieve them. IB MYP schools are part of a global community of school committed to developing knowledgeable, caring young people who will be ready to negotiate their future successfully and make contributions resulting in a more harmonious and peaceful world.

IB Areas of Study

Language and Literature (English)

Students cover the curriculum described under English/Language Arts and explore language and literature from an interdisciplinary and global perspective. As students' progress through their MYP language and literature studies, they are expected to engage with and explore an increasing range and sophistication of literary and informational texts and works of literature extending across genres, cultures and historical periods. These texts will also provide models for students to develop the competencies to communicate appropriately and effectively in an increasing range of social, cultural and academic contexts, and for an increasing variety of audiences and purposes.

The six skill areas in the MYP language and literature subject group—listening, speaking, reading, writing, viewing and presenting—develop as both independent and interdependent skills. They are centered within an inquiry-based learning environment. Inquiry is at the heart of MYP language learning and aims to support students' understanding by providing them with opportunities and collaboratively investigate, take action and reflect. Curriculum is organized in MYP concept-based inquiry units. Summative assessments take the form of authentic performance tasks and offer service-learning opportunities through student inspired community action.

Language Acquisition (World Languages)

The study of additional languages is a requirement in IB MYP and it provides students with the opportunity to develop insights into the features, processes and craft of a language and the concept of culture, and to realize that there are diverse ways of living, behaving and viewing the world. IB MYP students may choose to study Mandarin Chinese, French and/or Spanish. In grade 6, IB MYP students cover Level 1A of the targeted language. In grade 7, students cover Level 1B and in grade 8 they study Level 2 of the chosen language. Thus, upon successful completion of the courses and the exam, students entering high school, have already earned 2 credits in World Languages.

Individuals and Societies (Social Studies)

IB MYP Individuals and Societies encompass courses described in the Middle School Program of Study under Social Studies. Learners are encouraged to respect and understand the world around them and equip them with the necessary skills to inquire into historical, contemporary, geographical, political, social, economic, religious, technological and cultural factors that have an impact on individuals, societies and environments. They also help students develop their identities as individuals and as responsible members of local and global communities through a strong focus on inquiry and investigation. Students read and analyze content of materials such as maps, charts, tables, graphs, primary source, current events and political cartoons and make real-world and transdisciplinary

connections. All IB MYP students complete a History Day project. IB MYP unit summative assessments take the form of authentic performance tasks and offer service-learning opportunities through student inspired community action.

Mathematics

IB MYP students are offered the selection of mathematics courses described under Mathematics in this course of study which are taught within the IB MYP framework. IB MYP students are encouraged to see mathematics as a tool and a language for solving problems in an authentic real-life context. Students are expected to transfer theoretical mathematical knowledge into real-world situations and apply appropriate problem-solving strategies, draw valid conclusions and reflect upon their results. Investigating patterns allows students to experience the excitement and satisfaction of mathematical discovery, while working through investigations encourages students to become risk-takers, inquirers and critical thinkers. IB MYP students are expected to use appropriate mathematical language and different forms of representation when communicating mathematical ideas, reasoning and findings, both orally and in writing. The math curriculum is organized in MYP concept-based inquiry units, and the summative assessments are authentic performance tasks connected to real-world situations and service-learning opportunities.

Sciences

In the IB MYP middle schools, science students begin a three-year study of Physical, Life, and Earth/Space science. With inquiry at the core, the IB MYP sciences framework aims to guide students to independently and collaboratively investigate issues through research, observation and experimentation. As they investigate real examples of science applications, student will discover the tensions and dependencies between science and morality, ethics, culture, economics, politics and the environment. Scientific inquiry also fosters critical and creative thinking about research and design, as well as the identification of assumptions and alternative explanations. Approaches to Learning skills in the IB MYP Sciences enable student to access, use and communicate scientific knowledge correctly and confidently in oral, written and visual modes. The science curriculum is organized in MYP concept-based inquiry units, and the summative assessments are authentic performance task connected to real-world situations and service-learning opportunities. All IB MYP students complete a Science Fair project.

Arts

IB MYP Arts encompass courses described in the Middle School Program of Study under Art, Music and Dance Education. In IB MYP Arts students have opportunities to function as artists, as well as learners of the arts. Artists have to be curious. By developing curiosity about themselves, others and the world, students become effective learners, inquirers, and creative problem-solvers. All IB MYP art classes require that students maintain an arts process journal. The use of an arts process journal encourages and records reflections, experimentation, and critical and creative thinking. It is an evolving record of the artistic intentions, processes, accomplishments and journey of the student artist. IB MYP arts courses focus on transdisciplinary connections as thinking creatively fits naturally in all inquiry based subject groups. The curriculum is organized in MYP units of study and summative assessments take the form of authentic performance tasks.

Health & Physical Education (Physical Education)

IB MYP Health and Physical Education aims to empower students to understand and appreciate the value of being physically active and develop the motivation for making healthy life choices. To this end, Health and Physical Education courses foster the development of knowledge, skills and attitudes that will contribute to a student's balanced and healthy lifestyle. Through opportunities for active learning students explore a variety of concepts that help foster an awareness of physical development and health perspectives, empowering them to make informed decisions and promoting positive social interaction. Physical activity and health are of central importance to human identity and global communities. They create meaningful connections among people, nations, cultures and the natural world, and they offer a range of opportunities to build intercultural understanding and greater appreciation for our common humanity. The curriculum is organized in MYP units of study and summative assessments take the form of authentic performance tasks and offer service-learning opportunities through student inspired community action.

Design

IB MYP standards and practices require that MYP student enroll in an MYP design course in each year of their middle school experience. Design, and the resultant development of new technologies, has given rise to profound changes in society, transforming how we access and process information, adapt our environment, communicate with others, solve problems, work and live.

MYP design challenges student to apply practical and creative-thinking skills to solve design problems; encourages students to explore the role of design in historical and contemporary contexts; and raises students' awareness of their responsibilities when making decisions and taking action. Inquiry and problem-solving are at the heart of design. MYP design requires the use of the design cycle as a tool; which provides the methodology to structure the inquiry and analyze problems. In MYP design a solution can be a model, prototype, product or system independently created and developed by students. MYP design enables students to develop not only practical skills but also strategies for creative and critical thinking.

X26 | IB MYP Design 6

IB MYP Design (Grade 6) has inquiry and problem-solving at the heart of the course. It requires the use of the IB design cycle to structure the analysis of problems, the development of feasible solutions, the creation of solutions, and the testing and evaluation of the solution. MYP design affords students with the opportunity to define a solution as a model, prototype, product, or system that is developed and created independently. MYP design focuses on the holistic design process rather than final products and solutions. Project-Based Learning (PBL) guides instruction. Through PBL, students engage in learning by investigating an interesting and complex question, problem, or challenge, and then to creating something in response. PBL and the IB design cycle complement each other and work together to support teachers and students with meeting the aims and objectives of IB MYP Design.

X27 | IB MYP Design 7

IB MYP Design (Grade 7) has inquiry and problem-solving at the heart of the course. It requires the use of the IB design cycle to structure the analysis of problems, the development of feasible solutions, the creation of solutions, and the testing and evaluation of the solution. MYP design affords students with the opportunity to define a

solution as a model, prototype, product, or system that is developed and created independently. MYP design focuses on the holistic design process rather than final products and solutions. Project-Based Learning (PBL) guides instruction. Through PBL, students engage in learning by investigating an interesting and complex question, problem, or challenge, and then to creating something in response. PBL and the IB design cycle complement each other and work together to support teachers and students with meeting the aims and objectives of IB MYP Design.

X28 | IB MYP Design 8—The IB MYP Community Project

The IB MYP Community Project is an in-depth inquiry that focuses on community and service. It encourages students to explore their right and responsibility to participate in service as action in the community. The course requires the use of the Design Cycle to structure the analysis of a local or global problem, the development of feasible solutions, the creation of the solution, and the testing and evaluation of the solution. Students consult with their teachers to identify a community need that reflects their interests and passions. The goals of the IB MYP Community Project are to participate in an extended inquiry; focus the project by choosing a global context; develop creative new insights and deeper understandings of an issue; communicate effectively in a variety of situations; develop research and organizational skills; propose and complete a challenging service as a result of learning; appreciate the process of learning and showing empathy towards others; and take pride in his or her accomplishments. This is a semester course.

H16 | IB MYP Pathway to Design: Project Runway 6

The aims of IB MYP Design courses are to encourage and enable students to enjoy the design process and develop an appreciation of its elegance and power. Project Runway 6 is designed for students to develop their own personal creativity using digital and graphic resources. They develop knowledge, understanding and skills to design and create solutions to problems using the Design Cycle. Students will learn how to apply basic sewing principles to express their own personal style. Students will investigate recycling efforts and the green movement on the fashion industry. Students will learn the basics of fashion design and create a journal to express their design esthetics.

H17 | IB MYP Pathway to Design: Project Runway 7

In this IB MYP Design course, students develop and appreciation of the impact of design innovations to life, global society and environments. They explore multiple aspects of the fashion industry including color theory and characteristics of textiles. Students will develop their creative talents using digital and graphic resources and express their vision and ideas through fashion sketching as well as applying sewing techniques to create projects that express their own personal style and to problem solve. Students examine the influence of iconic fashion designers as well as the global influence of customs and cultures on fashion. Students will examine opportunities for careers in the textile and fashion industry.

H18 | IB MYP Pathway to Design: Project Runway 8

The IB MYP Project Runway 8 encourages students to appreciate past, present and emerging design within cultural, social, historical and environmental contexts. The course is designed to immerse students in an exploration of art and design concepts, skills, and critical practices, encouraging them to become flexible thinkers and life-long learners. Participants will learn about the principles and elements of fashion design, and fabric science. Students will explore the emerging world textile technology applying research skills to advance their knowledge of fashion design. Students will apply sewing principles to express their own personal style. Using multimedia resources, students will complete a Capstone Project relating to fashion design. This is a semester course.

L08 | IB MYP Pathway to Design: Team Sports 8

This course places significant attention on the Sport Education Model of physical education. Opportunities for coaching, refereeing, team management, statistical analysis, tournament facilitation, and spectator etiquette are offered to students. Students use the Design Cycle to appreciate their role and develop respect for others' viewpoints and appreciate alternative solutions to problems. Students electing Team Sports will engage in traditional team sports as determined by the teacher and supported by facility and equipment resources. The emphasis of this course is on physical movement and student engagement. However, player preparation for sport, specific sport conditioning, skill development, and sport psychology are all important aspects in the development of the sports-minded student. This is a semester course.



PVA

Performing and Visual Arts (PVA)

The Performing and Visual Arts Magnet Program (PVA) offers an arts-integrated curriculum to help students reach their maximum artistic and academic potential. Located at Wiley H. Bates and Brooklyn Park Middle School for students in grades 6–8, PVA is open to all students in Anne Arundel County as part of the shared Programs of Choice vision to offer all students and families choice in their education. Students interested in this program may submit an application and audition for a specialized Arts Areas of interest: Creative Writing & Drama, Dance, Music (Band, Orchestra, Vocal), or Visual Arts. (For more information about the Magnet application process, visit www.aacps.org/magnet).

PVA students will be challenged both academically and artistically through advance coursework in all disciplines and arts-intensive co-curricular opportunities. In addition to the extended instruction that each student will receive in his or her chosen Arts Area, all students will be exposed to the other Arts Areas. PVA students will receive instruction from qualified teachers and Artists-in-Residence to develop the skills needed to be a well-rounded artist or performer.

Beyond the regular school day, PVA students will participate in Extended Day instruction and Professional Arts Experiences. In the after-school Extended Day Program, students will explore a range of opportunities within their Prime (once a week). During their Professional Arts Experience (which may occur on weekends and/or evenings), students will have the opportunity to attend Master Classes with professional artists, see professional productions and exhibits, and create their own work to perform publicly.

All PVA students will take their Prime Area Course in a double block format, every other day all year.

6th Grade Courses

FP2030 | Vocal Arts Prime 1

This course is designed to engage students in the process of making music through singing. Musicianship and literacy skills are developed through activities that engage students in singing, reading, improvising, and composing. Learning to understand music by ear before learning to read, write, and compose music is an important tenet of the program.

FP3030 | Instrumental Music—Orchestra Prime 1

Orchestra I is an intensive course for sixth grade that focuses on important aspects of string technique such as posture, bowing, intonation, and introduction to shifting and vibrato. Students will learn relevant music history, music theory, ear training and melodic and rhythmic dictation with multiple performance opportunities.

FP7030 | Instrumental Music—Band Prime 1

Band I is an intensive course that introduces students to instrumental music techniques including instrument care, posture and positioning, tone production and quality. Students will learn relevant music history, music theory, ear training and melodic and rhythmic dictation with multiple performance opportunities.

GP0130 | Visual Arts Prime 1

This course is designed to introduce students to the fundamental skills needed for both traditional and digital art. Students will have the opportunity to experience a variety of media through drawing, painting, sculpting, photography, video, and digital software. Throughout the course students will explore artistic movements, themes and styles, and participate in constructive critiques. Sketchbooks and visual journals will be used to develop ideas, record research and document their artistic process. Additional experiences will include art-based field trips, working with artists in residence and student art exhibits.

LP0130 | Dance Prime 1

In Dance I students are introduced to the technical foundations of Ballet, Modern, Jazz, and Tap. The collaborative process is an integral part of Dance I and students are expected to develop basic choreographic skills.

AP17 | PVA Creative Writing & Drama Prime 1

This course is designed to give students an overview of theatre and creative writing. Students explore both artistic areas. In writing, they review a variety of genres and writing styles. In theatre, they are introduced to processes of creative expression, history of theatre, elements of production, and collaborative performance.

UP6030 | PVA Plus Survey Arts 6

All PVA students are enrolled in PVA Performance Plus Survey. This course includes Extended Day Classes, Professional Arts Experiences and Summer Bridge. This is a year-long course for students enrolled in 6th, 7th and 8th grade. Failure to maintain a B or higher in this course will result in students being placed on academic probation and could result in removal from the program. This course is a credited course and therefore follows all AACPS policies regarding attendance and assessment.

7th Grade Courses

FP2130 | Vocal Arts Prime 2

This course continues to engage students in the process of making music through singing. As a student's musicianship is strengthened through a wide variety of activities and public performances, a greater emphasis is given to music theory as it relates to reading advanced music notation, improvising, and composing.

FP3130 | Instrumental Music—Orchestra Prime 2

Orchestra II continues the focus of fundamental techniques introduced in Orchestra Prime I. Students are challenged to expand mastery in all areas of technique while continuing studies in music history, theory, ear training, and rhythmic and melodic dictation. Personal expression is explored through one on one work with the instructor in solo repertoire and chamber music ensembles.

FP7130 | Instrumental Music—Band Prime 2

This course is designed to enhance the performance skills needed to be a successful wind or percussion instrumentalist. Students are exposed to new musical concepts such as music theory, improvisation, and using music technology and software for composition projects. The class engages in the reflective process by evaluating individual and ensemble performances to make future improvements.

GP0230 | Visual Arts Prime 2

During this course, students will continue to develop their traditional and digital skills while being challenged to discover their own personal artistic style. Emphasis will be placed on development of conceptual ideas and peer feedback as a part of the creative process. Students will be introduced to materials, techniques and conceptual methods to further develop their art making practice. Sketchbooks and visual journals will be used to develop ideas, record research and document their artistic process. Additional experiences will include art-based field trips, working with artists in residence and student art exhibits.

LP0230 | Dance Prime 2

In Dance II students are expected to fully commit to the creative process through their dance technique classes and developing their personal performance aesthetic. Students will begin studying the history and cultural impact of dance.

AP18 | PVA Creative Writing & Drama Prime 2

This course further immerses students in both art forms. Students take an in-depth look at styles of writing, trends that have shaped the written word, and various author studies. Students also focus on Shakespeare's life and writings and perform elements of his work. Further exploration of specific theatre styles and technique are studied and mastered. Opportunities for collaborative projects that build community and teamwork are encouraged and assigned.

UP7030 | PVA Plus Survey Arts 7

All PVA students are enrolled in PVA Performance Plus Survey. This course includes Extended Day Classes, Professional Arts Experiences and Summer Bridge. This is a year-long course for students enrolled in 6th, 7th and 8th grade. Failure to maintain a B or higher in this course will result in students being placed on academic probation and could result in removal from the program. This course is a credited course and therefore follows all AACPS policies regarding attendance and assessment.

8th Grade Courses

FP2230 | Vocal Arts Prime 3

This course continues to engage students in the process of making music through singing. As musicianship skills are fortified through activities and public performances, students are challenged to assume leadership roles within the larger vocal ensemble. Individuals are given opportunities for expression through improvisation and composition.

FP3230 | Instrumental Music — Orchestra Prime 3

Orchestra 3 is designed to refine student's performance abilities on their orchestral instrument. Students are challenged to further develop their technique and foster their expressivity. Students explore deeper music theory concepts and compose their own music. The class masters the reflective process and advances students into leadership roles within the ensemble. This course is a gateway to success in high school instrumental music programs and beyond.

FP7230 | Instrumental Music—Band Prime 3

Band Prime 3 is designed to refine students' performance abilities on their wind or percussion instrument. Students are challenged to further develop their technique and foster their expressivity. Students explore deeper music theory concepts and compose their own music. The class masters the reflective process and advances students into leadership roles within the ensemble. This course is a gateway to success in high school instrumental music programs and beyond.

GP0330 | Visual Arts Prime 3

Students will strengthen and refine their artistic abilities while investigating their own artistic style and the challenges that artists face to find their personal voice. Emphasis will be placed on developing a portfolio of work through choice-based projects that reflect students' personal style. Students will consider their role as visual communicators with consideration of audience, artistic attitude, and personal mission as they develop their studio practice. Sketchbooks and visual journals will be used to develop ideas, record research and document their artistic process. Additional experiences will include art-based field trips, working with artists in residence and student art exhibits.

LP0330 | Dance Prime 3

In Dance III students will express and fine-tune their technique and performance qualities through choreography, improvisation, and collaboration. Students will gain a critical eye for analyzing and critiquing various choreographic works.

AP2030 | PVA Creative Writing & Drama Prime 3

The final course of the program allows students the choice to individualize their focus of study. Students choose to focus on being an actor or an author. For those who choose to pursue theatre, students create performance-based projects that encompass and reflect the skills learned over the total course of study. This includes but is not limited to performance of original work, monologues and scenes, musical theatre selections, and technical theatre applications. Likewise, those students who choose to pursue authorship continue to enhance their passion for writing by creating original work, transforming their work into a multi-genre study, and collaborating with other authors.

UP8030 | PVA Plus Survey Arts 8

All PVA students are enrolled in PVA Performance Plus Survey. This course includes Extended Day Classes, Professional Arts Experiences and Summer Bridge. This is a year-long course for students enrolled in 6th, 7th and 8th grade. Failure to maintain a B or higher in this course will result in students being placed on academic probation and could result in removal from the program. This course is a credited course and therefore follows all AACPS policies regarding attendance and assessment.

Electives

FP80 | PVA Music Theory/Applications

This course is designed for PVA instrumental and vocal students to learn basic principles of music theory and demonstrate understanding using the design process and project-based learning strategies.

LP30 | PVA Physical Education & Health

This course is designed for PVA students to fulfill general health and physical education requirements and is aligned to Fitness & Health course curriculum.

LP40 | PVA Movement

This course is designed as a PVA elective course to introduce students to the fundamentals of dance and movement for theatre.

MP10 | PVA Technology Education (Electronic Portfolio)

Technology Education course with PVA overlays to guide students in the documentation and professional presentation of artistic skills and experiences in a cumulative electronic portfolio.

MP20 | PVA Technology Education (Web Design)

Technology Education course with PVA overlays to introduce students to basic web design skills.

FP50 | PVA Non-Prime Ensemble

Students in our PVA programs immerse themselves in discipline-specific “Primes” that relate to their chosen artform of focus. This semesterized course affords students the opportunity to further immerse themselves in the arts by participating in supplemental arts ensemble experiences as their schedule allows. Teacher approval is required.

STEM

Science, Technology, Engineering, and Mathematics (STEM)

The Science, Technology, Engineering, and Math Magnet Program (STEM) encourages students to become life-long learners and innovators through an interdisciplinary STEM environment that highlights the infinite applications of STEM in every aspect of the world today. Part of Anne Arundel County Public Schools' vision for Programs of Choice, STEM is located at Old Mill Middle South, Lindale Middle School, and Central Middle School. Students offered admission must successfully complete the Magnet Program Application Process. (For more information about the Magnet application process, visit www.aacps.org/magnet).

R26 | STEM Computing & Automation 1

This course immerses students in the real world of computing via Problem-Project-based lessons. 40% of course time is spent in lab-based experiences and the remaining time focused on programmatic and/or relevant challenges. This course fosters critical thinking, problem solving, and collaboration. Each module weaves Mathematical Practices and 21st Century skills together with focused topics and will prepare and excite students for the high school Computer Science program, extra-curricular offerings, and a life-long appreciation for the world of computer science.

R27 | STEM Computing & Automation 2

Topics explored in this course include intermediate keyboarding, Microsoft® Suite PowerPoint and Excel, and the programming languages Alice and Bootstrap. Students will employ the skills and knowledge gained in STEM Technology Explorations I to work in intermediate levels of automation and MinecraftEdu.

R28 | STEM Computing & Automation 3

In this course, students will master advanced computer programming languages, such as Alice and Java, and software applications such as Microsoft® Access and have the opportunity to take Specialist Certification exams offered by Microsoft®. Students will also apply advanced skills developed in the course to enhance their experience in automation, robotics, MinecraftEdu, and Web design.

R99 | STEM Gaming & Logic: The Intersection of Fun & Reason

Through the lens of gaming, students attain the awareness and foundational skills expected of all computer coding languages. These skills are vitally important in the development of requisite skills to be successful in subsequent, rigorous computer science coding. Learning how to build simple websites and beginner games affords students with the opportunity to explore, refine their design, apply logic, and employ problem-solving techniques to design new games. These young programmers gain valuable insight to the world that lies ahead.



B26 | STEM Social Innovation 6

This course is designed to introduce students to the individual as a vector of change in today's society. Through self-exploration of local social issues, the student will offer and formulate a strategy for promoting, changing, and engaging the public in an issue that needs attention. Students will be supported and encouraged to move from ideas to action within the semester timeframe. Throughout this course, students will research and identify a local, national, or global issue and devise and deploy an innovative strategy to effect a positive change. This course available as an encore for all students in the STEM middle schools.

M27 | STEM Engineering Innovations 7

This course immerses students in the real-world challenges faced by today's engineers relevant to current themes in the workplace (ie. The Grand Challenges sponsored by the National Academies of Engineering). Students will explore and design a revolutionary product, scheme and/or process/product to enhance everyday lives. Whether it be a common tool or a theoretical part that will enhance space exploration or environmental cognizance, the student will design, build/forge/produce an artifact along with a full analyzation of its function and precision in application. This course available as an encore for all students in the STEM middle schools.

B28 | STEM Future Innovations 8

This course immerses the student in the surreal world of the authors of the 20th Century and their supposition of the 21st Century experience and the deep dive into their vision and the realities we experience today. This will enable students to explore how the future and its innovations will play out and exist in everyday lives. Students will explore the real-world challenges faced today in comparison to those surmised by 20th century authors. Additionally, students will examine current realities in the sciences and societies and propose their own futurist world. This course is available as an encore for all students in the STEM middle schools.

X90 | STEM Toolkit: Skills for Success

In this required, entry level STEM Middle School course, we explore key learning strategies to include executive functioning and organizational skills coupled with practical approaches to engage and motivate student inquiry and creative thinking. Curriculum for this course will dissect STEM skills into tasks that are critical to the STEM PBL process.



Charter/Contract Schools

The Maryland Charter School Act of 2003 was established as an alternative means within the existing public school system to provide innovative learning opportunities and creative educational approaches to improve student education. Maryland's law emphasizes a focus on innovation and student achievement and in doing so places a premium on the relationship between the school system and the public charter school applicant.

Public Charter/Contract Schools are independent, tuition-free, publicly funded schools that are open to all students on a space available basis. If there are more applicants than seats available a lottery is required by law. Public Charter/ Contract schools follow the same laws, policies, and regulations as all public schools. However, charter/contract schools provide families with additional educational choices so that parents can choose to send their child to a school that has an instructional approach that fits their child's learning needs or academic interests.

For additional information on the AACPS Charter/Contract School Program, call 410-224-8572 or visit www.aacps.org/charterschools.



Chesapeake Science Point Public Charter School

Chesapeake Science Point Public Charter School in partnership with students, parents and the community will attain educational excellence by providing a rigorous and quality education for middle and high school students with a special focus on science, math and technology while preparing them to excel in an increasingly technological and global society. Grades Served: 6–12

www.mycsp.org

R41040 | Technology Integrated Education 1

This course aims to teach basic knowledge of computers and teach skills while integrating computers with core classes. Students will gain an understanding of how computers operate and learn basic skills to successfully use programs such as Microsoft® Word and PowerPoint. Furthermore, students will learn how to effectively use the Internet.

Available at Chesapeake Science Point only.

R42040 | Technology Integrated Education 2

This course aims to teach basic knowledge of computers and teach skills while integrating computers with core classes. Students will gain an understanding of how computers operate and learn basic skills to successfully use programs such as Microsoft® Word and Excel. Furthermore, they learn how to design websites using Microsoft® Expression Web. Through the development of computer skills ranging from typing skills to using the Internet, they are able to take advantage of technology available for them today.

Available at Chesapeake Science Point only.

R43040 | Software Applications 1

This course is the first tier of courses that teaches Microsoft® Office applications. In this course students will learn to use Microsoft® Office Word and PowerPoint to prepare high quality documents and presentations for school and work. They will learn to enter and edit data, use appropriate document formatting and organization in documents that range from simple memoranda to complex proposals as well as much longer documents that require tables of contents and indexes, and edit slides, apply designs and insert and modify graphics and multimedia. Upon completion of this course students will be take the Microsoft® Office Specialist (MOS) Exam for Microsoft® PowerPoint and Word. This course will cover all the topics specified by the Microsoft® Office Specialist Program.

Available at Chesapeake Science Point only.

R44040 | Software Applications 2

This course is the second tier of courses that teaches Microsoft® Office applications. In this course students will learn to use Microsoft® Office Excel and Access as an effective tool for organizing, analyzing and presenting data. Students will learn to design spreadsheets, create tables and charts, develop formulas and functions for automatic calculations, and develop “what if” models as well as learn basic database skills using Access. Upon successfully completing the course, students will be able to create and edit basic Microsoft® Office Excel worksheets and workbooks and Access Databases. Upon completion of this course students will be take the Microsoft® Office Specialist (MOS) Exam for Microsoft® Excel and Access. This course will cover all the topics specified by the Microsoft® Office Specialist Program.

Prerequisite: *Software Applications 1*

Available at Chesapeake Science Point only.

R46040 | Web Page Design

Web Page Design is designed to teach HTML (Hypertext Markup Language) to build a website. This course includes the tags headings, paragraphs, dimensions, word breaks, links, graphics, sounds, colors, tables, columns and special characters in HTML5 as well as introduction to CSS (Cascading Style Sheets) and JavaScript, which work with HTML to allow for the development of dynamic web pages with additional functionalities.

Available at Chesapeake Science Point only.

R03030 | Advanced Programming Skills

Advanced Programming Skills is the beginning course to Computer Science Programming. This course teaches students with no programming experience to create programs. Students are introduced to object-oriented programming concepts, terminology, and syntax, and the steps needed to create basic programs using the Greenfoot, and Eclipse IDE (Integrated Development Environment).

Prerequisite: *Algebra 1.*

Available at Chesapeake Science Point only.

Yearlong course



Monarch Academy Public Charter School

Monarch Academy Public Charter School in Glen Burnie aims to educate students in grades K–8 to be self-motivated, creative, critical thinkers and life-long learners who are productive contributors to the global community in the 21st century. At Monarch Academy, children are encouraged to think critically; question; reflect; and participate in a rigorous, highly interactive instructional program that integrates arts and technology across the curriculum. Monarch Academy is a unique collaboration of two innovative, proven models for excellence: The Transformation Education (TranZed) child-serving organization model and the Expeditionary Learning model. Grades Served: K–8

<http://monarchacademy.org/glen-burnie/>

X71030 | Journalism

This course is designed for those students who want to spend more time writing and want to learn more about the publishing industry. In a collaborative manner, students work with partners for set periods of time to share and critique their written works. This allows both writers to develop their craft and relationship skills. Instruction in this class follows a Writer's Workshop format. This means the teacher models and demonstrates effective writing and then confers with writers individually or in small groups. Students will write daily in this class to compose pieces of personal interest or petitioned assignments. Students are strongly encouraged to submit final works for contests and competitions. Students will also apply their writing skills to take on some of the responsibilities for composing and publishing various Monarch Academy's printed materials.

Available at Monarch Academy only.

X72030 | Earth Matters

In this course students will work in small teams to create and maintain school and community projects that preserve and educate others about Earth's systems and the organisms that live on it. Projects include maintaining and educating others in the various animal/ plant life within the school, building structures that support eco-friendly habitats, creating documents, bulletin boards, and presentations that raise awareness around environmental issues. This course will help students develop skills within leadership, public speaking, research, informative writing, and service learning.

Available at Monarch Academy only.



Monarch Global Academy Public Contract School

The mission of Monarch Global Academy Public Contract School in Laurel is to prepare students in grades K–8 for world citizenship by harnessing students' natural curiosity, developing their critical thinking skills and capacity to utilize a cross discipline approach to creative problem solving, develop self-discipline, awareness and a commitment to service in an interconnected, dynamic, global economy. This will be accomplished through a unique collaboration of three proven models for excellence, the International Baccalaureate (IB) Primary Years Program (PYP), Transformation Education (TranZed), and Project-Based Learning with a focus on informational technology. Grades Served: K–8

<http://monarchacademy.org/global/>

X18/X19 | Informational Technology: Collaborative Student Inquiry 7/8

This course is designed for those students who want to spend more time writing and want to learn more about the publishing industry. In a collaborative manner, students work with partners for set periods of time to share and critique their written works. This allows both writers to develop their craft and relationship skills. Instruction in this class follows a Writer's Workshop format. This means the teacher models and demonstrates effective writing and then confers with writers individually or in small groups. Students will write daily in this class to compose pieces of personal interest or petitioned assignments. Students are strongly encouraged to submit final works for contests and competitions. Students will also apply their writing skills to take on some of the responsibilities for composing and publishing various Monarch Academy's printed materials.

Available at Monarch Global Academy only.



If you have questions
about any of the
courses or programs
described in this book,
contact your
School Counselor.

Advanced Co-Curricular Programs

The Advanced Co-Curricular Programs Office at AACPS offers a broad range of learning experiences outside of the traditional classroom for all students. It is intended to complement, broaden and provide practical application of knowledge students receive in regular classes and give students a chance to participate in activities they enjoy. Some involve outside organizations while others are maintained within the confines of the schools.

Co-Curricular activities require students to think critically, solve problems, manage time, work as a team and grow as an individual. Schools may provide access to these programs in a variety of formats and times (before school, after school, during lunch, etc.).

www.aacps.org/cocurricular

Adjunct Programs

Adjunct programs augment the instructional program outside the regular school day. They provide an enriching complement to a student's regular education experience. Anne Arundel County Public Schools is fortunate to have strong partnerships with organizations in the community that comprise unparalleled resources, including the Naval Academy, Anne Arundel Community College, Johns Hopkins University Applied Physics Laboratory (JHUAPL), National Electronics Museum and Maryland Hall for the Creative Arts. Here, you will find a brief description of after-school, weekend or summer program options for students. Participation in these adjunct programs affords students the opportunity to enrich and extend their current program studies. Both student aptitude and interest should be considered when registering for these programs.

Maryland Hall for the Creative Arts AACPS Student Scholarship Program

Maryland Hall for the Creative Arts in Annapolis offers after-school and Saturday courses in the creative and performing arts. Twenty percent of the enrollment is provided tuition-free to students who demonstrate a financial need. Sculpting, painting, jewelry design, classical ballet and acting are just some of the classes offered for ages five to seventeen. Scholarship applications and course offering booklets are distributed in schools for fall, winter/spring, and summer sessions. A course catalog with application form is available through the school counseling office at each school or on-line at the Advanced Co-Curricular Programs Adjunct website (www.aacps.org/cocurricular). For further information, contact Maryland Hall for the Creative Arts directly at 410-263-5544 or visit their website.

www.marylandhall.org

Middle School Scholars

Co-sponsored by the Advanced Co-Curricular Programs Office of Anne Arundel County Public Schools and Anne Arundel Community College, these one-day enrichment courses meet when schools are closed for students, on Saturdays or in the summer. They immerse advanced, highly motivated sixth-eighth graders in a professional field such as archaeology, environmental science, journalism or space exploration. Ideally, courses are co-taught by an educator and a specialist and are located at an historic, cultural, natural, or professional site. Students have the opportunity to talk or work with experts and perform hands-on tasks in a particular field. Space in each class is usually limited.

www.aacc.edu/programs-and-courses/personal-enrichment/kids-in-college/

United States Naval Academy (USNA) Advanced Studies Program —STEM Option

The Advanced Study Program is sponsored and funded by the Advanced Co-Curricular Programs Office. Only public school students may attend during the fall and spring semesters of the school year. During the summer session, the program is also open to non-public school students for a fee. The program consists of advanced studies in mathematics, computer applications, humanities, and the sciences for grades six through twelve. In addition to the regular classes, the Advanced Studies Program at the USNA also offers several Saturday morning "hands-on" physics lab demonstrations during the school year. Parents and teachers are welcome to attend with their middle school students. A course catalog with a preapplication form is available through the school counseling office at each school or online at the Advanced Co-Curricular Programs Adjunct website.

www.aacps.org/cocurricular

MSDE Maryland Summer Center

The Maryland Summer Center Program, in partnership with public and nonpublic agencies, provides Maryland's diverse gifted and talented population with advanced rigorous, experiential learning opportunities that nurture students' talents and abilities within unique learning environments. One to three weeks in duration, these residential or non-residential summer courses cover a wide range of interests from computer sciences, to history, to fine arts to STEM. For further information, contact the MSDE Summer Center at 410-767-4821 or visit their website.

www.marylandpublicschools.org/summercenters.

Destination ImagiNation®

Each year, five different Team Challenges are unveiled to more than 400,000 students worldwide. Teams of up to seven members select a challenge and spend several months perfecting their solutions. The culmination is a series of tournaments where teams demonstrate their unique solutions to teams of appraisers. Only teams who register with the Advanced Co-Curricular Programs Office are eligible for discounted team registration numbers.

www.destinationimagination.org/

Activities and Competitions

Co-curricular programs augment the instructional program outside the regular school day. They provide an enriching complement to a student's regular educational experience. Next, you will find a brief description of before-school, during school, after-school, weekend and/or summer program options for students. Some take place with face-to-face contact while others are on-line requiring remote access. Participation in these activities or competitions affords students the additional opportunities to enrich their current program of studies. The following is a list of offerings provided by various schools in Anne Arundel County. Contact your school to obtain specific information and offerings. For more information, visit the program's website.

24-Game Challenge

"Knowing the answer is always 24 alleviates a classic brand of math anxiety—getting the right answer—and instead puts the emphasis on the process and patterns, what I like to call 'the method behind the math.'" —Robert Sun, Inventor of the 24 Game

In Anne Arundel County, this popular game of mathematical computation, has students competing in one of four levels: Grades 3, 4, 5, or Middle grades (6–8). School winners compete in County-wide competitions held in April–May.

www.24game.com

AVID Enrichment Club

In conjunction with the AVID Office, this club serves as an opportunity to apply skills and techniques learned in AVID courses. Enrichment options may be offered based upon student needs and availability.

Continental Math League (CML), Inc.

The Continental Math League invites students at all grade levels who have above average mental mathematical skills and reading skills. In the Pythagorean or Euclidean Divisions students in grades 4–9 will participate in increasingly difficult meets. Participation will demonstrate progress in the art of problem-solving and analytical reasoning capabilities. Books covering sample challenging math questions for each grade level and division are available online.

www.continentalmathematicsleague.com

CyberPatriot

CyberPatriot is the National Youth Cyber Education Program created by the Air Force Association (AFA) to inspire K–12 students toward careers in cybersecurity or other STEM disciplines critical to our nation's future.

At the center of CyberPatriot is the National Youth Cyber Defense Competition, which puts teams of high school and middle school students in the position of newly hired IT professionals tasked with managing the network of a small company. Through a series of online competition rounds, teams are given a set of virtual operating systems and are tasked with finding and fixing cybersecurity vulnerabilities while maintaining critical services.

First LEGO League

The FIRST LEGO League (FLL) is a global program created to introduce students (ages 9–14, up to 16 outside of the U.S. and Canada), to science, technology, and engineering. Students use elements such as sensors, motors, and gears to gain hands-on experience in engineering and computer programming principles as they construct and program their unique robot inventions. The cornerstones of the program are its core values, which emphasize contributions of others, friendly sportsmanship, learning, and community involvement to share their experiences and receive recognition for their efforts.

www.firstlegoleague.org

Integrated Arts or Fine Arts Club or STEM Club

Students participating in this enrichment club incorporate a variety of fine arts in their extension activity. They explore topics in a project-based, real-world application environment where elements of the visual arts, music, performing arts and dance may co-exist with current technology. STEM-based clubs must get approval from the STEM Coordinator.

National History Day

Through the National History Day contest, students in grades 6–12 engage in discovery and interpretation of historical topics related to an annual theme. In the process, they hone their talents and produce creative and scholarly projects in the forms of exhibits, documentaries, historical papers, performances, or website. After a series of district and state contests, the program culminates with a national competition at the University of Maryland in College Park each June.

www.nationalhistoryday.org

Mathematics, Engineering & Science Achievement (MESA)

Maryland MESA (Mathematics, Engineering, and Science Achievement) is a structured program designed to prepare students for academic and professional careers in mathematics, engineering, science, and technology. Student teams are challenged to design and develop innovative solutions to authentic problems.

<https://secwww.jhuapl.edu/stem/mesa/>

Model United Nations

Model United Nations is a simulation of the UN General Assembly and other multilateral bodies. In Model UN, students step into the shoes of ambassadors from UN member states to debate current issues on the organization's agenda. While playing their roles as ambassadors, student "delegates" make speeches, prepare draft resolutions, negotiate with allies and adversaries, resolve conflicts, and navigate the Model UN conference rules of procedure—all in the interest of mobilizing "international cooperation" to resolve problems that affect countries all over the world. By researching, Model UN participants learn how the international community acts on its concerns about topics including peace and security, human rights, the environment, food and hunger, economic development and globalization. Model UN delegates also look closely at the needs, goals and foreign policies of the countries they will represent at the event. The insights they gain from their exploration of history, geography, culture, economics and science contribute to the authenticity of the simulation when the role playing gets under way.

www.unausa.org

NASA Best Club—Aerospace Engineering

This aerospace engineering course allows students to have the opportunity to work with activities designed by NASA scientists. They will focus on the principles of design engineering to study and explore topics surrounding the lunar landscape, living environment, and challenges associated with traveling to the moon and returning to earth safely. Lessons will be then applied to Martian Exploration. Lessons for the club are leveled for primary, elementary and middle school students.

Online Book Club Hybrid

Held in conjunction with the Language Arts Department and the AP/College Prep Office, advanced language arts students are invited to participate in an online book club during the school year. They will need internet access in order to join a blackboard discussion group. A final project or special culminating activity is designed for each book at each grade level.

Science & Engineering Expo

The middle school science program provides students with the opportunity to do independent or team research in science. Every student enrolled in a middle school science course is expected to participate in science research as part of the curriculum experience. As a showcase of that research, students may compete in school and then district based Science and Engineering Expos. Students are encouraged to think beyond the traditional three-fold display board and consider exhibiting their projects with PowerPoints, videos, posters, and prototypes. Students have the option of entering research as individuals or as a team of two or three students. Research categories are:

- Animal Science
- Behavioral & Social Sciences
- Biochemistry
- Biomedical Engineering
- Chemistry
- Earth and Astronomy
- Energy: Chemical
- Energy: Physical
- Engineering Mechanics
- Environmental Science
- Health Sciences
- Intelligent Machines/Robotics
- Materials Science
- Mathematics
- Medical Sciences
- Microbiology
- Physics
- Plant Sciences
- Sustainable Design
- Systems Software
- Animal Science
- Behavioral & Social Sciences
- Biochemistry
- Biomedical Engineering
- Chemistry
- Earth and Astronomy
- Energy: Chemical
- Energy: Physical
- Engineering Mechanics
- Environmental Science
- Health Sciences
- Intelligent Machines/Robotics
- Materials Science
- Mathematics
- Medical Sciences
- Microbiology
- Physics
- Plant Sciences
- Sustainable Design
- Systems Software

Scripps Spelling Bee

The purpose of the Scripps Spelling Bee is to help students improve their spelling, increase their vocabularies, learn concepts, and develop correct English usage that will help them all their lives. Students engage in the spelling competition at the school level and the county level. Winners move to the national stage in Washington, D.C. in late May.

SEA Perch—Underwater Robotics

This engineering design course focuses on design, development and building of a underwater remotely operated vehicle (ROV). Students will learn the principles of engineering in a fun-filled project-based club environment. Sea Perch Underwater Robotics Competitions will be held locally, regionally, and nationally.

www.searesearch.org

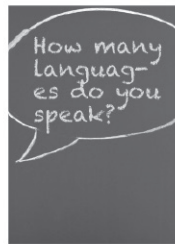
Stock Market Game

The Stock Market Game gives students the chance to invest a hypothetical \$100,000 in a real-time portfolio. As students buy and sell investments in their fantasy portfolios, they make practical use of cross-curricular skills and knowledge in areas such as math, history, civics, and language skills. They learn economic concepts in context, such as the value of investing and saving for the future. AACPS School teams are requested to alert the Co-Curricular Advanced Programs Office of their participation. Several teachers have requested substitute time to attend year end awards ceremonies with their winning teams. Materials, resources and registration are available online.

www.smgww.org

World Language and Culture Club

Students are given an opportunity to learn a new language and culture. Schools that have access to the Rosetta Stone Software are encouraged to use it as part of the club.



If you have questions
about any of the
courses or programs
described in this book,
contact your
School Counselor.



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www.aacps.org

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