Prince George's County Public Schools

MIDDLE SCHOOL COURSE OFFERINGS

Courses and Programs of Study

MIDDLE SCHOOL

(GRADES 6-8)

Fall 2018

PGCPS COURSES AND PROGRAMS OF STUDY
MIDDLE SCHOOL

Courses listed in this publication make up the instructional program for the school system's middle schools. Only approved core curricula are available at all sites, and courses may not be offered during this school year if enrollment does not permit. Prerequisites are conditions that must be met in order to enroll in a course. Credits are used for scheduling and grade point average calculations.

Information in this publication may change.

Contact the content area office listed in the Phone Directory for updates.

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Fall 2018

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GENERAL INFORMATION

MIDDLE SCHOOL COURSE OFFERINGS

HOW TO USE THIS PUBLICATION

1. The courses listed make up the instructional program for the school system's middle schools. However, only approved core curricula are available at all sites, and courses may not be offered during this school year if enrollment does not permit.
2. Fees are not included in the description of courses.
3. Course codes are used to schedule students electronically. The 6th digit in the course number may be interpreted as follows: 1 = first semester; 2 = second semester; 3 = full year; 0 = quarter
4. Prerequisites are conditions that must be met in order to enroll in a course.
5. Students may need assistance from parents, counselors, administrators, and teachers in interpreting information within the publication.

PLANNING A MIDDLE SCHOOL SCHEDULE

According to the Code of Maryland regulations, middle school students must take the following courses each year:

- Reading/English Language Arts
- Mathematics
- Science
- Social Studies
- Health
- Physical Education
- Fine Arts (Music, Dance, Theatre, Visual Arts)

For enriched academic experience and to prepare for advanced coursework, students should consider these additional recommended courses:

- Family and Consumer Sciences
- World Language*
- Technology Education

Students interested in a focused, in-depth experience should consider these programs by application or selection process:

- Advancement Via Individual Determination (AVID)
- Creative and Performing Arts
- French Immersion
- Gateway to Technology
- Montessori
- Talented and Gifted

*Elementary schools housing 6th graders may offer Introduction to the Language in order to prepare students with the requisite courses for the IB and AP programs. For middle schools with 7th/8th configurations only, a student without a prior introductory course will take the Introduction to the Language in 7th grade.

HIGH SCHOOL GRADUATION CREDIT FOR MIDDLE SCHOOL COURSEWORK

Credit toward high school graduation may be earned by middle school students who meet the prerequisites and local school system curricular objectives in a high school course in Level 1 and beyond World Language, Algebra 1 and beyond mathematics, and/or Biology. Grades and credits (passing or failing) will be reflected on the student's permanent record, high school transcript, and cumulative grade point average.

MIDDLE SCHOOL
CORE CURRICULUM COURSE SEQUENCE

CONTENT	GRADE 6	GRADE 7	GRADE 8
MATHEMATICS	• Math 6 • Accelerated Math 1	• Math 7 • Accelerated Math 2	• Math 8 • Foundations for Algebra • Algebra 1
READING/ENGLISH LANGUAGE ARTS	• Reading/English Language Arts 6 • Reading/English Language Arts 6 Honors • ESOL 1, 2, 3	• Reading/English Language Arts 7 • Reading/English Language Arts 7 Honors • ESOL 1, 2, 3	• Reading/English Language Arts 8 • Reading/English Language Arts 8 Honors • ESOL 1, 2, 3
SCIENCE	• Science 6	• Science 7	• Science 8
SOCIAL STUDIES	• World Cultures and Geography Part 1: Western Hemisphere • World Cultures and Geography Part 1: Western Hemisphere Honors	• World Cultures and Geography Part 2: Eastern Hemisphere • World Cultures and Geography Part 2: Eastern Hemisphere Honors	• United States History Revolution to Reconstruction • United States History Revolution to Reconstruction Honors

MIDDLE SCHOOL COURSE OFFERINGS

BUSINESS

NFTE Start Up Entrepreneurship

Course Codes: *574603*

Prerequisites: *None*

Credits: *1.0*

This course provides middle school students with basic entrepreneurship skills. The course teaches business based mathematics integrated in business plan development to support innovation as well as provide mathematics instruction. Students participate in business plan competition and have the opportunity to compete in the national NFTE competition. .

Textbook(s): *Entrepreneurship: Owning Your Own Future*, ISBN 9780135128442

NFTE Start Up Tech 1

Course Code: *574622*

Prerequisites: *None*

Credits: *1.0 Elective*

The course provides 6th grade students with basic MIT Application Inventor skills. They will create functional mobile apps to include location aware apps, texting apps, quizzes, games, and motion sensitivity apps. Students will develop a business plan to support the app created. At the conclusion of this course students will have created their own unique app that they will pitch to a panel of local judges.

Textbook(s): Online NFTE

NFTE Start Up Tech II

Course Code: *574632*

Prerequisites: *None*

Credits: *1.0 Elective*

The course provides 7th grade students with the skills to conceive and create a web-based business idea. Students will build out their concept using HTML, CSS, and JavaScript. Students will develop a business plan to support the concept created. At the conclusion of this course students will present their concept or website along with their business plan for a chance to win seed capital to launch their business.

Textbook(s): Online NFTE

ELECTIVES

AVID 6, AVID 7, AVID 8

Course Codes: *590603, 590703, 590803*

Prerequisites: *AVID student selection based on:*

- academic potential (2.0 to 3.5 GPA as one indicator)

- those who would benefit from AVID support to improve their academic record and begin college preparation

- criteria set in individual school's recruitment plan including application, interview and/or student contract

Credits: *1.00*

This college preparatory elective course is offered to identified AVID students to reinforce organizational and study skills, critical thinking, inquiry, and collaboration. Students receive academic help from peers and college tutors, and participate in enrichment and motivational activities that make college access possible.

Textbook(s): AVID Curriculum: Strategies for Success, College and Careers, Tutorial

Enrichment

Course Codes: *570300, 570400, 570500*

Prerequisites: *None*

Credits: *0.00*

This is a no credit period that will be used either to build the skills of those students who have knowledge gaps based on achievement data or to provide enriching opportunities that are of unique interest to students.

Textbook(s): N/A

Intervention

Course Codes: *570000, 570100, 570200*

Prerequisites: *None*

Credits: *0.00*

This is a no credit period that will be used either to build the skills of those students who have knowledge gaps based on achievement data or to provide enriching opportunities that are of unique interest to students.

Textbook(s): N/A

STEM Integrations 1

Course Codes: *751001, 751002*

Prerequisites: *Entering sixth grade student*

Credits: *.50*

STEM is the acronym for Science, Technology, Engineering, and Mathematics. STEM Integrations 1 is a course designed to allow students to use learned content to generate processes, select tools and hone skills to solve a problem of practice. Utilizing a problem based learning approach, students will create and articulate solutions to problems of practice that require a transdisciplinary approach. .

Textbook(s): N/A

STEM Integrations 2

Course Code: *751003*

Prerequisites: *STEM Integrations 1*

Credits: *1.0 Elective*

STEM is the acronym for Science, Technology, Engineering, and Mathematics. STEM Integrations 2 is a continuation of the teaching and learning from STEM Integrations 1 that is designed to allow students to use learned content to generate processes, select tools and hone skills to solve a problem of practice with more autonomy than in STEM Integrations 1. Utilizing a problem based learning approach, students will create and

articulate solutions to problems of practice that require a transdisciplinary approach.

Textbook(s): None

STEM Integrations 3

Course Code: 751013

Prerequisites: STEM Integrations 2

Credits: 1.0 Elective

In STEM Integrations, 3 students will demonstrate mastery of problem solving skills as they will be presented with a problem of practice from a community stakeholder. Authentic STEM experiences that provide a platform for transdisciplinary learning will allow students to investigate a local problem of practice and apply design systems thinking and the engineering design process as they apply learned content to research, design, test, and present a solution to stakeholders for a local a problem with no known answer.

Textbook(s): TBA

ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL)

Middle School Academic Program
Scheduling Guidelines

ESOL Level	Language Arts	Math	Social Studies	Science	Creative Arts	Creative Arts
ESOL Advanced Levels 4.0-4.9	ESOL Advanced Course Code: 135333 / Grade Level RELA	Mainstream	Mainstream	Mainstream	Mainstream	Mainstream
ESOL Intermediate Levels 2.6-3.9	ESOL Intermediate Course Code: 135323	Mainstream	Sheltered*	Sheltered*	Mainstream	Mainstream
ESOL Beginning Levels 1.6-2.5	ESOL Beginning Course Code: 135313	Sheltered*	ESOL CABLE Social Studies Course Code: 136933 or Sheltered*	ESOL CABLE Science Course Code: 136943 or Sheltered*	Mainstream	Mainstream
Newcomer ESOL Levels 1.0-1.5	Newcomer ESOL Course Code: 134903 or ESOL Beginning Course Code: 135313	Sheltered*	ESOL CABLE Social Studies Course Code: 136933 or Sheltered*	ESOL CABLE Science Course Code: 136943 or Sheltered*	Mainstream	Mainstream
ESOL Beginning/ Interrupted Education Levels 1.0-2.5	Newcomer ESOL Course Code: 134903 or ESOL Beginning Course Code: 135313	Sheltered*	ESOL CABLE Social Studies Course Code: 136933	ESOL CABLE Science Course Code: 136943	Mainstream	Grades 6-8 ESOL AIM Literacy 1 Course Code: 136753 ESOL AIM Literacy 2 Course Code: 136853

* Sheltered courses refer to classes that are designed to teach both academic content and language to students. These classes may contain only English Language Learners or a mix of English Language Learners and mainstream students. Content is presented using a variety of instructional strategies that make content accessible for ELLs while developing English vocabulary concepts.

Newcomer ESOL

Course Code: *134903*
Prerequisites: *Placement based upon ESOL assessment*
Credits: *0.00*

This one-year ESOL course option is designed to meet the academic and linguistic needs of non-English speakers who are newly arrived in the United States.

Textbook(s): *Inside the U.S.A, Inside Fundamentals Volume 1,* ISBN 9781285439426

English ESOL Beginning

Course Code: *135313*
Prerequisites: *Placement based upon ESOL assessment*
Credits: *1.0*

This course is designed to begin development of the ability to understand, speak, read and write English for English Language Learners. These skills require control of the sound system, grammar, vocabulary, and a beginning understanding of the social and cultural situation in which they are practiced.

Textbook(s): *Inside Fundamentals Volume 2,* ISBN 9781285439440

English ESOL Intermediate

Course Code: *135323*
Prerequisites: *Placement based upon ESOL assessment*
Credits: *1.0*

This course is designed to continue the development of the English language skills of listening, speaking, reading and writing for English Language Learners who complete ESOL Beginning. New students may test into this level on the ESOL placement test.

Textbook(s): selected reading materials

English ESOL Advanced

Course Code: *135333*
Prerequisites: *Placement based upon ESOL assessment*
Credits: *1.0*

This course is designed to increase control of English language skills and understanding of social and cultural information. It is part of the sequence of ESOL courses in which the communication skills of listening, speaking, reading and writing are taught. New students may test into this level or students may move from ESOL Beginning to ESOL Advanced without taking ESOL Intermediate if their assessment score places them in the class.

Textbook(s): selected reading materials

ESOL AIM Literacy 1

Course Code: *136753*
Prerequisites: *Grade 6-8 students identified by ESOL/LMP staff*
Credits: *1.0*

This course is designed for pre- and non-literate English Language Learners. It teaches basic academic literacy skills through the content areas of mathematics, science and social studies.
Textbook(s): *Content Picture Dictionary*, Oxford University Press; *Inside Phonics*

ESOL AIM Literacy 2

Course Code: *136853*
Prerequisites: *Grade 6-8 students identified by ESOL/LMP staff*
Credits: *1.0*

This course is designed for pre- and non-literate English Language Learners. It continues the development of basic academic literacy skills through the content areas of mathematics, science and social studies.
Textbook(s): *Content Picture Dictionary*, Oxford University Press; *Inside Phonics*

ESOL CABLE Social Studies

Course Codes: *136933*
Prerequisites: *Students must be identified for this class by ESOL/LMP staff*
Credits: *1.0*

This course is designed for students new to the country in order to teach the academic language used in the content area of Social Studies. In addition, learning strategies, basic study skills and classroom survival skills for American classrooms are taught to the English Language Learners enrolled in this course. Students must be identified for this course by ESOL staff. This course can replace social studies for ESOL newcomers.

Textbook(s): *Oxford Picture Dictionary, Gateway to Social Studies*

ESOL CABLE Science

Course Codes: *136943*
Prerequisites: *Students must be identified for this class by ESOL staff*
Credits: *1.0*

This course is designed for students new to the country in order to teach the academic language used in the content area of Science. In addition, learning strategies, basic study skills and classroom survival skills for American classrooms are taught to the English Language Learners enrolled in this course. Students must be identified for this course by ESOL staff. This course can replace science for ESOL newcomers.

Textbook(s): *Oxford Picture Dictionary for the Content Areas; Language Central Science*

FAMILY AND CONSUMER SCIENCES

Family and Consumer Sciences 7

Course Code: *671701, 671702*
Prerequisites: *None*
Credits: *.50*

This course presents a variety of topics to assist seventh grade students in preparing for the future. Diverse instructional strategies are used to foster the development of thinking, decision-making, and communication skills. Opportunities for personal and leadership development are available throughout the course. The instructional units focus on developing a positive self-image; strengthening relationships of family and friends; financial literacy, gender harassment; exploring careers; assessing learning styles; creative expression through hands-on projects and student service.

Textbook(s): *Succeeding in Life and Career: Foundations of Human Studies,* ISBN 9781631262159

Family and Consumer Sciences 8

Course Code: *671801, 671802*
Prerequisites: *None*
Credits: *.50*

This course presents a variety of units for eighth grade students including teen issues, gender harassment, wellness, nutrition, food preparation, student service plus intergenerational and multi-cultural development. Instructional strategies focus on employability skills, financial literacy, thinking skills, and cooperative learning concepts. Opportunities are provided throughout the course for learning through auditory, visual, and hands-on activities.

Textbook(s): *Succeeding in Life and Career: Foundations of Human Studies,* ISBN 9781631262159

FINE ARTS

FINE ARTS - ART

Art 6

Course Code: *674600, 674601, 674602*
Prerequisites: *None*
Credits: *.25 or .50*

This course explores a variety of art media with many experiences in the areas of art such as: art appreciation, constructing, drawing, painting, printmaking, sculpting, crafts, careers and related activities. All art experiences are based on the elements of art (line, shape, color, form, texture, space and value) and how these elements are incorporated in works of art. This course is enriched and reinforced with thinking skills development and multicultural education art activities. All students will be expected to maintain a journal/sketchbook.

Textbook(s): *Explorations in Art ebook,* Davis Publications

Art 7

Course Code: *674700, 674701, 674702*
Prerequisites: *None*
Credits: *.25 or .50*

This course explores a variety of art media with many experiences in the areas of art such as: art appreciation, constructing, drawing, lettering, painting, print-making, sculpting, crafts, careers and related activities. All art experiences are based on the concepts of line, color, shape, form, texture, space, and value and how these concepts are incorporated in works of art. This course is enriched and reinforced with thinking

skills development and multicultural education art activities. Skill development in art content (knowledge) and processes are part of the 7th grade level competencies requirements of the course. All students will be expected to maintain a journal/sketchbook.

Textbook(s): *Exploring Art,* ISBN 9780078735578

Art 8

Course Code: *674800, 674801,674802*

Prerequisites: *None*

Credits: *.25 or .50*

This course explores a variety of art media with experiences in the following areas: art appreciation, constructing, drawing, lettering, painting, printmaking, sculpting, crafts, careers, and related activities. Emphasis is placed on the elements and principles of design concepts as tools of visual communication. Art activities are planned to ensure that students understand art as a self-fulfilling and socialization process. Students are made aware of the aesthetic, cultural, and historical components of significant works of art. A global understanding of the world and many cultures is perpetuated through multicultural education art activities. Students learn and develop an appreciation for the contributions of diverse peoples and cultures to America. The incorporation of thinking skills strategies in this course will increase students' abilities to talk in depth about art as well as creatively solve problems of production. Skill development in art content (knowledge) and art processes are part of the 8th grade level competencies requirement of the course. All students will be expected to maintain a journal/sketchbook.

Textbook(s): *Exploring Art,* ISBN 9780078735578

Digital Studio 8

Course Code: 675801, 675802

Prerequisites: None

Credits: .50

Students will experience art fundamentals of design through studio work, digital imaging, and computer graphics programs. Focus will be to apply these principles as they create original pieces in both the traditional processes of drawing and painting as well as digital formats. Digital projects will be created using integrated software such as Photoshop, PowerPoint, and other programs. Historically significant and contemporary examples representing a variety of cultures are investigated and represented in the creative-production process. Students will learn to evaluate and critique personal artwork and the artwork of others.

Textbook(s): TBA

FINE ARTS - DANCE

Dance 6

Course Codes: *722600, 722601, 722602*

Prerequisites: *None*

Credits: *.25 or .50*

Sixth grade Dance is offered as an elective, general overview of the history and mechanics of dance. Students value dance as an aesthetic experience involving the mind, body, and feelings. A strong foundation in Classical Ballet with the introduction of other dance forms is introduced such as: Jazz, Modern, West African, Hip Hop and Social Dance. Students will also learn the fundamentals of Yoga and Pilates, proper body alignment, muscle control, expressive execution of steps, proper audience etiquette, nutrition, dance history, and vocabulary through traditional dance forms.

Textbook(s): *History of Dance, Dance Anatomy;* Resources: *K-12 Dance Curriculum Framework; State Fine*

Arts Curriculum

Dance 7

Course Codes: *722700, 722701, 722702*

Prerequisites: *None*

Credits: *.25 or .50*

Seventh grade Dance students will continue with the history and mechanics of dance. This class is designed to expand the child's self knowledge, self discipline, and self expression. Students will continue to learn dance styles of Classical Ballet, Jazz, Modern, West African, Hip Hop and Social Dance. An emphasis will still be placed on proper body alignment, muscle control, expressive execution of steps, proper audience etiquette, dance history, Kinesiology (anatomy of dance) and vocabulary through traditional dance forms. All students will have the opportunity to perform throughout the school year.

Textbook(s): *History of Dance, Dance Anatomy;* Resources: *K-12 Dance Curriculum Framework; State Fine Arts Curriculum*

Dance 8

Course Codes: *722800, 722801, 722802*

Prerequisites: *None*

Credits: *.25 or .50*

In the eighth grade year Dance primarily focuses on choreography. Students will experience dance as a means of communication. This course is designed for those students who either wish to continue dance on the high school level or go onto one of the Visual and Performing Arts programs in the Washington Metropolitan area. Students will continue dance styles of Classical Ballet, Jazz, Modern, West African, Hip Hop and Social Dances, Dance history, proper body alignment, muscle control, vocabulary, careers in dance, resume writing and music theory will be taught.

Textbook(s): *History of Dance, Dance Anatomy;* Resources: *K-!2 Dance Curriculum; State Fine Arts Curriculum*

Dance for Athletes 1

Course Code: *708101, 708102*

Prerequisites: *None*

Credits: *.50*

Dance for Athletes I focuses on enhancing and refining athletic performance through techniques, conditioning, and training in the art of dance. For those students wishing to use dance training techniques to enhance athletic performance. No audition is required.

Textbook(s): TBA

Dance for Athletes 2

Course Code: *708111, 708112*

Prerequisites: *Dance for Athletes I*

Credits: *.50*

The Dance for Athletes II course emphasizes continued skill development and refinement through a variety of

higher level movement patterns. Student originated performance projects occur at these levels. No audition is required for this course. Only students who have successfully completed Dance for Athletes II are eligible for this course.

Textbook(s): TBA

FINE ARTS - INSTRUMENTAL MUSIC

Band 6

Course Code: *634603*

Prerequisites: *Instrumental music teacher approval*
Open only to woodwind, brass, and percussion students

Credits: *1.0*

This course will emphasize introductory development of technique, tone, control, interpretation, and comprehension of musical symbols, terminology, and concepts. It is designed for those students who have previous instruction or are interested in beginning a band instrument. Students will perform beginning level literature, and attendance at outside of school performances and rehearsals is a requirement of the course.

Due to fundamental differences in pedagogy and curriculum, this class is not open to string students playing violin, viola, cello, or bass (see Orchestra classes).

Textbook(s): See curriculum for approved texts

Band 7

Course Code: *634703*

Prerequisites: *Instrumental music teacher approval*
Open only to woodwind, brass, and percussion students
Must have successfully completed at least one year of Band in elementary or middle school

Credits: *1.0*

This course will emphasize intermediate development of technique, tone, control, interpretation, and comprehension of musical symbols, terminology, and concepts. It is designed for those students who have had at least one year of band instruction at the elementary or middle school level. Students will perform intermediate level literature (grade I/II), and attendance at outside of school performances and rehearsals is a requirement of the course.

Due to fundamental differences in pedagogy and curriculum, this class is not open to string students playing violin, viola, cello, or bass (see Orchestra classes)

Textbook(s): See curriculum for approved texts

Band 8

Course Code: *634813*

Prerequisites: *Instrumental music teacher approval; Open only to woodwind, brass, and percussion students*
Must have successfully completed at least one year of Band in middle school

Credits: *1.0*

This course will emphasize advanced development of technique, tone, control, interpretation, and comprehension of musical symbols, terminology, and concepts. It is designed for those students who have had at least one year of band instruction at the middle school level. Students will perform advanced level literature (grade II/III), and attendance at outside of school performances and rehearsals is a requirement of the course.

Due to fundamental differences in pedagogy and curriculum, this class is not open to string students playing violin, viola, cello, or bass (see Orchestra classes).

Textbook(s): See curriculum for approved texts

Introductory Band

Course Code: *635003*

Prerequisites: *Instrumental music teacher approval; Open only to woodwind, brass, and percussion students in grades 6-8*

Credits: *1.0*

This course will emphasize introductory development of technique, tone, control, interpretation, and comprehension of musical symbols, terminology, and concepts. It is designed for those students who have previous instruction or are interested in beginning a band instrument. Students will perform beginning level literature, and attendance at outside of school performances and rehearsals is a requirement of the course.

Enrollment in this class is subject to the approval of the instrumental teacher in order to ensure proper placement. Due to fundamental differences in pedagogy and curriculum, this class is not open to string students playing violin, viola, cello, or bass (see Orchestra classes)

Textbook(s): See curriculum for approved texts

Intermediate Band

Course Code: *635103*

Prerequisites: *Instrumental music teacher approval*
Open only to woodwind, brass, and percussion students in grades 6-8
Must have successfully completed at least one year of Band in elementary or middle school

Credits: . *1.0*

This course will emphasize intermediate development of technique, tone, control, interpretation, and comprehension of musical symbols, terminology, and concepts. It is designed for those students who have had at least one year of band instruction at the elementary or middle school level. Students will perform intermediate level literature (grade I/II), and attendance at outside of school performances and rehearsals is a requirement of the course.

Enrollment in this class is subject to the approval of the instrumental teacher in order to ensure proper placement. Due to fundamental differences in pedagogy and curriculum, this class is not open to string students playing violin, viola, cello, or bass (see Orchestra classes)

Textbook(s): See curriculum for approved texts

Advanced Band

Course Code: *635203*

Prerequisites: *Instrumental music teacher approval*
Open only to woodwind, brass, and percussion students in grades 6-8
Must have successfully completed at least one year of Band in middle school

Credits: *1.0*

This course will emphasize advanced development of technique, tone, control, interpretation, and comprehension of musical symbols, terminology, and concepts. It is designed for those students who have had at least one year of band instruction at the middle school level. Students will perform advanced level literature (grade II/III), and attendance at outside of school performances and rehearsals is a requirement of

the course.

Enrollment in this class is subject to the approval of the instrumental teacher in order to ensure proper placement. Due to fundamental differences in pedagogy and curriculum, this class is not open to string students playing violin, viola, cello, or bass (see Orchestra classes)

Textbook(s): See curriculum for approved texts

Orchestra 6

Course Code: *635603*

Prerequisites: *Instrumental music teacher approval*
Open only to string (violin, viola, cello, or bass) students

Credits: *1.0*

This course will emphasize introductory development of technique, tone, control, interpretation, and comprehension of musical symbols, terminology, and concepts. It is designed for those students who have previous instruction or are interested in beginning a string instrument. Students will perform beginning level literature, and attendance at outside of school performances and rehearsals is a requirement of the course.

Due to fundamental differences in pedagogy and curriculum, this class is not open to band students playing woodwind, brass, or percussion instruments (see Band classes)

Textbook(s): See curriculum for approved texts

Orchestra 7

Course Code: *635703*

Prerequisites: *Instrumental music teacher approval*
Open only to string (violin, viola, cello, or bass) students
Must have successfully completed at least one year of Orchestra in elementary or middle school

Credits: *1.0*

This course will emphasize intermediate development of technique, tone, control, interpretation, and comprehension of musical symbols, terminology, and concepts. It is designed for those students who have had at least one year of string instruction at the elementary or middle school level. Students will perform intermediate level literature (grade I/II), and attendance at outside of school performances and rehearsals is a requirement of the course.

Due to fundamental differences in pedagogy and curriculum, this class is not open to band students playing woodwind, brass, or percussion instruments (see Band classes)

Textbook(s): See curriculum for approved texts

Orchestra 8

Course Code: *635803*

Prerequisites: *Instrumental music teacher approval*
Open only to string (violin, viola, cello, or bass) students
Must have successfully completed at least one year of Orchestra in middle school

Credits: *1.0*

This course will emphasize advanced development of technique, tone, control, interpretation, and comprehension of musical symbols, terminology, and concepts. It is designed for those students who have had at least one year of string instruction at the middle school level. Students will perform advanced level literature (grade II/III), and attendance at outside of school performances and rehearsals is a requirement of the course.

Due to fundamental differences in pedagogy and curriculum, this class is not open to band students playing woodwind, brass, or percussion instruments (see Band classes)

Textbook(s): See curriculum for approved texts

Introductory Orchestra

Course Code: *635303*

Prerequisites: *Instrumental music teacher approval*

Open only to string (violin, viola, cello, or bass) students in grades 6-8

Credits: *1.0*

This course will emphasize introductory development of technique, tone, control, interpretation, and comprehension of musical symbols, terminology, and concepts. It is designed for those students who have previous instruction or are interested in beginning a string instrument. Students will perform beginning level literature, and attendance at outside of school performances and rehearsals is a requirement of the course.

Enrollment in this class is subject to the approval of the instrumental teacher in order to ensure proper placement. Due to fundamental differences in pedagogy and curriculum, this class is not open to band students playing woodwind, brass, or percussion instruments (see Band classes)

Textbook(s): See curriculum for approved texts

Intermediate Orchestra

Course Code: *635403*

Prerequisites: *Instrumental music teacher approval*

Open only to string (violin, viola, cello, or bass) students in grades 6-8

Credits: . *1.0*

This course will emphasize intermediate development of technique, tone, control, interpretation, and comprehension of musical symbols, terminology, and concepts. It is designed for those students who have had at least one year of string instruction at the elementary or middle school level. Students will perform intermediate level literature (grade I/II), and attendance at outside of school performances and rehearsals is a requirement of the course.

Enrollment in this class is subject to the approval of the instrumental teacher in order to ensure proper placement. Due to fundamental differences in pedagogy and curriculum, this class is not open to band students playing woodwind, brass, or percussion instruments (see Band classes)

Textbook(s): See curriculum for approved texts

Advanced Orchestra

Course Code: *635503*

Prerequisites: *Instrumental music teacher approval*

Open only to string (violin, viola, cello, or bass) students in grades 6-8

Credits: *1.0*

This course will emphasize advanced development of technique, tone, control, interpretation, and comprehension of musical symbols, terminology, and concepts. It is designed for those students who have had at least one year of string instruction at the middle school level. Students will perform advanced level literature (grade II/III), and attendance at outside of school performances and rehearsals is a requirement of the course.

Enrollment in this class is subject to the approval of the instrumental teacher in order to ensure proper placement. Due to fundamental differences in pedagogy and curriculum, this class is not open to band students playing woodwind, brass, or percussion instruments (see Band classes)

Textbook(s): See curriculum for approved texts

FINE ARTS - VOCAL AND GENERAL MUSIC

Advanced Keyboard

Course Code: *637200*

Prerequisites: *Intermediate Keyboard or teacher placement*

Credits: *.25*

Students will further develop the skills necessary for playing keyboard instruments. Students will play pieces in various styles with increasing levels of difficulty. Students will explore units playing music with complex rhythms, duets, expression, and music compositions. Students will participate in performance assessments.

Materials: Classroom melody instruments, including keyboards; computer software for music theory drill and practice; teacher selected individual advanced keyboard book as identified in the Curriculum Framework Overview

Chorus 6

Course Code: *637603*

Prerequisites: *Recommendation by elementary music teacher*

Credits: *1.0*

Students will continue the development of their vocal/choral skills begun in elementary school. Literature and techniques are selected according to the developmental needs of the students. Repertoire is representative of various styles and cultures and appropriate for the emerging and changing voice. Students are introduced to singing in an ensemble with the proper criteria as outlined in the Maryland Choral Educator's Association guidelines. Students in this course will be introduced to sight-reading in unison. Attendance at out-of-school rehearsals/ performances is a requirement for this class. Participation and all follow-up activities in these rehearsals/performances will be factored into the grade. Choral groups are also required to participate in Performance Assessments. festivals.

Materials: *Spotlight on Music*, ISBN 9780022956790; books & CD's; teacher selected choral music; *The Singing Musician* Levels I and II

Chorus 7

Course Code: *637703*

Prerequisites: *Chorus 6 or teacher placement*

Credits: *1.0*

Students will continue the development of their vocal/choral skills. Literature and techniques are selected according to the developmental needs of the students. Repertoire is representative of various styles and cultures, and appropriate for the emerging and changing voices. Attendance at out-of-school rehearsals/ performances is a requirement for this class. Students will sight-read in unison and 2-parts. Participation and all follow-up activities in these rehearsals/performances will be factored into the grade. Choral groups are also required to participate in Performance Assessments.

Materials: *Spotlight on Music,* ISBN 9780022956981*; books & CD's; selected choral music*

Chorus 8

Course Code: *638803*

Prerequisites: *Chorus 7 or teacher placement*

Credits: *1.0*

Students will continue the development of their vocal/choral skills. Literature and techniques are selected according to the developmental needs of the students. Repertoire is representative of various styles and cultures, and appropriate for the emerging and changing voices. Students will sight-read in 2 and 3 parts. Attendance at out-of-school rehearsals/ performances is a requirement for this class. Participation and all follow-up activities in these rehearsals/performances will be factored into the grade. Choral groups are also required to participate in assessment festivals.

Materials: Spotlight on Music, ISBN 9780022960483, books and CD's; selected choral music; *The Singing Musician Levels I and II*

Chorus Beginning

Course Code: *639003*

Prerequisites: *None*

Credits: *1.0*

Students will continue the development of their vocal/choral skills begun in elementary school or as a new student to the choral class. Literature and techniques are selected according to the developmental need of the students. The repertoire is representative of various styles and cultures and appropriate for the emerging and changing voice. Students are introduced to singing in an ensemble with the proper criteria as outlined in the Maryland Choral Educator's Association guidelines. Students in this course will be introduced to sight-reading in unison. Attendance at out-of-school rehearsals/ performances is a requirement for this class. Participation and all follow-up activities in these rehearsals/performances will be factored into the grade. Choral groups are also required to participate in assessment festivals.

Materials: *Spotlight on Music, The Singing Musician Level 1,* teacher selected choral music

Chorus Intermediate

Course Code: *639013*

Prerequisites: *Middle School Beginning Chorus or teacher placement*

Credits: *1.0*

Students will continue the development of their vocal/choral skills. Literature and techniques are selected according to the developmental need of the students. The repertoire is representative of various styles and cultures and appropriate for the emerging and changing voice. Students are taught to sing in an ensemble with the proper criteria as outlined in the Maryland Choral Educator's Association guidelines guidelines at a level 2 or 3. Attendance at out-of-school rehearsals/performances is a requirement for this class. Participation and all follow-up activities in these rehearsal/performances will be factored into the grade. Choral groups are also required to participate in Assessment festivals. Students in this course will be introduced to sight- reading in 2 parts.

Materials: *Spotlight on Music*, various selected choral repertoire; *The Singing Musician* Levels I and II

Chorus Advanced

Course Code: *639023*

Prerequisites: *Intermediate Chorus or teacher placement*

Credits: *1.0*

Students will continue the development of their vocal/choral skills. Literature and techniques are selected according to the developmental need of the students. The repertoire is representative of various styles and cultures and appropriate for the emerging and changing voice. Students are taught to sing in an ensemble with the proper criteria as outlined in the Maryland Choral Educator's Association guidelines at a level of 2-4. Attendance at out-of-school rehearsals/performances is a requirement for this class. Participation and all follow-up activities in these rehearsal/performances will be factored into the grade. Choral groups are also required to participate in Assessment festivals. Students in this course will be introduced to sight-reading in three parts.

Materials: Spotlight on Music, teacher selected choral repertoire; The Singing Musician Levels I and II

Intermediate Keyboard

Course Code: *637100*

Prerequisites: *Introduction to Keyboard or teacher placement*

Credits: *.25*

Students taking this course will further develop the skills necessary for playing keyboard instruments. Students will explore units reading bass clef, playing the melody line with bass chords, understanding scales, various rhythms and playing easy pieces in various styles. Students may use classroom melody instruments, including keyboards; computer software for music theory drill and practice.

Materials: Teachers selected individual intermediate keyboard book as identified in the Curriculum Framework Overview

Guitar

Course Code: *637300*

Prerequisites: *None*

Credits: *.25*

Students taking this introductory class will learn the skills necessary for playing the guitar. Students will explore units in basic notation, parts of a guitar, how to read a chord chart, and strumming techniques. Students may use classroom melody instruments, including guitars and guitar picks; computer software for music theory drill and practice.

Textbook(s): Teacher selected individual introductory guitar book as identified in the Curriculum Framework Overview

Introduction to Keyboard

Course Code: *637000*

Prerequisites: *None*

Credits: *.25*

Students taking this introductory class will begin to learn the skills necessary for playing keyboard instruments. Students will explore units in basic notation, pitch and its notation, manuscript writing and music symbols specific to reading and playing keyboard music. Students may use classroom melody instruments, including keyboards; computer software for music theory drill and practice.

Textbook(s): Teacher selected individual introductory keyboard book as identified in the Curriculum Framework Overview.

Keyboard

Course Code: *637001, 637002, 637003*

Prerequisites: *Introduction to Keyboard or teacher placement*

Credits: *.50 or 1.0*

Students taking this course will receive instruction on piano methods, theory, performance, technique, and artistry concepts. An integrated approach builds basic elements of piano technique, always directed toward an artistic goal. This facilitates the ability of the teacher to differentiate the instruction for multi-level piano students within the same class period.

Textbook(s): Teacher selected individual introductory keyboard book as identified in the Curriculum Framework Overview.

Music 6

Course Code: *600600, 600601, 600602*

Prerequisites: *Music 5*

Credits: . *.25 or .50*

Students taking this course will demonstrate their ability to perceive, perform and respond to music. The Students will demonstrate their development through singing, playing classroom instruments, identifying and analyzing the elements of music, writing and performing music, identifying and classifying styles and music genres. Students may begin to explore music technology and careers in music. Resources will include guitars, keyboards and recorders, CD's for listening and exploring music of other cultures, and classroom instruments.

Textbook(s): *Spotlight on Music*, ISBN 9780022956790, books and CDs; The Singing Musician Level I and II; teacher selected piano, guitar and/or recorder method books as identified in the Curriculum Framework Overview.

Music 7

Course Code: *600700, 600701, 600702*

Prerequisites: *Music 6*

Credits: *.25 or .50*

Students taking this course will further develop their ability to perceive, perform, and respond to music. Students will playing classroom instruments and further enhance their vocal development. Students will explore units that may include characteristics of sound, music of various cultures, world instruments, group piano, guitar, and/or recorder ensembles, careers in music, and the influence of technology on electronic music.

Textbook(s): *Spotlight on Music*, ISBNs 9780022960476 and 9780022964450; The Singing Musician Level I and II; teacher selected piano, guitar and/or recorder method books as identified in the Curriculum Framework Overview.

Music 8

Course Code: *600800, 600801, 600802*

Prerequisites: *Music 7*

Credits: *.25 or .50*

Students taking this course will further develop their ability to perceive, perform and respond to music. Students will develop skills on one or more of the instruments explored in Music 7 (guitar, piano,

recorder, and/or voice). Students may explore units including music and technology, the evolution of popular music, music of different cultures, writing and performing music, and career development.

Textbook(s): Spotlight on Music, ISBNs 9780022964443 and 9780022964467; The Singing Musician Level I and II; teacher selected piano, guitar and/or recorder method books as identified in the Curriculum Framework Overview.

Piano Lab

Course Code: *639000*

Prerequisites: *None*

Credits: . *.25*

Students taking this course will receive instruction on piano methods, theory, performance, technique, and artistry concepts. An integrated approach builds basic elements of piano technique, always directed toward an artistic goal. This facilitates the ability of the teacher to differentiate the instruction for multi-level piano students in the same class period.

Textbook(s): Teacher selected piano method books as identified in the Curriculum Framework Overview

World Percussion

Course Code: *637201, 637202*

Prerequisites: *None*

Credits: *.50*

World Percussion is a performance based class that emphasizes the study of a variety of cultures and percussion instruments from around the world as well as classical percussion instruments. Students will also learn music notation, rhythmic and melodic sight reading, and the basics of music theory from a percussion framework. As a performance based class students will participate in public performances ranging from solo & ensemble festivals, private competitions, and concerts.

Textbook(s): *Spotlight on Music, World Drumming*

HEALTH EDUCATION

Health Education 6

Course Code: *712601, 712602*

Prerequisites: *None*

Credits: *.50*

This required course, designed for sixth grade students, focuses on instruction of the Maryland State Curriculum for Comprehensive Health Education. Instruction will focus on nutrition and fitness; tobacco, alcohol, and other drug prevention; disease prevention and control; personal and consumer health; and safety and injury prevention. The family life and human sexuality unit requires parent permission.

Textbook(s): *Teen Health, Grade 6*

Health Education 7

Course Code: *712701, 712702*

Prerequisites: *Grade 7 student*

Credits: *.50*

This course, designed for seventh grade students, focuses on instruction of the Maryland State Curriculum for Comprehensive Health Education. Students acquire knowledge and skills needed to make healthy choices for life. Instruction will focus on mental and emotional health; nutrition and fitness; tobacco, alcohol, and other drug prevention; disease prevention and control; personal and consumer health; and safety and injury prevention. The family life and human sexuality unit requires parent permission.

Textbook(s): *Teen Health 2, Grade 7*

Health Education 8

Course Code: *712801, 712802*

Prerequisites: *Grade 8 student*

Credits: *.50*

This course, designed for eighth grade students, focuses on instruction of the Maryland State Curriculum for Comprehensive Health Education. Students acquire knowledge and skills about healthy decision-making, communication, stress management, violence prevention, and substance abuse. The family life and human sexuality unit requires parent permission.

Textbook(s): *Teen Health 3, Grade 8*

MATHEMATICS

Math 6

Course Code: *307603*

Prerequisites: *Completion of Grade 5 Mathematics*

Credits: *1.0*

This course begins the transition from the heavy emphasis on number and operations at the elementary school level towards a more formalized understanding of mathematics that occurs at the high school level. Students connect previous knowledge of multiplication, division, and fractions to ratios and proportional relationships; extend previous understanding of the number system and operations to fractions and negative numbers; apply and extend previous understandings of the number line to plot coordinate pairs on a Cartesian plane; formalize algebraic thinking into algebraic expressions and equations; apply their previous knowledge of geometry in real-world and mathematics situations; and begin to develop understanding of statistical variability and distributions. As in all mathematics courses, the Mathematical Practice Standards are woven throughout the course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of

problem situations.

Textbook(s): *Big Ideas Math* (Green Text), ISBN 9781608402267

Math 6 Co-Teach

Course Code: *307673*

Prerequisites: *Completion of Grade 5 Mathematics, IEP*

Credits: *1.0*

This course begins the transition from the heavy emphasis on number and operations at the elementary school level towards a more formalized understanding of mathematics that occurs at the high school level. Students connect previous knowledge of multiplication, division, and fractions to ratios and proportional relationships; extend previous understanding of the number system and operations to fractions and negative numbers; apply and extend previous understandings of the number line to plot coordinate pairs on a Cartesian plane; formalize algebraic thinking into algebraic expressions and equations; apply their previous knowledge of geometry in real-world and mathematics situations; and begin to develop understanding of statistical variability and distributions. As in all mathematics courses, the Mathematical Practice Standards are woven throughout the course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. This course is designed to facilitate learning outcomes to meet the needs of diverse learners through curriculum accommodations, specialized instruction and differentiation as appropriate.

Textbook(s): Big Ideas Math (Green Text), ISBN 9781608402267

Math 6 Intensive

Course Code: *307683*

Prerequisites: *IEP, Completion of Grade 5 Mathematics*

Credits: *1.0*

This course begins the transition from the heavy emphasis on number and operations at the elementary school level towards a more formalized understanding of mathematics that occurs at the high school level. Students connect previous knowledge of multiplication, division, and fractions to ratios and proportional relationships; extend previous understanding of the number system and operations to fractions and negative numbers; apply and extend previous understandings of the number line to plot coordinate pairs on a Cartesian plane; formalize algebraic thinking into algebraic expressions and equations; apply their previous knowledge of geometry in real-world and mathematics situations; and begin to develop understanding of statistical variability and distributions. As in all mathematics courses, the Mathematical Practice Standards are woven throughout the course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. This course is designed to be a small class environment for students enrolled in a special education specialty program. The class will incorporate instructional practices and strategies based on student learning styles and individual needs.

Textbook(s): *Big Ideas Math* (Green Text), ISBN 9781608402267

Math 6 Supported Inclusion

Course Code: *307633*

Prerequisites: *IEP, Completion of Grade 5 Mathematics*

Credits: *1.0*

This course begins the transition from the heavy emphasis on number and operations at the elementary school level towards a more formalized understanding of mathematics that occurs at the high school level. Students connect previous knowledge of multiplication, division, and fractions to ratios and proportional relationships; extend previous understanding of the number system and operations to fractions and negative numbers; apply and extend previous understandings of the number line to plot coordinate pairs on a Cartesian plane; formalize algebraic thinking into algebraic expressions and equations; apply their previous knowledge of geometry in real-world and mathematics situations; and begin to develop understanding of statistical variability and distributions. As in all mathematics courses, the Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience

mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. This course is designed to occur for general education and special education students in a small class environment that will incorporate instructional practices and strategies based on student learning styles and individual needs.

Textbook(s): *Big Ideas Math* (Green Text), ISBN 9781608402267

Accelerated Math 1

Course Code: *308693*

Prerequisites: *Placement of Math 5 students into this course is made using the following criteria:*

1. *Score of 740 or above on most current Math PARCC;*
2. *Grades of A or B with respect to current and previous performance in mathematics; and*
3. *Teacher recommendation with respect to the Standards for Mathematical Practices.*

Additional achievement data may be considered as further evidence to support placement decision.

Credits: *1.0 Weighted*

This course begins the transition from the heavy emphasis on number and operations at the elementary school level towards a more formalized understanding of mathematics that occurs at the high school level. Students connect previous knowledge of multiplication, division, and fractions to ratios and proportional relationships; extend previous understanding of the number system and operations to rational and negative numbers; apply and extend previous understandings of the number line to plot coordinate pairs on a Cartesian plane; formalize algebraic thinking into algebraic expressions and equations; apply their previous knowledge of geometry in real-world and mathematics situations; and begin to develop understanding of statistical variability and distributions. As in all mathematics courses, the Mathematical Practice Standards are woven throughout the course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

Textbook(s): *Big Ideas Math Advanced 1*

Math 7

Course Code: *307703*

Prerequisites: *Math 6*

Credits: *1.0*

This course continues the trajectory towards a more formalized understanding of mathematics that occurs at the high school level that began in Math 6. Students extend ratio reasoning to analyze proportional relationships and solve real-world and mathematical problems; extend previous understanding of the number system and operations to perform operations using all rational numbers; apply properties of operations in the context of algebraic expressions and equations; draw, construct, describe, and analyze geometrical figures and the relationships between them; apply understandings of statistical variability and distributions by using random sampling, making inferences, and investigating chance processes and probability models. As in all mathematics courses, the Standards for Mathematical Practice are woven throughout the course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of situational problems.

Textbook(s): *Big Ideas Math* (Red Text), ISBN 9781608402274

Math 7 Co-Teach

Course Code: *307773*

Prerequisites: *Completion of Math 6, IEP*

Credits: *1.0*

This course continues the trajectory towards a more formalized understanding of mathematics that occurs at the high school level that began in Math 6. Students extend ratio reasoning to analyze proportional relationships and solve real-world and mathematical problems; extend previous understanding of the number system and operations to perform operations using all rational numbers; apply properties of operations in

the context of algebraic expressions and equations; draw, construct, describe, and analyze geometrical figures and the relationships between them; apply understandings of statistical variability and distributions by using random sampling, making inferences, and investigating chance processes and probability models. As in all mathematics courses, the Standards for Mathematical Practice are woven throughout the course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of situational problems. This course is designed to facilitate learning outcomes to meet the needs of diverse learners through curriculum accommodations, specialized instruction and differentiation as appropriate.

Textbook(s): *Big Ideas Math* (Red Text), ISBN 9781608402274

Math 7 Intensive

Course Code: *307783*

Prerequisites: *IEP; Completion of Math 6*

Credits: *1.0*

This course continues the trajectory towards a more formalized understanding of mathematics that occurs at the high school level that began in Math 6. Students extend ratio reasoning to analyze proportional relationships and solve real-world and mathematical problems; extend previous understanding of the number system and operations to perform operations using all rational numbers; apply properties of operations in the context of algebraic expressions and equations; draw, construct, describe, and analyze geometrical figures and the relationships between them; apply understandings of statistical variability and distributions by using random sampling, making inferences, and investigating chance processes and probability models. As in all mathematics courses, the Standards for Mathematical Practice are woven throughout the course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of situational problems. This course is designed to be a small class environment for students enrolled in a special education specialty program. The class will incorporate instructional practices and strategies based on student learning styles and individual needs.

Textbook(s): *Big Ideas Math* (Red Text), ISBN 9781608402274

Math 7 Supported Inclusion

Course Code: *307733*

Prerequisites: *Completion of Math 6, IEP*

Credits: *1.0*

This course continues the trajectory towards a more formalized understanding of mathematics that occurs at the high school level that began in Math 6 Common Core. Students extend ratio reasoning to analyze proportional relationships and solve real-world and mathematical problems; extend previous understanding of the number system and operations to perform operations using all rational numbers; apply properties of operations in the context of algebraic expressions and equations; draw, construct, describe, and analyze geometrical gures and the relationships between them; apply understandings of statistical variability and distributions by using random sampling, making inferences, and investigating chance processes and probability models. As in all mathematics courses, the Standards for Mathematical Practice are woven throughout the course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of situational problems. This course is designed to occur for general education and special education students in a small class environment that will incorporate instructional practices and strategies based on student learning styles and individual needs.

Textbook(s): *Big Ideas Math* (Red Text), ISBN 9781608402274

Accelerated Math 2

Course Code: *308793*

Prerequisites: *Accelerated Math 1 or Math 6;*

Placement of Math 6 students into this course is made using the following criteria:

1. *Score of 740 or above on most current Math PARCC;*
2. *Grades of A or B with respect to current performance in mathematics; and*
3. *Teacher recommendation with respect to the Standards for Mathematical Practices.*

Additional achievement data may be considered as further evidence to support placement decision.

Credits: *1.0 Weighted*

This course continues the trajectory towards a more formalized understanding of mathematics that occurs at the high school level that began in Accelerated 1. Students extend their understand of rational numbers to develop an understanding of irrational numbers; connect ratio and proportional reasoning to lines and linear functions; define, evaluate, compare, and model with functions; draw, construct, describe, and analyze geometrical figures and the relationships between them; apply understandings of statistical variability and distributions by using random sampling, making inferences, and investigating chance processes and probability models. As in all mathematics courses, the Standards for Mathematical Practice are woven throughout the course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of situational problems.

Textbook(s): *Big Ideas Math Advanced 2,* ISBN 9781608405275

Math 8

Course Code: *307803*

Prerequisites: *Math 7*

Credits: *1.0 Math*

This course continues the trajectory towards a more formalized understanding of mathematics that occurs at the high school level that was begun in Math 6 and 7. Students extend their understanding of rational numbers to develop an understanding of irrational numbers; connect ratio and proportional reasoning to lines and linear functions; define, evaluate, compare, and model with functions; build understanding of congruence and similarity; understand and apply the Pythagorean Theorem; and extend their understanding of statistics and probability by investigating patterns of association in bivariate data. As in all mathematics courses, the Standards for Mathematical Practice are woven throughout the course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of situational problems.

Textbook(s): *Big Ideas Math* (BlueText), ISBN 9781608400157

Math 8 Co-Teach

Course Code: *307873*

Prerequisites: *Completion of Math 7, IEP*

Credits: *1.0*

This course continues the trajectory towards a more formalized understanding of mathematics that occurs at the high school level that was begun in Math 6 and 7 Common Core. Students extend their understanding of rational numbers to develop an understanding of irrational numbers; connect ratio and proportional reasoning to lines and linear functions; define, evaluate, compare, and model with functions; build understanding of congruence and similarity; understand and apply the Pythagorean Theorem; and extend their understanding of statistics and probability by investigating patterns of association in bivariate data. As in all mathematics courses, the Standards for Mathematical Practice are woven throughout the course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of situational problems. The general education teacher will teach this class in collaboration with a special educator in order to ensure that both general education and special education students have access to the general education curriculum.

Textbook(s): *Big Ideas Math* (BlueText), ISBN 9781608400157

Math 8 Intensive

Course Code: *307883*

Prerequisites: *IEP; Completion of Math 7*

Credits: *1.0*

This course continues the trajectory towards a more formalized understanding of mathematics that occurs at the high school level that was begun in Math 6 and 7. Students extend their understanding of rational numbers to develop an understanding of irrational numbers; connect ratio and proportional reasoning to lines and linear functions; define, evaluate, compare, and model with functions; build understanding of congruence and similarity; understand and apply the Pythagorean Theorem; and extend their understanding of statistics and probability by investigating patterns of association in bivariate data. As in all mathematics courses, the Standards for Mathematical Practice are woven throughout the course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of situational problems. This course is designed to be a small class environment for students enrolled in a special education specialty program. The class will incorporate instructional practices and strategies based on student learning styles and individual needs.

Textbook(s): *Big Ideas Math* (BlueText), ISBN 9781608400157

Math 8 Supported Inclusion

Course Code: *307833*

Prerequisites: *Math 7, IEP*

Credits: *1.0 Math*

This course continues the trajectory towards a more formalized understanding of mathematics that occurs at the high school level that was begun in Math 6 and 7 Common Core. Students extend their understanding of rational numbers to develop an understanding of irrational numbers; connect ratio and proportional reasoning to lines and linear functions; de ne, evaluate, compare, and model with functions; build understanding of congruence and similarity; understand and apply the Pythagorean Theorem; and extend their understanding of statistics and probability by investigating patterns of association in bivariate data. As in all mathematics courses, the Standards for Mathematical Practice are woven throughout the course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of situational problems. This course is designed to occur for general education and special education students in a small class environment that will incorporate instructional practices and strategies based on student learning styles and individual needs.

Textbook(s): *Big Ideas Math* (BlueText), ISBN 9781608400157

Foundations for Algebra

Course Code: *308893*

Prerequisites: *Completion of Math 7 or Accelerated Math 2*

Credits: *1.0*

This course continues the trajectory towards a more formalized understanding of mathematics that occurs at the high school level that was begun in Math 6 and 7. Students extend their understanding of rational numbers to develop an understanding of irrational numbers; connect ratio and proportional reasoning to lines and linear functions; define, evaluate, compare, and model with functions; build understanding of congruence and similarity; understand and apply the Pythagorean Theorem; and extend their understanding of statistics and probability by investigating patterns of association in bivariate data. As in all mathematics courses, the Standards for Mathematical Practice are woven throughout the course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of situational problems.

Textbook(s): *Big Math Advanced 3,* ISBN 9781680334807

Algebra 1

Course Code: *323503*

Prerequisites: *Accelerated 2, Foundations for Algebra or Math 8*

Credits: *1.0 HS Math Credit (satisfies the graduation requirement for Algebra 1)*

Algebra I formalizes and extends the mathematics students learned in the middle grades. Five critical areas comprise Algebra I: Relationships Between Quantities and Reasoning with Equations, Linear and Exponential Relationships, Descriptive Statistics, Expressions and Equations and Quadratic Functions and Modeling. The critical areas deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend, and students engage in methods for analyzing, solving, and using quadratic functions. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

Textbook(s): *Algebra 1,* ISBN 9780078951152

Geometry

Course Code: *344003*

Prerequisites: *Algebra 1*

Credits: *1.0 HS Math Credit (satisfies the graduation requirement for Geometry)*

Geometry formalizes and extends students' geometric experiences from the middle grades. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. Six critical areas comprise the Geometry course: Congruence, Proof and Constructions, Similarity, Proof and Trigonometry, Extending to Three Dimensions, Circles With and Without Coordinates, and Applications of Probability. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

Textbook(s): *Geometry,* ISBN 9780547647098

PHYSICAL EDUCATION

Physical Education 6

Course Code: *721600, 721601, 721602, 721603*

Prerequisites: *None*

Credits: *.25, .50, or 1.0*

The physical education program is based on the Maryland Physical Education Content Standards and the Maryland State Curriculum that includes skillfulness, exercise physiology, biomechanical principles, social psychological principles, motor learning, and physical activity. The program components embedded throughout all instruction are fitness and conditioning, coordination, throwing and catching, striking, speed, timing and accuracy, leisure and recreational games as well as rhythm and dance lessons. Students will be introduced to an array of components, themes, and activities which address each of the content standards.

Materials: *Curriculum documents*

Physical Education 7

Course Code: *721700, 721701, 721702, 721703*

Prerequisites: *None*

Credits: *.25, .50, or 1.0*

The physical education program is based on the Maryland Physical Education Content Standards and the Maryland State Curriculum that includes skillfulness, exercise physiology, biomechanical principles, social psychological principles, motor learning, and physical activity. The program components embedded throughout all instruction are fitness and conditioning, coordination, throwing and catching, striking, speed, timing and

accuracy, leisure and recreational games as well as rhythm and dance lessons. Students will be introduced to an array of components, themes, and activities which address each of the content standards. In the seventh grade, students progress and refine skills toward content mastery in all areas of fitness and sport.

Materials: *Curriculum documents*

Physical Education 8

Course Code: *721800, 721801, 721802, 721803*

Prerequisites: *None*

Credits: *.25, .50, or 1.0*

In the seventh grade, students progress and refine skills toward content mastery in all areas of fitness and sport. The activities and experiences that students engage in during the eighth grade are designed to provide continued opportunity for content mastery while emphasizing the relevance and importance of physical fitness. Units afford students the ability to build upon previously learned components and extend comprehension of necessary skills to lead a healthy life.

Materials: *Curriculum documents*

READING/ENGLISH LANGUAGE ARTS

Reading 6 Enrichment

Course Code: *100610, 100611, 100612*

Prerequisites: *Teacher recommendation*

Credits: *.25*

Reading 6 Enrichment is an additional quarter-length course for sixth graders that may be offered during the Creative Arts block or during the school-wide Enrichment period. The curriculum for this course is aligned with the Maryland College and Career Readiness Standards and will help ensure that students gain adequate exposure to a range of texts and close reading tasks. The Standards of Reading-Literature and Reading-Informational Text are the key focus areas for instruction and learning with a variety of texts at differing levels of complexity. Analysis of texts and paired texts are integral pieces of this course, as are review/practice of reading strategies and vocabulary instruction.

Textbook(s): *Literature,* ISBN 9780547434537; *Language of Literature, Bridges I,* novels as assigned

Reading 7 Enrichment

Course Code: *100710, 100711, 100712*

Prerequisites: *Teacher recommendation*

Credits: *.25*

Reading 7 Enrichment is an additional quarter-length course for seventh graders that may be offered during the Creative Arts block or during the school-wide Enrichment period. The curriculum for this course is aligned with the Maryland College and Career Readiness Standards and will help ensure that students gain adequate exposure to a range of texts and close reading tasks. The Standards of Reading-Literature and Reading-Informational Text are the key focus areas for instruction and learning with a variety of texts at differing levels of complexity. Analysis of texts and paired texts are integral pieces of this course, as are review/practice of reading strategies and vocabulary instruction.

Textbook(s): *Literature,* ISBN 9780547618371*; Language of Literature, Bridges II,* novels as assigned

Reading 8 Enrichment

Course Code: *100810, 100811, 100812*

Prerequisites: *Teacher recommendation*

Credits: *.25*

Reading 8 Enrichment is an additional quarter-length course for eighth graders that may be offered during the Creative Arts block or during the school-wide Enrichment period. The curriculum for this course is aligned

with the Maryland College and Career Readiness Standards and will help ensure that students gain adequate exposure to a range of texts and close reading tasks. The Standards of Reading-Literature and Reading-Informational Text are the key focus areas for instruction and learning with a variety of texts at differing levels of complexity. Analysis of texts and paired texts are integral pieces of this course, as are review/practice of reading strategies and vocabulary instruction.

Textbook(s): *Literature,* ISBN 9780547618388*; Language of Literature, Bridges III,* novels as assigned

Writing 6 Enrichment

Course Code: *100620*

Prerequisites: *Teacher recommendation*

Credits: *.25*

Writing 6 Enrichment is an additional quarter-length course for sixth graders that may be offered during the Creative Arts block or during the school-wide Enrichment period. The curriculum for this course is aligned with the Maryland College and Career Readiness Standards and will help ensure that students gain adequate receive additional support of skills and applications. The Standards for Writing are the key focus areas for instruction and learning and learning tasks will incorporate close readings that use a variety of texts at differing levels complexity. Students will analyze and write argumentation, informative/explanatory, and narrative essays. .

Textbook(s): *Write Source,* ISBN 9780547485027*; Literature, Language of Literature, Bridges I,* novels as assigned

Writing 7 Enrichment

Course Code: *100720*

Prerequisites: *Teacher recommendation*

Credits: *.25*

Writing 7 Enrichment is an additional quarter-length course for seventh graders that may be offered during the Creative Arts block or during the school-wide Enrichment period. The curriculum for this course is aligned with the Maryland College and Career Readiness Standards and will help ensure that students gain adequate receive additional support of skills and applications. The Standards for Writing are the key focus areas for instruction and learning and learning tasks will incorporate close readings that use a variety of texts at differing levels complexity. Students will analyze and write argumentation, informative/explanatory, and narrative essays. .

Textbook(s): *Write Source,* ISBN 9780547485034*; Literature 2012, Language of Literature, Bridges II,* novels as assigned

Writing 8 Enrichment

Course Code: *100820*

Prerequisites: *Teacher recommendation*

Credits: *.25*

Writing 8 Enrichment is an additional quarter-length course for eighth graders that may be offered during the Creative Arts block or during the school-wide Enrichment period. The curriculum for this course is aligned with the Maryland College and Career Readiness Standards and will help ensure that students gain adequate receive additional support3 of skills and applications. The Standards for Writing are the key focus areas for instruction and learning and learning tasks will incorporate close readings that use a variety of texts at differing levels complexity. Students will analyze and write argumentation, informative/explanatory, and narrative essays. .

Textbook(s): *Write Source,* ISBN 9780547485041*; Literature 2012, Language of Literature, Bridges III,* novels as assigned

Middle School Journalism

Course Code: *121010*

Prerequisites: *Teacher recommendation preferred*

Credits: *.25*

This is an introductory level course to the topic of Journalism for middle school students. Students will study such topics as media literacy, newspapers as a media type, the role of newspapers in a democratic society, bias in the news, and generation of news publications. The course curriculum includes reading, writing, journalism skills, grammar, linguistics, and visual literacy. This course may be used as an elective course or enrichment/support module.

Textbook(s): *Write Source; Literature (2012);* newspaper/news magazine (provided by school); course guide

Reading/English Language Arts 6

Course Code: *131603*

Prerequisites: *Successful completion of full year grade 5 Reading and Oral/Written Communication*

Credits: *1.0*

This course, designed for sixth graders, focuses on instruction of the Maryland College and Career Readiness Standards for reading, writing, listening, and speaking. Reading and writing strategy instruction focuses on literary and informational texts, as well as success in real world applications and on PARCC.

Textbook(s): *Literature,* ISBN 9780547434537*; Write Source,* ISBN 9780547485027*; Language of Literature, Bridges to Literature I, Literature Interactive Reader, Literature English Language, Language Network,* novels as assigned

Reading/English Language Arts 6 Co-Teach

Course Code: *131673*

Prerequisites: *Successful completion of full year grade 5 Reading and Oral/Written Communication, IEP*

Credits: *1.0*

This course is designed to facilitate learning outcomes appropriate to the instructional needs of the student. Students access the general education curriculum (see Reading/English Language Arts 6), adapted to meet IEP requirements and the learning needs of struggling readers. This course is designed to facilitate learning outcomes appropriate to the instructional needs of students who can benefit from instructional practices and strategies based on learning styles and individual needs. The general education teacher and special educator will collaborate to ensure that all students have access to the general education curriculum.

Textbook(s): Textbook(s): *Literature,* ISBN 9780547434537*; Write Source,* ISBN 9780547485027*; Language of Literature, Bridges to Literature I, Literature Interactive Reader, Literature English Language, Language Network,* novels as assigned

Reading/English Language Arts 6 Intensive

Course Code: *131683*

Prerequisites: *Successful completion of full year grade 5 Reading and Oral/Written Communication, IEP*

Credits: *1.0*

This course, designed for sixth graders, focuses on instruction of the Maryland College and Career Readiness Standards for reading, writing, listening, and speaking. Reading and writing strategy instruction focuses on literary and informational text language as well as success in real world applications and on PARCC. This course is designed to be a small class environment for students enrolled in a special education specialty program. The class will incorporate instructional practices and strategies based on student learning styles and individual needs.

Textbook(s): Textbook(s): *Literature,* ISBN 9780547434537*; Write Source,* ISBN 9780547485027*; Language of Literature, Bridges to Literature II, Literature Interactive Reader, Literature English Language, Language Network,* novels as assigned

Reading/English Language Arts 6 Supported Inclusion

Course Code: *131633*

Prerequisites: *Successful completion of full year grade 5 Reading and Oral/Written Communication, IEP*

Credits: *1.0*

This course, designed for sixth graders, focuses on instruction of the Maryland College and Career Readiness Standards for reading, writing, listening, and speaking. Reading and writing strategy instruction focuses on literary and informational text language as well as success in real world applications and on PARCC. This course is designed to occur in a small class environment and will incorporate instructional practices and strategies based on student learning styles and individual needs.

Textbook(s): Textbook(s): *Literature,* ISBN 9780547434537*; Write Source,* ISBN 9780547485027*; Language of Literature, Bridges to Literature I, Literature Interactive Reader, Literature English Language, Language Network,* novels as assigned

Reading/English Language Arts 6 Honors

Course Code: *131293*

Prerequisites: *Successful completion of full year grade 5 Reading and Oral/Written Communication*

Student that meets 3 of the 6 following criteria:

A/B average in current or previous year's R/ELA course

MAP-R RIT score for grade level norm is at the 50th percentile or higher

PARCC ELA score of Level 4 or 5

R/ELA Teacher recommendation and/or advocacy

60% or greater on current or previous year's Reading/Writing SLO assessment

Student desire and motivation, work ethic;

In most cases, students who are identified as TAG will be placed in an Honors course with these exceptions: there is not an interest in taking the course (perhaps domain-specific strength is in Math), student is reading significantly below reading level.

Credits: *1.0 Weighted*

This course is designed for identified selected highly able students who have met the prerequisites. The course will further develop student reading and writing skills (see Reading/English Language Arts 6) by enhancing the depth and complexity of the core curriculum. Students will use critical thinking skills in analyzing advanced/above-grade level texts and will be expected to complete rigorous, in-depth writing assignments.

Textbook(s): *Literature,* ISBN 9780547434537; *Language of Literature*, *Language Network*, *Write Source*, novels as assigned

Reading/English Language Arts 7

Course Code: *131703*

Prerequisites: *Successful completion of full-year Reading/English Language Arts 6*

Credits: *1.0*

This course, designed for seventh graders, focuses on instruction of the Maryland College and Career Readiness Standards for reading, writing, listening, and speaking. Reading and writing strategy instruction focuses on literary and informational text language, as well as success in real world applications and on the PARCC.

Textbook(s): *Literature,* ISBN 9780547618371*, Bridges to Literature II,* ISBN 9780618087341*; Language of Literature, Literature Interactive Reader, Literature English Language, Language Network, Write Source,* novels as assigned

Reading/English Language Arts 7 Co-Teach

Course Code: *131773*

Prerequisites: *Successful completion of full-year Reading/English Language Arts 6, IEP*

Credits: *1.0*

This course is designed to facilitate learning outcomes appropriate to the instructional needs of the student. Students access the general education curriculum (see Reading/English Language Arts 7), adapted to meet IEP requirements and the needs of struggling readers. This course is designed to facilitate learning outcomes appropriate to the instructional needs of students who can benefit from instructional practices and strategies based on learning styles and individual needs. The general education teacher and special educator will collaborate to ensure that all students have access to the general education curriculum.

Textbook(s): *Literature,* ISBN 9780547618371*; Bridges to Literature II,* ISBN 9780618087341*, Language of Literature, Literature Interactive Reader, Literature English Language, Language Network, Write Source,* novels as assigned

Reading/English Language Arts 7 Intensive

Course Code: *131783*

Prerequisites: *Successful completion of full-year Reading/English Language Arts 6, IEP*

Credits: *1.0*

This course, designed for seventh graders, focuses on instruction of the Maryland College and Career Readiness Standards for reading, writing, listening, and speaking. Reading and writing strategy instruction focuses on literary and informational text as well as success in real world applications and on PARCC. In addition, modified course content will be delivered in small instructional groupings to diverse learners with disabilities. This course is designed to be a small class environment for students enrolled in a special education specialty program. The class will incorporate instructional practices and strategies based on student learning styles and individual needs.

Textbook(s): Textbook(s): *Literature,* ISBN 9780547618371*; Bridges to Literature II,* ISBN 9780618087341*; Language of Literature, Literature Interactive Reader, Literature English Language, Language Network, Write Source,* novels as assigned

Reading/English Language Arts 7 Supported Inclusion

Course Code: *131733*

Prerequisites: *Successful completion of full-year Reading/English Language Arts 6, IEP*

Credits: *1.0*

This course, designed for seventh graders, focuses on instruction of the Maryland College and Career Readiness Standards for reading, writing, listening, and speaking. Reading and writing strategy instruction focuses on literary and informational text language, as well as success in real world applications and on the PARCC assessment. This course is designed to occur in a small class environment and will incorporate instructional practices and strategies based on student learning styles and individual needs.

Textbook(s): Textbook(s): *Literature,* ISBN 9780547618371*, Bridges to Literature II,* ISBN 9780618087341*; Language of Literature, Literature Interactive Reader, Literature English Language, Language Network, Write Source,* novels as assigned

Reading/English Language Arts 7 Honors

Course Code: *131393*

Prerequisites: *Successful completion of full-year Reading/English Language Arts 6*

Student that meets 3 of the 6 following criteria:

A/B average in current or previous year's R/ELA course

Current or previous MAP-R RIT score for grade level norm is at the 50th percentile or higher

PARCC ELA score of Level 4 or 5

R/ELA Teacher recommendation and/or advocacy

60% or greater on current or previous year's Reading/Writing SLO assessment

Student desire and motivation, work ethic;

In most cases, students who are identified as TAG will be placed in an Honors course with these exceptions: there is not an interest in taking the course (perhaps domain-specific strength is in Math), student is reading significantly below reading level.

Credits: *1.0 Weighted*

This course is designed for identified selected highly able students who have met the prerequisites. The course will further develop student reading and writing skills (see Reading/English Language Arts 7) by enhancing the depth and complexity of the core curriculum. Students will use critical thinking skills in analyzing advanced/above-grade level texts and will be expected to complete rigorous, in-depth writing assignments.

Textbook(s): Literature, ISBN 9780547618371*; Language of Literature, Language Network, Write Source,* novels as assigned

Reading/English Language Arts 8

Course Code: *131803*

Prerequisites: *Successful completion of full-year Reading/English Language Arts 7*

Credits: *1.0*

This course, designed for eighth graders, focuses on instruction of the Maryland College and Career Readiness Standards for reading, writing, listening, and speaking. Reading and writing strategy instruction focuses on literary and informational text language, as well as success in real world applications and on PARCC.

Textbook(s): *Literature,* ISBN 9780547618388*, Language of Literature, Bridges to Literature III, Literature Interactive Reader, Literature English Language, Language Network, Write Source,* novels as assigned

Reading/English Language Arts 8 Co-Teach

Course Code: *131873*

Prerequisites: *Successful completion of full-year Reading/English Language Arts 7, IEP*

Credits: *1.0*

This course is designed to facilitate learning outcomes appropriate to the instructional needs of the student. Students access the general education curriculum (see Reading/English Language Arts 8), adapted to meet IEP requirements and the needs of struggling readers. This course is designed to facilitate learning outcomes appropriate to the instructional needs of students who can benefit from instructional practices and strategies based on learning styles and individual needs. The general education teacher and special educator will collaborate to ensure that all students have access to the general education curriculum.

Textbook(s): *Literature,* ISBN 9780547618388*, Language of Literature, Bridges to Literature III, Literature Interactive Reader, Literature Adapted Interactive Reader, and Literature English Language Learner Adapted Interactive Reader, Language Network, Write Source,* novels as assigned

Reading/English Language Arts 8 Intensive

Course Code; *131883*

Prerequisites: *Successful completion of full-year Reading/English Language Arts 7, IEP*

Credits: *1.0*

This course, designed for eighth graders, focuses on instruction of the Maryland College and Career Readiness Standards for reading, writing, listening, and speaking. Reading and writing strategy instruction focuses on literary and informational text as well as success in real world applications and on PARCC. In addition, modified course content will be delivered in small instructional groupings to diverse learners with disabilities. This course is designed to be a small class environment for students enrolled in a special education specialty program. The class will incorporate instructional practices and strategies based on student learning styles and individual needs.

Textbook(s): *Literature,* ISBN 9780547618388*, Language of Literature, Bridges to Literature III, Literature Interactive Reader, Literature Adapted Interactive Reader, and Literature English Language Learner Adapted Interactive Reader, Language Network, Write Source,* novels as assigned

Reading/English Language Arts 8 Supported Inclusion

Course Code: *131833*

Prerequisites: *Successful completion of full-year Reading/English Language Arts 7, IEP*

Credits: *1.0*

This course, designed for eighth graders, focuses on instruction of the Maryland College and Career Readiness Standards for reading, writing, listening, and speaking. Reading and writing strategy instruction focuses on literary and informational text language, as well as success in real world applications and on PARCC.This course is designed to occur in a small class environment and will incorporate instructional practices and strategies based on student learning styles and individual needs.

Textbook(s): *Literature,* ISBN 9780547618388*, Language of Literature, Bridges to Literature III, Literature Interactive Reader, Literature Adapted Interactive Reader, and Literature English Language Learner Adapted Interactive Reader, Language Network, Write Source,* novels as assigned

Reading/English Language Arts 8 Honors

Course Code: *131493*

Prerequisites: *Successful completion of full year Reading/English Language Arts 7*

Student that meets 3 of the 6 following criteria:

A/B average in current or previous year's R/ELA course

Current or previous MAP-R RIT score grade level norm in the 50th percentile or higher.

PARCC ELA score of Level 4 or 5

R/ELA Teacher recommendation and/or advocacy

60% or greater on current or previous year's Reading/Writing SLO assessment

Student desire and motivation, work ethic;

In most cases, students who are identified as TAG will be placed in an Honors course with these exceptions: there is not an interest in taking the course (perhaps domain-specific strength is in Math), student is reading significantly below reading level.

Credits: *1.0 Weighted*

This course is designed for identified selected highly able students who have met the prerequisites. The course will further develop student reading and writing skills (see Reading/English Language Arts 8) by enhancing the depth and complexity of the core curriculum. Students will use critical thinking skills in analyzing advanced/above-grade level texts and will be expected to complete rigorous, in-depth writing assignments.

Textbook(s): *Literature,* ISBN 9780547618388*; Language of Literature, Language Network, Write Source,* novels as assigned

Writing Across Genres

Course Code: *102100*

Prerequisites: *Teacher recommendation preferred*

Credits: *.25*

This course will offer students writing opportunities in a variety of genres and forms around a central topic or theme. Students are provided with a myriad of opportunities to express ideas through writing and speaking, and they will read to review mentor texts and to provide constructive critique to their peers.

Textbook(s): *Write Source; Literature* (2012); course guide

SCIENCE

Science 6

Course Code: *410603*

Prerequisites: *Grade 5*

Credits: *1.0*

This course is designed to actively engage students in a comprehensive science program as they enrich their understanding to make sense of the natural world through phenomenon-based instruction and the Science and Engineering Practices (SEPs) and Crosscutting Concepts (CCCs) of the Next Generation of Science Standards (NGSS). Sixth grade students will focus on Physical Science and Earth and Space Science. The Disciplinary Core Ideas (DCIs) for sixth grade includes: the structure and properties of matter, chemical reactions, types of interactions, definitions of energy, conservation of energy and energy transfer, the relationship between energy and forces, energy in chemical process and everyday life, the universe and its stars, Earth and the solar system and the history of planet Earth, Earth materials and systems, plate tectonics and large-scale system interactions, the roles of water in Earth's surface processes, weather and climate, biogeology, natural resources, natural hazards, human impact on Earth systems, and global climate change. The CCCs infused in this course will be patterns, cause and effect, scale proportion and quantity, systems and system models, structure and function, energy and matter, and stability and change. Students are expected to demonstrate proficiency in SEPs by developing and using models, analyzing and interpreting data, planning and carrying out investigations, designing solutions, asking questions, developing and using models, analyzing and interpreting data, constructing explanations and designing solutions and engaging in argument and obtaining, evaluating, and communicating information. Students will be introduced to various STEM careers while in grades K-12.

The content from this course will be assessed on the new 8th grade Maryland Integrated Science Assessment (MISA).

Textbook(s): *iScience,* ISBN 9780021341887

Digital Resource: Discovery Education Techbook™

Science 6 ESOL

Course Code: *410653*

Prerequisites: *Grade 5, ESOL student*

Credits: *1.0*

This course is for students identified as ESOL to be actively engage in a comprehensive science program as they enrich their understanding to make sense of the natural world through phenomenon-based instruction and the Science and Engineering Practices (SEPs) and Crosscutting Concepts (CCCs) of the Next Generation of Science Standards (NGSS). ESOL instructional strategies will be implemented during science lessons. Sixth grade students will focus on Physical Science and Earth and Space Science. The Disciplinary Core Ideas (DCIs) for sixth grade includes: the structure and properties of matter, chemical reactions, types of interactions, definitions of energy, conservation of energy and energy transfer, the relationship between energy and forces, energy in chemical process and everyday life, the universe and its stars, Earth and the solar system and the history of planet Earth, Earth materials and systems, plate tectonics and large-scale system interactions, the roles of water in Earth's surface processes, weather and climate, biogeology, natural resources, natural hazards, human impact on Earth systems, and global climate change. The CCCs infused

in this course will be patterns, cause and effect, scale proportion and quantity, systems and system models, structure and function, energy and matter, and stability and change. Students are expected to demonstrate proficiency in SEPs by developing and using models, analyzing and interpreting data, planning and carrying out investigations, designing solutions, asking questions, developing and using models, analyzing and interpreting data, constructing explanations and designing solutions and engaging in argument and obtaining, evaluating, and communicating information. Students will be introduced to various STEM careers while in grades K-12. The content from this course will be assessed on the new 8th grade Maryland Integrated Science Assessment (MISA).

Textbook(s): *iScience,* ISBN 9780021341887

Digital Resource: Discovery Education Techbook™

Science 6 Co-Teach

Course Code: *410673*
Prerequisites: *Grade 5*
Credits: *1.0*

This course is designed for students that are in a co-taught classroom environment that will be actively engaged in a comprehensive science program as they enrich their understanding to make sense of the natural world through phenomenon-based instruction and the Science and Engineering Practices (SEPs) and Crosscutting Concepts (CCCs) of the Next Generation of Science Standards (NGSS). The co-teaching model will include various instructional strategies to meet the students' needs during science lessons. Sixth grade students will focus on Physical Science and Earth and Space Science. The Disciplinary Core Ideas (DCIs) for sixth grade includes: the structure and properties of matter, chemical reactions, types of interactions, definitions of energy, conservation of energy and energy transfer, the relationship between energy and forces, energy in chemical process and everyday life, the universe and its stars, Earth and the solar system and the history of planet Earth, Earth materials and systems, plate tectonics and large-scale system interactions, the roles of water in Earth's surface processes, weather and climate, biogeology, natural resources, natural hazards, human impact on Earth systems, and global climate change. The CCCs infused in this course will be patterns, cause and effect, scale proportion and quantity, systems and system models, structure and function, energy and matter, and stability and change. Students are expected to demonstrate proficiency in SEPs by developing and using models, analyzing and interpreting data, planning and carrying out investigations, designing solutions, asking questions, developing and using models, analyzing and interpreting data, constructing explanations and designing solutions and engaging in argument and obtaining, evaluating, and communicating information. Students will be introduced to various STEM careers while in grades K-12. The content from this course will be assessed on the new 8th grade Maryland Integrated Science Assessment (MISA). This course is designed to facilitate learning outcomes appropriate to the instructional needs of students who can benefit from instructional practices and strategies based on learning styles and individual needs. The general education teacher will teach this class in collaboration with a special educator to ensure that all students have access to the general education curriculum.

Textbook(s): *iScience,* ISBN 9780021341887

Digital Resource: Discovery Education Techbook™

Science 6 Intensive

Course Code: *410683*
Prerequisites: *Grade 5, IEP*
Credits: *1.0*

This course is designed for students that are identified through an IEP to be placed in an intensive classroom environment are actively engaged in a comprehensive science program as they enrich their understanding to make sense of the natural world through phenomenon-based instruction and the Science and Engineering Practices (SEPs) and Crosscutting Concepts (CCCs) of the Next Generation of Science Standards (NGSS). Students will receive appropriate instructional interventions during science lessons. Sixth grade students will focus on Physical Science and Earth and Space Science. The Disciplinary Core Ideas (DCIs) for sixth grade includes: the structure and properties of matter, chemical reactions, types of interactions, definitions of energy, conservation of energy and energy transfer, the relationship between energy and forces, energy

in chemical process and everyday life, the universe and its stars, Earth and the solar system and the history of planet Earth, Earth materials and systems, plate tectonics and large-scale system interactions, the roles of water in Earth's surface processes, weather and climate, biogeology, natural resources, natural hazards, human impact on Earth systems, and global climate change. The CCCs infused in this course will be patterns, cause and effect, scale proportion and quantity, systems and system models, structure and function, energy and matter, and stability and change. Students are expected to demonstrate proficiency in SEPs by developing and using models, analyzing and interpreting data, planning and carrying out investigations, designing solutions, asking questions, developing and using models, analyzing and interpreting data, constructing explanations and designing solutions and engaging in argument and obtaining, evaluating, and communicating information. Students will be introduced to various STEM careers while in grades K-12. The content from this course will be assessed on the new 8th grade Maryland Integrated Science Assessment (MISA). This course is designed to be a small class environment for students enrolled in a special education specialty program. The class will incorporate instructional practices and strategies based on student learning styles and individual needs.

Textbook(s): *iScience,* ISBN 9780021341887

Digital Resource: Discovery Education Techbook™

Science 7

Course Code: *417703*
Prerequisites: *Grade 6*
Credits: *1.0*

This course is designed to actively engage students in a comprehensive science program as they enrich their understanding to make sense of the natural world through phenomenon-based instruction and the Science and Engineering Practices (SEPs) and Crosscutting Concepts (CCCs) of the Next Generation of Science Standards (NGSS). Seventh grade students will focus on Physical Science and Life Science.

The Disciplinary Core Ideas (DCIs) for seventh grade includes: the structure and properties of matter, and chemical reactions. Students will be able to provide molecular level accounts to explain states of matters and changes between states, that chemical reactions involve regrouping of atoms to form new substances, and that atoms rearrange during chemical reactions, structure and function, growth and development of organisms, organization for matter and energy flow in organisms, and Information Processing. Students can gather information and use this information to support explanations of the structure and function relationship of cells. Students are also able to apply an understanding of the design and the process of optimization in engineering to chemical reaction systems. Students can construct an explanation for how environmental and genetic factors affect growth of organisms. Students can connect this to the role of animal behaviors in reproduction of animals as well as the dependence of some plants on animal behaviors for their reproduction. The CCCs infused in this course are patterns, cause and effect, scale proportion and quantity, systems and system models, structure and function, energy and matter, and stability and change. Students are expected to demonstrate proficiency in SEPs by developing and using models, analyzing and interpreting data, planning and carrying out investigations, designing solutions, and obtaining, evaluating, and communicating information. Students will be introduced to various STEM careers while in grades K-12.

The content from this course will be assessed on the new 8th grade Maryland Integrated Science Assessment (MISA).

Textbook(s): *iScience,* ISBN 9780021341849

Digital Resource: Discovery Education Techbook™

Science 7 ESOL

Course Code: *417753*
Prerequisites: *Grade 6, ESOL student*
Credits: *1.0*

The course is for students identified as ESOL will be actively engaged in a comprehensive science program as they enrich their understanding to make sense of the natural world through phenomenon-based instruction and the Science and Engineering Practices (SEPs) and Crosscutting Concepts (CCCs) of the Next Generation of Science Standards (NGSS). ESOL instructional strategies will be implemented during science

lessons. Seventh grade students will focus on Physical Science and Life Science. The Disciplinary Core Ideas (DCIs) for seventh grade includes: the structure and properties of matter, and chemical reactions. Students will be able to provide molecular level accounts to explain states of matters and changes between states, that chemical reactions involve regrouping of atoms to form new substances, and that atoms rearrange during chemical reactions, structure and function, growth and development of organisms, organization for matter and energy flow in organisms, and Information Processing. Students can gather information and use this information to support explanations of the structure and function relationship of cells. Students are also able to apply an understanding of the design and the process of optimization in engineering to chemical reaction systems. Students can construct an explanation for how environmental and genetic factors affect growth of organisms. Students can connect this to the role of animal behaviors in reproduction of animals as well as the dependence of some plants on animal behaviors for their reproduction. The CCCs infused in this course are patterns, cause and effect, scale proportion and quantity, systems and system models, structure and function, energy and matter, and stability and change. Students are expected to demonstrate proficiency in SEPs by developing and using models, analyzing and interpreting data, planning and carrying out investigations, designing solutions, and obtaining, evaluating, and communicating information. Students will be introduced to various STEM careers while in grades K-12.

The content from this course will be assessed on the new 8th grade Maryland Integrated Science Assessment (MISA).

Textbook(s): *iScience,* ISBN 9780021341849

Digital Resource: Discovery Education Techbook™

Science 7 Co-Teach

Course Code: *417773*

Prerequisites: *Grade 6, IEP*

Credits: *1.0*

This course is designed for students that are in a co-taught classroom environment that will be actively engaged in a comprehensive science program as they enrich their understanding to make sense of the natural world through phenomenon-based instruction and the Science and Engineering Practices (SEPs) and Crosscutting Concepts (CCCs) of the Next Generation of Science Standards (NGSS). The co-teaching model will include various instructional strategies to meet the students' needs during science lessons. Seventh grade students will focus on Physical Science and Life Science.

The Disciplinary Core Ideas (DCIs) for seventh grade includes: the structure and properties of matter, and chemical reactions. Students will be able to provide molecular level accounts to explain states of matters and changes between states, that chemical reactions involve regrouping of atoms to form new substances, and that atoms rearrange during chemical reactions, structure and function, growth and development of organisms, organization for matter and energy flow in organisms, and Information Processing. Students can gather information and use this information to support explanations of the structure and function relationship of cells. Students are also able to apply an understanding of the design and the process of optimization in engineering to chemical reaction systems. Students can construct an explanation for how environmental and genetic factors affect growth of organisms. Students can connect this to the role of animal behaviors in reproduction of animals as well as the dependence of some plants on animal behaviors for their reproduction. The CCCs infused in this course are patterns, cause and effect, scale proportion and quantity, systems and system models, structure and function, energy and matter, and stability and change. Students are expected to demonstrate proficiency in SEPs by developing and using models, analyzing and interpreting data, planning and carrying out investigations, designing solutions, and obtaining, evaluating, and communicating information. Students will be introduced to various STEM careers while in grades K-12. The content from this course will be assessed on the new 8th grade Maryland Integrated Science Assessment (MISA). This course is designed to facilitate learning outcomes appropriate to the instructional needs of students who can benefit from instructional practices and strategies based on learning styles and individual needs. The general education teacher will teach this class in collaboration with a special educator to ensure that all students have access to the general education curriculum.

Textbook(s): *iScience,* ISBN 9780021341849

Digital Resource: Discovery Education Techbook™

Science 7 Intensive

Course Code: *417783*

Prerequisites: *Grade 6, IEP*

Credits: *1.0*

This course is for students identified through an IEP that are placed in an intensive classroom environment are actively engaged in a comprehensive science program as they enrich their understanding to make sense of the natural world through phenomenon-based instruction and the Science and Engineering Practices (SEPs) and Crosscutting Concepts (CCCs) of the Next Generation of Science Standards (NGSS). Students will receive appropriate instructional interventions during science lessons. Seventh grade students will focus on Physical Science and Life Science. The Disciplinary Core Ideas (DCIs) for seventh grade includes: the structure and properties of matter, and chemical reactions. Students will be able to provide molecular level accounts to explain states of matters and changes between states, that chemical reactions involve regrouping of atoms to form new substances, and that atoms rearrange during chemical reactions, structure and function, growth and development of organisms, organization for matter and energy flow in organisms, and Information Processing. Students can gather information and use this information to support explanations of the structure and function relationship of cells. Students are also able to apply an understanding of the design and the process of optimization in engineering to chemical reaction systems. Students can construct an explanation for how environmental and genetic factors affect growth of organisms. Students can connect this to the role of animal behaviors in reproduction of animals as well as the dependence of some plants on animal behaviors for their reproduction. The CCCs infused in this course are patterns, cause and effect, scale proportion and quantity, systems and system models, structure and function, energy and matter, and stability and change. Students are expected to demonstrate proficiency in SEPs by developing and using models, analyzing and interpreting data, planning and carrying out investigations, designing solutions, and obtaining, evaluating, and communicating information. Students will be introduced to various STEM careers while in grades K-12. The content from this course will be assessed on the new 8th grade Maryland Integrated Science Assessment (MISA). This course is designed to be a small class environment for students enrolled in a special education specialty program. The class will incorporate instructional practices and strategies based on student learning styles and individual needs.

Textbook(s): *iScience,* ISBN 9780021341849

Digital Resource: Discovery Education Techbook™

Science 8

Course Code: *417803*

Prerequisites: *Grade 7*

Credits: *1.0*

This course is designed to actively engage students in a comprehensive science program as they enrich their understanding to make sense of the natural world through phenomenon-based instruction and the Science and Engineering Practices (SEPs) and Crosscutting Concepts (CCCs) of the Next Generation of Science Standards (NGSS). Eighth grade students will focus on Physical Science and Earth and Space Science. The Disciplinary Core Ideas (DCIs) for eighth grade include: definitions of energy, conservation of energy and energy transfer, the relationship between energy and forces, energy in chemical process and everyday life and forces and motion and types of interactions, the universe and its stars, Earth and the solar system and the history of planet Earth. Students understand that objects that are moving have kinetic energy and that objects may also contain stored (potential) energy, depending on their relative positions. Students will also come to know the difference between energy and temperature, and begin to develop an understanding of the relationship between force and energy. Students are also able to apply an understanding of design to the process of energy transfer. Students will apply ideas about gravitational, electrical, and magnetic forces to explain a variety of phenomena including beginning ideas about why some materials attract each other while others repel. Students examine the Earth's place in relation to the solar system, Milky Way galaxy, and universe. There is an emphasis on a systems approach, using models of the solar system to explain astronomical and other observations of the cyclic patterns of eclipses, tides, and seasons. Students examine geoscience data in order to understand the processes and events in Earth's history. The CCCs in this course infuse patterns, cause and effect, scale proportion and quantity, systems and system models, structure and function, energy and matter, and stability and change. Students are expected to demonstrate proficiency in Science and Engineering Practices (SEPs)

by developing and using models, analyzing and interpreting data, planning and carrying out investigations, designing solutions, and obtaining, evaluating, and communicating information. Students will be introduced to various STEM careers while in grades K-12. The content from the 6th, 7th and 8th grades courses will be assessed on the new 8th grade Maryland Integrated Science Assessment (MISA).

Textbook(s): *iScience,* ISBN 9780021341894

Digital Resource: Discovery Education Techbook™

Science 8 ESOL

Course Code: *417853*

Prerequisites: *Grade 7, ESOL student*

Credits: *1.0*

The course is for students identified as ESOL will be actively engaged in a comprehensive science program as they enrich their understanding to make sense of the natural world through phenomenon-based instruction and the Science and Engineering Practices (SEPs) and Crosscutting Concepts (CCCs) of the Next Generation of Science Standards (NGSS). ESOL instructional strategies will be implemented during science lessons. Eighth grade students will focus on Physical Science and Earth and Space Science. The Disciplinary Core Ideas (DCIs) for eighth grade include: definitions of energy, conservation of energy and energy transfer, the relationship between energy and forces, energy in chemical process and everyday life and forces and motion and types of interactions, the universe and its stars, Earth and the solar system and the history of planet Earth. Students understand that objects that are moving have kinetic energy and that objects may also contain stored (potential) energy, depending on their relative positions. Students will also come to know the difference between energy and temperature, and begin to develop an understanding of the relationship between force and energy. Students are also able to apply an understanding of design to the process of energy transfer. Students will apply ideas about gravitational, electrical, and magnetic forces to explain a variety of phenomena including beginning ideas about why some materials attract each other while others repel. Students examine the Earth's place in relation to the solar system, Milky Way galaxy, and universe. There is an emphasis on a systems approach, using models of the solar system to explain astronomical and other observations of the cyclic patterns of eclipses, tides, and seasons. Students examine geoscience data in order to understand the processes and events in Earth's history. The CCCs in this course infuse patterns, cause and effect, scale proportion and quantity, systems and system models, structure and function, energy and matter, and stability and change. Students are expected to demonstrate proficiency in Science and Engineering Practices (SEPs) by developing and using models, analyzing and interpreting data, planning and carrying out investigations, designing solutions, and obtaining, evaluating, and communicating information. Students will be introduced to various STEM careers while in grades K-12.

The content from the 6th, 7th and 8th grades courses will be assessed on the new 8th grade Maryland Integrated Science Assessment (MISA).

Textbook(s): *iScience,* ISBN 9780021341894

Digital Resource: Discovery Education Techbook™

Science 8 Co-Teach

Course Code: *417873*

Prerequisites: *Grade 7*

Credits: *1.0*

This course is designed for students that are in a co-taught classroom environment that will be actively engaged in a comprehensive science program as they enrich their understanding to make sense of the natural world through phenomenon-based instruction and the Science and Engineering Practices (SEPs) and Crosscutting Concepts (CCCs) of the Next Generation of Science Standards (NGSS). The co-teaching model will include various instructional strategies to meet the students' needs during science lessons. Eighth grade students will focus on Physical Science and Earth and Space Science. The Disciplinary Core Ideas (DCIs) for eighth grade include: definitions of energy, conservation of energy and energy transfer, the relationship between energy and forces, energy in chemical process and everyday life and forces and motion and types of interactions, the universe and its stars, Earth and the solar system and the history of planet Earth. Students understand that objects that are moving have kinetic energy and that objects may also contain stored (potential) energy,

depending on their relative positions. Students will also come to know the difference between energy and temperature, and begin to develop an understanding of the relationship between force and energy. Students are also able to apply an understanding of design to the process of energy transfer. Students will apply ideas about gravitational, electrical, and magnetic forces to explain a variety of phenomena including beginning ideas about why some materials attract each other while others repel. Students examine the Earth's place in relation to the solar system, Milky Way galaxy, and universe. There is an emphasis on a systems approach, using models of the solar system to explain astronomical and other observations of the cyclic patterns of eclipses, tides, and seasons. Students examine geoscience data in order to understand the processes and events in Earth's history. The CCCs in this course infuse patterns, cause and effect, scale proportion and quantity, systems and system models, structure and function, energy and matter, and stability and change. Students are expected to demonstrate proficiency in Science and Engineering Practices (SEPs) by developing and using models, analyzing and interpreting data, planning and carrying out investigations, designing solutions, and obtaining, evaluating, and communicating information. Students will be introduced to various STEM careers while in grades K-12. The content from the 6th, 7th and 8th grades courses will be assessed on the new 8th grade Maryland Integrated Science Assessment (MISA). This course is designed to facilitate learning outcomes appropriate to the instructional needs of students who can benefit from instructional practices and strategies based on learning styles and individual needs. The general education teacher will teach this class in collaboration with a special educator to ensure that all students have access to the general education curriculum.

Textbook(s): *iScience,* ISBN 9780021341894

Digital Resource: Discovery Education Techbook™

Science 8 Intensive

Course Code: 417883

Prerequisites: Grade 7, IEP

Credits: 1.0

This course is for students identified through an IEP that are placed in an intensive classroom environment are actively engaged in a comprehensive science program as they enrich their understanding to make sense of the natural world through phenomenon-based instruction and the Science and Engineering Practices (SEPs) and Crosscutting Concepts (CCCs) of the Next Generation of Science Standards (NGSS). Students will receive appropriate instructional interventions during science lessons. Eighth grade students will focus on Physical Science and Earth and Space Science. The Disciplinary Core Ideas (DCIs) for eighth grade include: definitions of energy, conservation of energy and energy transfer, the relationship between energy and forces, energy in chemical process and everyday life and forces and motion and types of interactions, the universe and its stars, Earth and the solar system and the history of planet Earth. Students understand that objects that are moving have kinetic energy and that objects may also contain stored (potential) energy, depending on their relative positions. Students will also come to know the difference between energy and temperature, and begin to develop an understanding of the relationship between force and energy. Students are also able to apply an understanding of design to the process of energy transfer. Students will apply ideas about gravitational, electrical, and magnetic forces to explain a variety of phenomena including beginning ideas about why some materials attract each other while others repel. Students examine the Earth's place in relation to the solar system, Milky Way galaxy, and universe. There is an emphasis on a systems approach, using models of the solar system to explain astronomical and other observations of the cyclic patterns of eclipses, tides, and seasons. Students examine geoscience data in order to understand the processes and events in Earth's history. The CCCs in this course infuse patterns, cause and effect, scale proportion and quantity, systems and system models, structure and function, energy and matter, and stability and change. Students are expected to demonstrate proficiency in Science and Engineering Practices (SEPs) by developing and using models, analyzing and interpreting data, planning and carrying out investigations, designing solutions, and obtaining, evaluating, and communicating information. Students will be introduced to various STEM careers while in grades K-12. The content from the 6th, 7th and 8th grades courses will be assessed on the new 8th grade Maryland Integrated Science Assessment (MISA). This course is designed to be a small class environment for students enrolled in a special education specialty program. The class will incorporate instructional practices and strategies based on student learning styles and individual needs.

Textbook(s): *iScience,* ISBN 9780021341894

Digital Resource: Discovery Education Techbook™

SOCIAL STUDIES

Deliberate Talk

Course Code: *291011, 291012*
Prerequisites: *None*
Credits: *.50*

This elective course will provide systematic strategies to increase critical thinking skills for deliberation in the classroom. Students will develop public speaking skills through a variety of classroom simulations for meaningful discussion about current information. The simulations include targeted content which provide students the opportunity to develop the art of asking the "right" questions, deliberating with reason, obtaining useful data as it relates to the real issues to formulate an informed point of view.

Textbook(s): Open source online materials for simulation.

Student Government Association 101 (Year One Middle School)

Course Code: *250413*
Prerequisites: *None*
Credits: *1.0*

This introductory middle school course for SGA will focus on establishing a school-wide student government organization/council. It should include an SGA orientation, overview of the SGA election process, drafting a constitution, effective communication, teambuilding, writing proposals, activity planning and the student's role and responsibility in improving school life and climate.

Textbook(s): None

Student Government Association 102 (Year Two Middle School)

Course Code: *250423*
Prerequisites: *None*
Credits: *1.0*

This course will continue an examination of the core activities and elements of SGA 101 and student involvement in the political arena. Students will see themselves as school leaders and actively examine their role as a leader. Students will also be exposed to and participate with the umbrella organizations of the school-based SGA (PGRASG, MASC and NASC) and their role in the county, state and national student council organizations. An emphasis will be placed on lobby techniques, resolution writing and parliamentary procedure.

Textbook(s): None

World Cultures and Geography Part 1: Western Hemisphere

Course Code: *208603*
Prerequisites: *Grade 6 student*
Credits: *1.0*

Sixth grade social studies is the first of a two year World Cultures and Geography program of study. This course will explore the Western Hemisphere that includes the history, geography, and culture of the United States, Canada, Latin America, Mexico and Central America, The Caribbean, and South America. Reading, writing, literature, and critical thinking skills are integral parts of the course. This middle school social studies course emphasizes development of knowledge and skills that will prepare students for success at the high school level.

Textbook(s): *World Cultures & Geography: Western Hemisphere, National Geographic*, ISBN 9781285933252

World Cultures and Geography Part 1: Western Hemisphere Honors

Course Code: *208893*

Prerequisites: *Student that meets 3 of the 6 following criteria:*

A/B average in previous year's Social Studies course

Advanced on previous year's SRI score

Social Studies Teacher recommendation and/or advocacy

60% or greater on previous year's Social Studies Post SLO assessment

Student personal statement/letter of interest

Student expresses desire and motivation, work ethic;

In most cases, students who are identified as TAG will be placed in an Honors course with these exceptions: there is not an interest in taking the course (perhaps domain-specific strength is in Math), student is reading significantly below reading level.

Credits: *1.0*

Sixth grade social studies is the first of a two year World Cultures and Geography program of study. This course will explore the Western Hemisphere that includes the history, geography, and culture of the United States, Canada, Latin America, Mexico and Central America, The Caribbean, and South America. Reading, writing, literature, and critical thinking skills are integral parts of the course. This middle school social studies course emphasizes development of knowledge and skills that will prepare students for success at the high school level.

Textbook(s): *World Cultures & Geography: Western Hemisphere, National Geographic*, ISBN 9781285933252

World Cultures and Geography Part 1: Western Hemisphere Co-Teach

Course Code: *208673*

Prerequisites: *Grade 6 student, IEP*

Credits: *1.0*

Sixth grade social studies is the first of a two year World Cultures and Geography program of study. This course will explore the Western Hemisphere that includes the history, geography, culture of the United States, Canada, Latin America, Mexico and Central America, The Caribbean, and South America. Reading, writing, literature, and critical thinking skills are integral parts of the course. This middle school social studies course emphasizes development of knowledge and skills that will prepare students for success at the high school level. This course is designed to be a small class environment for students enrolled in a special education specialty program. The class will incorporate instructional practices and strategies based on student learning styles and individual needs.

Textbook(s): *World Cultures & Geography: Western Hemisphere, National Geographic*, ISBN 9781285933252

World Cultures and Geography Part 1: Western Hemisphere Intensive

Course Code: *208683*

Prerequisites: *Grade 6 student, IEP*

Credits: *1.0*

Sixth grade social studies is the first of a two year World Cultures and Geography program of study. This course will explore the Western Hemisphere that includes the history, geography, and culture of the United States, Canada, Latin America, Mexico and Central America, The Caribbean, and South America. Reading, writing, literature, and critical thinking skills are integral parts of the course. This middle school social studies course emphasizes development of knowledge and skills that will prepare students for success at the high school level. This course is designed to facilitate learning outcomes appropriate to the instructional needs of the student, as identified on the Individualized Education Plan. Students access the general education curriculum through modifications and accommodations to meet IEP requirements. Course content is delivered in a small instructional group as designated by the student's Individualized Education Plan.

Textbook(s): *World Cultures & Geography: Western Hemisphere, National Geographic*, ISBN 9781285933252

World Cultures and Geography Part 2: Eastern Hemisphere

Course Code: *208703*

Prerequisites: *Grade 7 student*

Credits: *1.0*

Seventh grade social studies is the second year of a two year World Cultures and Geography program of study. This course explores the continents, countries, and regions of the Eastern Hemisphere. The major emphases of the course are the geography, history, people, and contemporary issues of Africa, Europe, the Middle East, Asia and Australia. Reading, writing, literature, and critical thinking skills are integral parts of the course. This middle school social studies course emphasizes development of knowledge and skills that will prepare students for success at the high school level.

Textbook(s): *World Cultures & Geography: Eastern Hemisphere, National Geographic*, ISBN 9781285933238

World Cultures and Geography Part 2: Eastern Hemisphere CoTeach

Course Code: *208773*

Prerequisites: *Grade 7 student, IEP*

Credits: *1.0*

Seventh grade social studies is the second year of a two year World Cultures and Geography program of study. This course explores the continents, countries, and regions of the Eastern Hemisphere. The major emphases of the course are the geography, history, people, and contemporary issues of Africa, Europe, the Middle East, Asia and Australia. Reading, writing, literature, and critical thinking skills are integral parts of the course. This middle school social studies course emphasizes development of knowledge and skills that will prepare students for success at the high school level. This course is designed to facilitate learning outcomes appropriate to the instructional needs of the student. Students access the general education curriculum through modifications and accommodations as appropriate.

Textbook(s): *World Cultures & Geography: Eastern Hemisphere, National Geographic*, ISBN 9781285933238

World Cultures and Geography Part 2: Eastern Hemisphere Intensive

Course Code: *208783*

Prerequisites: *Grade 7 student, IEP*

Credits: *1.0*

Seventh grade social studies is the second year of a two year World Cultures and Geography program of study. This course explores the continents, countries, and regions of the Eastern Hemisphere. The major emphases of the course are the geography, history, people, and contemporary issues of Africa, Europe, the Middle East, Asia and Australia. Reading, writing, literature, and critical thinking skills are integral parts of the course. This middle school social studies course emphasizes development of knowledge and skills that will prepare students for success at the high school level. This course is designed to be a small class environment for students enrolled in a special education specialty program. The class will incorporate instructional practices and strategies based on student learning styles and individual needs.

Textbook(s): *World Cultures & Geography: Eastern Hemisphere, National Geographic*, ISBN 9781285933238

World Cultures and Geography Part 2: Eastern Hemisphere Honors

Course Code: *208993*

Prerequisites: *Student that meets 3 of the 6 following criteria:*

A/B average in previous year's Social Studies course

Advanced on current or previous year's MAP-R score

Social Studies Teacher recommendation and/or advocacy

60% or greater on previous year's Social Studies Post SLO assessment

Student personal statement/letter of interest

Student expresses desire and motivation, work ethic;

In most cases, students who are identified as TAG will be placed in an Honors course with these exceptions: there is not an interest in taking the course (perhaps domain-specific strength is in Math), student is reading significantly below reading level.

Credits: *1.0 Weighted*

Seventh grade social studies is the second year of a two year World Cultures and Geography program of study. This course explores the continents, countries, and regions of the Eastern Hemisphere. The major emphases of the course are the geography, history, people, and contemporary issues of Africa, Europe, the Middle East, Asia and Australia. Reading, writing, literature, and critical thinking skills are integral parts of the course. This middle school social studies course emphasizes development of knowledge and skills that will prepare students for success at the high school level. This course is designed for identified highly able students who have met the prerequisites. The course will further develop content knowledge by enhancing the depth and complexity of the core curriculum. Students will use critical thinking skills in analyzing advanced above-grade level texts as well as complete rigorous, in-depth writing assignments to support a year long capstone/project of choice.

Textbook(s): *World Cultures & Geography: Eastern Hemisphere, National Geographic*, ISBN 9781285933238

United States History 1, Beginnings to Reconstruction

Course Code: *209803*

Prerequisites: *Grade 8 student*

Credits: *1.0*

The eighth grade social studies course focuses on the history of the United States from 1776 through 1877. An appreciation of our heritage as citizens of the United States is developed through the study of important events in our nation's history. Emphasis is on the American Revolution, the writing of the U.S. Constitution, and the diverse history of the 1800's. Reading, writing, literature studies, use of primary documents, and critical thinking skills are integral parts of the course. This middle school social studies course emphasizes knowledge and skills that prepare students for success at the high school level.

Textbook(s): *United States History: Beginnings to 1877,* ISBN 9781328696212

United States History 1, Beginnings to Reconstruction CoTeach

Course Code: *209873*

Prerequisites: *Grade 8 student, IEP*

Credits: *1.0*

The eighth grade social studies course focuses on the history of the United States from 1776 through 1877. An appreciation of our heritage as citizens of the United States is developed through the study of important events in our nation's history. Emphasis is on the American Revolution, the writing of the U.S. Constitution, and the diverse history of the 1800's. Reading, writing, literature studies, use of primary documents, and critical thinking skills are integral parts of the course. This middle school social studies course emphasizes development of knowledge and skills that prepare students for success at the high school level. This course is designed to facilitate learning outcomes appropriate to the instructional needs of the student. Students access the general education curriculum through modifications and accommodations as appropriate.

Textbook(s): *United States History: Beginnings to 1877,* ISBN 9781328696212

United States History 1, Beginnings to Reconstruction Intensive

Course Code: *209883*

Prerequisites: *Grade 8 student, IEP*

Credits: *1.0*

The eighth grade social studies course focuses on the history of the United States from 1776 through 1877. An appreciation of our heritage as citizens of the United States is developed through the study of important events in our nation's history. Emphasis is on the American Revolution, the writing of the U.S. Constitution, and the diverse history of the 1800's. Reading, writing, literature studies, use of primary documents, and critical thinking skills are integral parts of the course. This middle school social studies course emphasizes development of knowledge and skills that prepare students for success at the high school level. This course is designed to facilitate learning outcomes appropriate to the instructional needs of the student, as identified on the Individualized Education Plan. This course is designed to be a small class environment for students enrolled in a special education specialty program. The class will incorporate instructional practices and strategies based on student learning styles and individual needs.

Textbook(s): *United States History: Beginnings to 1877,* ISBN 9781328696212

United States History 1, Beginnings to Reconstruction Honors

Course Code: *209993*

Prerequisites: *Student that meets 3 of the 6 following criteria:*

A/B average in previous year's Social Studies course

Advanced on previous year's SRI score

Social Studies Teacher recommendation and/or advocacy

60% or greater on previous year's Social Studies Post SLO assessment

Student personal statement/letter of interest

Student expresses desire and motivation, work ethic;

In most cases, students who are identified as TAG will be placed in an Honors course with these exceptions: there is not an interest in taking the course (perhaps domain-specific strength is in Math), student is reading significantly below reading level.

Credits: *1.0 Weighted*

The eighth grade social studies course focuses on the history of the United States from 1776 through 1877. An appreciation of our heritage as citizens of the United States is developed through the study of important events in our nation's history. Emphasis is on the American Revolution, the writing of the U.S. Constitution, and the diverse history of the 1800's. Reading, writing, literature studies, use of primary documents, and critical thinking skills are integral parts of the course. This middle school social studies course emphasizes development of knowledge and skills that prepare students for success at the high school level. This course is designed for identified highly able students who have met the prerequisites. The course will further develop content knowledge by enhancing the depth and complexity of the core curriculum. Students will use critical thinking skills in analyzing advanced above-grade level texts as well as complete rigorous, in-depth writing assignments to support a year long capstone/project of choice.

Textbook(s): *United States History: Beginnings to 1877,* ISBN 9781328696212

SPECIAL EDUCATION

Academic Resource

Course Code: *Grade 6 CoTeach - 790670, 790671, 790672, 790673*
Grade 6 Honors - 790690, 790691, 790692, 790693
Grade 7 CoTeach - 790770, 790771, 790772, 790773
Grade 7 Honors - 790790, 790791, 790792, 790793
Grade 8 CoTeach - 790870, 790871, 790872, 790873
Grade 8 Honors - 790890, 790891, 790892, 790893

Prerequisites: *None*

Credits: *.25, .50, or 1.0*

This course provides students with instructional support and skill development to increase access to the general education curriculum. This course also provides support to struggling students who require additional assistance in order to be successful in the academic environment. Individual learning strategies will include self-advocacy, organization and test taking skills that will enhance academic performance across all content areas.

Textbook(s): *Study Strategies Made Easy; Building Success in School and Life through Multiple Intelligences*

Art Alt

Course Code: *602120*

Prerequisites: *IEP and Participation in Alternate Academic Outcomes*

Credits: *0*

The curriculum provides various art experiences that allow students to identify, describe and interpret observed forms. Students have opportunities to create images and forms from observation, memory, imagination and feelings. Students also observe and describe artworks using art vocabulary to express personal responses. Group activities are a part of this course. This course is designed to facilitate alternate academic learning outcomes appropriate to the instructional needs of the student, as documented in the Individualized Education Plan (IEP). This course is linked to the general education curriculum; however, the student will require a different scope and sequence, adapted and modified materials.

Textbook(s): TBA

Health Education 6 Alt

Course Code: *747011, 747012*

Prerequisites: *IEP and Participation in Alternate Assessment*

Credits: *0*

This course focuses on instruction of the Maryland State Curriculum for Comprehensive Health Education. Students acquire knowledge about nutrition and fitness, healthy decision-making, communication, stress management, and safety and injury prevention. This course is designed to facilitate alternate academic learning outcomes appropriate to the instructional needs of the student, as documented in the Individualized Education Plan (IEP). This course is linked to the general education curriculum; however, the student will require a different scope and sequence, adapted and modified materials.

Textbook(s): TBD

Health Education 7 Alt

Course Code: *747021, 747022*

Prerequisites: *IEP and Participation in Alternate Assessment*

Credits: *0*

This course focuses on instruction of the Maryland State Curriculum for Comprehensive Health Education. Students acquire knowledge about nutrition and fitness, healthy decision-making, communication, stress

management, and safety and injury prevention. This course is designed to facilitate alternate academic learning outcomes appropriate to the instructional needs of the student, as documented in the Individualized Education Plan (IEP). This course is linked to the general education curriculum; however, the student will require a different scope and sequence, adapted and modified materials.

Textbook(s): TBD

Health Education 8 Alt

Course Code: *747031, 747032*

Prerequisites: *IEP and Participation in Alternate Assessment*

Credits: *0*

This course focuses on instruction of the Maryland State Curriculum for Comprehensive Health Education. Students acquire knowledge about nutrition and fitness, healthy decision-making, communication, stress management, and safety and injury prevention. This course is designed to facilitate alternate academic learning outcomes appropriate to the instructional needs of the student, as documented in the Individualized Education Plan (IEP). This course is linked to the general education curriculum; however, the student will require a different scope and sequence, adapted and modified materials.

Textbook(s): TBD

Math 6 Alt

Course Code: *307033*

Prerequisites: *IEP and Participation in Alternate Assessment*

Credits: *0*

This course is designed to provide students access to the mathematics standards to include multiplication, division, algebraic thinking and application of geometry in real-world mathematics situations. This course is designed to facilitate alternate academic learning outcomes appropriate to the instructional needs of the student, as documented in the Individualized Education Plan (IEP). This course is linked to the general education curriculum; however, the student will require a different scope and sequence, adapted and modified materials.

Textbook(s): TBD

Math 7 Alt

Course Code: *307043*

Prerequisites: *IEP and Participation in Alternate Assessment*

Credits: *0*

This course will expose students to mathematics standards to include number systems and operations, algebraic expressions and equations, geometrical figures, understanding of statistics and solving real-world mathematical problems. This course is designed to facilitate alternate academic learning outcomes appropriate to the instructional needs of the student, as documented in the Individualized Education Plan (IEP). This course is linked to the general education curriculum; however, the student will require a different scope and sequence, adapted and modified materials.

Textbook(s): *Spotlight on Music*

Math 8 Alt

Course Code: *307053*

Prerequisites: *IEP and Participation in Alternate Assessment*

Credits: *0*

This course will expose students to the understanding of rational numbers, proportional reasoning to lines and linear functions; understanding of statistics and probability. This course is designed to facilitate alternate academic learning outcomes appropriate to the instructional needs of the student, as documented in the

Individualized Education Plan (IEP). This course is linked to the general education curriculum; however, the student will require a different scope and sequence, adapted and modified materials.

Textbook(s): TBD

Music Alt

Course Code: *623020*

Prerequisites: *IEP and Participation on Alternate Academic Outcomes*

Credits: *0*

The Vocal and General Music Program of Instruction provides all students with appropriate resources and experiences to develop positive attitudes and sensitivities toward music. Through the implementation of sequential musical skills and concepts students develop an understanding of the intrinsic value of music and its relationship to diverse cultures, traditions, values and beliefs. The Program is also designed to foster enjoyment and appreciation of music beyond the limits of classroom instruction. This course is designed to facilitate alternate academic learning outcomes appropriate to the instructional needs of the student, as documented in the Individualized Education Plan (IEP). This course is linked to the general education curriculum; however, the student will require a different scope and sequence, adapted and modified materials.

Textbook(s): TBA

Reading/English Language Arts 6 Alt

Course Code: *139043*

Prerequisites: *IEP and Participation in an Alternate Assessment*

Credits: *0*

This course provides student access to the Maryland College and Career-Ready Standards in the areas of for reading, writing, listening, and speaking. Reading and writing instruction focuses on literary and informational text as well as generalizing skills in real world applications. This course is designed to facilitate alternate academic learning outcomes appropriate to the instructional needs of the student, as documented in the Individualized Education Plan (IEP). This course is linked to the general education curriculum; however, the student will require a different scope and sequence, adapted and modified materials.

Textbook(s): TBD

Reading/English Language Arts 7 Alt

Course Code: *139103*

Prerequisites: *IEP and Participation in an Alternate Assessment*

Credits: *0*

This course provides student access to the Maryland College and Career-Ready Standards in the areas of for reading, writing, listening, and speaking. Reading and writing instruction focuses on literary and informational text as well as generalizing skills in real world applications. This course is designed to facilitate alternate academic learning outcomes appropriate to the instructional needs of the student, as documented in the Individualized Education Plan (IEP). This course is linked to the general education curriculum; however, the student will require a different scope and sequence, adapted and modified materials.

Textbook(s): TBD

Reading/English Language Arts 8 Alt

Course Code: *139113*

Prerequisites: *IEP and Participation in an Alternate Assessment*

Credits: *0*

This course provides student access to the Maryland College and Career-Ready Standards in the areas of for reading, writing, listening, and speaking. Reading and writing instruction focuses on literary and informational text as well as generalizing skills in real world applications. This course is designed to facilitate alternate academic learning outcomes appropriate to the instructional needs of the student, as documented in the

Individualized Education Plan (IEP). This course is linked to the general education curriculum; however, the student will require a different scope and sequence, adapted and modified materials.

Textbook(s): TBD

Science 6 Alt

Course Code: *418613*

Prerequisites: *IEP and Participation in Alternate Assessment*

Credits: *0*

This course focuses on science investigations. Students learn from hands-on activities, teacher demonstrations, cooperative learning, small group, and whole group experiences aligned to the Next Generation of Science Standards (NGSS). Students have multiple experiences applying and practicing science skills and processes in life, earth, and physical sciences. Instruction will be delivered in small instructional groupings for special needs intensive students. This course is designed to facilitate alternate academic learning outcomes appropriate to the instructional needs of the student, as documented in the Individualized Education Plan (IEP). This course is linked to the general education curriculum; however, the student will require a different scope and sequence, adapted and modified materials.

Textbook(s); TBD

Science 7 Alt

Course Code: *418623*

Prerequisites: *IEP and Participation in Alternate Assessment*

Credits: *0*

This course focuses on inquiry based investigations. Students learn from hands-on activities, teacher demonstrations, cooperative learning, small group, and whole group experiences aligned to the Next Generation of Science Standards (NGSS). Students have multiple experiences applying and practicing science skills and processes in life, earth, and physical sciences. This course is designed to facilitate alternate academic learning outcomes appropriate to the instructional needs of the student, as documented in the Individualized Education Plan (IEP). This course is linked to the general education curriculum; however, the student will require a different scope and sequence, adapted and modified materials.

Textbook(s): TBD

Science 8 Alt

Course Code: *418633*

Prerequisites: *IEP and Participation in Alternate Assessment*

Credits: *0*

This course focuses on systematic inquiry-based investigations which may last for several days. Students learn from hands-on activities, teacher demonstrations, cooperative learning, small group, and whole group experiences aligned to the Next Generation of Science Standards (NGSS). Students have multiple experiences applying and practicing science skills and processes in life, earth, and physical sciences as well as an introduction to high school science skills. This course is designed to facilitate alternate academic learning outcomes appropriate to the instructional needs of the student, as documented in the Individualized Education Plan (IEP). This course is linked to the general education curriculum; however, the student will require a different scope and sequence, adapted and modified materials.

Textbook(s): TBD

Social Studies 6 Alt

Course Code: *207123*

Prerequisites: *IEP and Participation in Alternate Assessment*

Credits: *0*

This course provides students with access to literacy learning in the content areas of Civics, Economics,

History and Geography. This course is designed to facilitate alternate academic learning outcomes appropriate to the instructional needs of the student, as documented in the Individualized Education Plan (IEP). This course is linked to the general education curriculum; however, the student will require a different scope and sequence, adapted and modified materials.

Textbook(s): TBD

Social Studies 7 Alt

Course Code: *207133*

Prerequisites: *IEP and Participation in Alternate Assessment*

Credits: *0*

This course provides students with access to literacy learning in the content areas of Civics, Economics, History and Geography. This course is designed to facilitate alternate academic learning outcomes appropriate to the instructional needs of the student, as documented in the Individualized Education Plan (IEP). This course is linked to the general education curriculum; however, the student will require a different scope and sequence, adapted and modified materials.

Textbook(s): TBD

Social Studies 8 Alt

Course Code: *207143*

Prerequisites: *IEP and Participation in Alternate Assessment*

Credits: *0*

This course provides students with access to literacy learning in the content areas of Civics, Economics, History and Geography. This course is designed to facilitate alternate academic learning outcomes appropriate to the instructional needs of the student, as documented in the Individualized Education Plan (IEP). This course is linked to the general education curriculum; however, the student will require a different scope and sequence, adapted and modified materials.

Textbook(s): TBD

Writing Focus 6 Alt

Course Code: *139053*

Prerequisites: *IEP and Participation in Alternate Assessments*

Credits: *0*

This course provides students with access to writing standards that focus on close readings that use a variety of adapted and modified literary and informational texts. With assistance and support, students will analyze and write informative, explanatory, and narrative responses. This course is designed to facilitate alternate academic learning outcomes appropriate to the instructional needs of the student, as documented in the Individualized Education Plan (IEP). This course is linked to the general education curriculum; however, the student will require a different scope and sequence, adapted and modified materials.

Textbook(s): TBD

Writing Focus 7 Alt

Course Code: *139063*

Prerequisites: *IEP and Participation in Alternate Assessments*

Credits: *0*

This course provides students with access to writing standards that focus on close readings that use a variety of adapted and modified literary and informational texts. With assistance and support, students will analyze and write informative, explanatory, and narrative responses. This course is designed to facilitate alternate academic learning outcomes appropriate to the instructional needs of the student, as documented in the Individualized Education Plan (IEP). This course is linked to the general education curriculum; however, the student will require a different scope and sequence, adapted and modified materials.

Textbook(s): TBD

Writing Focus 8 Alt

Course Code: *139073*

Prerequisites: *IEP and Participation in Alternate Assessments*

Credits: *0*

This course provides students with access to writing standards that focus on close readings that use a variety of adapted and modified literary and informational texts. With assistance and support, students will analyze and write informative, explanatory, and narrative responses. This course is designed to facilitate alternate academic learning outcomes appropriate to the instructional needs of the student, as documented in the Individualized Education Plan (IEP). This course is linked to the general education curriculum; however, the student will require a different scope and sequence, adapted and modified materials.

Textbook(s): TBD

TECHNOLOGY EDUCATION

Technology Education 6

Course Code: *801600, 801601, 801602*

Prerequisites: *None*

Credits: *.25 or .50*

Students in this 9-week course will explore modern technology. They will become inventors by designing and constructing solutions to problems. Tools and materials will be used creatively in applying technology. The application of science and math concepts in technology will be emphasized. Student experiences will include using a computer to control a robot, constructing and testing solutions to technology problems, using a computer for drafting (CAD), assembling and testing a pneumatics system, drawing to communicate technical information, and using computers to practice problem-solving procedures.

Textbook(s): TBD

Technology Education 7

Course Code: *801700, 801701, 801702*

Prerequisites: *None*

Credits: *.25 or .50*

Students in this 9-week course will explore modern technology. They will become inventors by designing and constructing solutions to problems. Tools and materials will be used creatively in applying technology. The application of science and math concepts in technology will be emphasized. Student experiences will include using a computer to control a robot, constructing and testing solutions to technology problems, using a computer for drafting (CAD), assembling and testing a pneumatics system, drawing to communicate technical information, and using computers to practice problem-solving procedures.

Textbook(s): TBD

Technology Education 8

Course Code: *801800, 801801, 801802*

Prerequisites: *None*

Credits: *.25 or.50*

Students in this 9-week course will explore modern technology. They will become inventors by designing and constructing solutions to problems. Tools and materials will be used creatively in applying technology. The application of science and math concepts in technology will be emphasized. Student experiences will include using computer circuits to solve problems, constructing and testing solutions to technology problems, using a computer for drafting (CAD), assembling, and testing an electrical system, drawing to communicate technical information, and using computers to practice problem-solving procedures.

Textbook(s): TBD

Technology Integration 8

Course Code: *760000, 760600, 761600, 761700, 761800*

Prerequisites: *None*

Credits: *.25 or .50*

The Middle School Technology Integration courses are focused on teaching students the Maryland Technology Literacy Standards for Students, which are based on the National Educational Technology Standards - Students. The course material focuses on the Technology Literacy Standards for Students. The course content is project-based. Students participate in practical applications that incorporate an array of interdisciplinary skills from math, language arts, fine arts, geography, science and technology with a particular emphasis on social studies themes. This ensures that technology will not be taught in isolation, but infused throughout the students' daily instruction..

Materials: *Microsoft Office Suite (software); Mavis Beacon (software); Inspiration (software); Imagination Suite (software); Blackboard*

Technology, Media and Design 6

Course Code: *761901, 761902*

Prerequisites: *None*

Credits: *.50*

This is a combined digital and product design course that uses the design cycle and combines knowledge, skills, techniques and materials of both digital and product design to develop solutions that solve a problem and meet a need. Combined topics include Media, Technology Integration and Design. This course could be used to replace Technology Integration and Technology Concepts at the middle school level and meets the design requirement of the Middle Years Program for International Baccalaureate.

Textbook(s): Online

Technology, Media and Design 7

Course Code: *761911, 761912*

Prerequisites: *None*

Credits: *.50*

This is a combined digital and product design course that uses the design cycle and combines knowledge, skills, techniques and materials of both digital and product design to develop solutions that solve a problem and meet a need. Combined topics include Media, Technology Integration and Design. This course could be used to replace Technology Integration and Technology Concepts at the middle school level and meets the design requirement of the Middle Years Program for International Baccalaureate.

Textbook(s): Online

Technology, Media and Design 8

Course Code: *761921, 761922*

Prerequisites: *None*

Credits: *.50*

This is a combined digital and product design course that uses the design cycle and combines knowledge, skills, techniques and materials of both digital and product design to develop solutions that solve a problem and meet a need. Combined topics include Media, Technology Integration and Design. This course could be used to replace Technology Integration and Technology Concepts at the middle school level and meets the design requirement of the Middle Years Program for International Baccalaureate.

Textbook(s): Online

WORLD LANGUAGES

Introduction to American Sign Language

Course Code: *194103*
Prerequisites: *None*
Credits: *1.0*

This introductory course offers students the opportunity to become familiar with sign language and deaf culture. Some grammatical principles of the language are introduced. Visual-gestural communication techniques are used to develop basic signing skills. The students will be able to communicate basic language functions such as introducing oneself and asking for and giving basic information. Cultural and language behavior are studied.

Textbook(s): *Bravo ASL!,* Sign Enhancers

American Sign Language 1

Course Code: *194103*
Prerequisites: *Introduction to American Sign Language*
Credits: *1.0 Completer*

The first year introduces students to American Sign Language and Deaf culture. Grammatical principles of the language are introduced. Visual-gestural communication techniques are used to develop basic signing skills. The course emphasis will be on receptive skills and developing expressive skills. The student will be able to communicate basic language functions such as introducing oneself, asking for and giving information, asking for directions, making requests, and talking about activities. Videotapes support observation and practice.

Textbook(s): *Master American Sign Language*, ISBN 9781881133209

American Sign Language 2

Course Code: *194203*
Prerequisites: *American Sign Language 1*
Credits: *1.0 Completer, Merit*

The continuation of ASL1 skill developed focusing with greater emphasis on expressive signing proficiency and comprehension of signed narratives. Students participate in various language functions such as talking about life events, nationalities and family history and describing objects. The activities take place in small group discussion, role-play, short stories and dialogues. Videotaped activities of a variety of signers are practiced for improved receptive skills. Cultural and language behaviors are studied. Sign language expressions are developed.

Textbook(s): *Master American Sign Language*, ISBN 9781881133209

Introduction to Chinese

Course Code: *187003*
Prerequisites: *None*
Credits: *1.0*

This introductory course offers students the opportunity to communicate in the target language and to develop world language skills in listening, speaking, reading, and writing. The program focuses on functional language in selected situations. Appropriate pacing is a key element of the course that allows students to understand linguistic, cultural, and grammatical concepts in second language study. Students do not earn a high school credit.

Textbook(s): *Ni-Hao*, China Soft ISBN 9781876739065

Introduction to French

Course Code: *151103*

Prerequisites: *Grade 6 or 7 student*

Credits: *1.0*

This introductory course offers students the opportunity to communicate in the target language and to develop world language skills in listening, speaking, reading, and writing. The program focuses on functional language in selected situations. Appropriate pacing is a key element of the course that allows students to understand linguistic, cultural, and grammatical concepts in second language study. Students do not earn a high school credit.

Textbook(s): *Bien Dit*, Holt, Rinehart, and Winston ISBN 9780030797439

French 1

Course Code: *152003*

Prerequisites: *World Language Exploratory or Introduction to French; Grade 7 or 8 student*

Credits: *1.0 High School Completer*

In the first year of world language, most students learn to communicate orally through selected functions and topics. The sounds of language are learned through situations and practice activities. The students learn to communicate through the three modes of communication: interpersonal, interpretive, and presentational modes in real world situations. Students who would like to take high school Advanced Placement (AP) courses in a world language must begin level 1 by grade 7 or 8. To advance to the next level in the language, students need to pass the end of the year assessment.

Textbook(s): *D'Accord Level 1,* ISBN 9781618578754

French 2

Course Code: *155003*

Prerequisites: *French 1; Grade 8 student*

Credits: *1.0 High School Completer*

The communication skills begun in the first year of the language are continued. Greater emphasis is placed on oral proficiency, listening, reading, and writing in the target language. Grammatical concepts are taught in the context of real-world usage of languages. Students who would like to take AP courses in a world language must begin level 1 by grade 7 or 8. To advance to the next level in the language, students need to pass the end of the year assessment.

Textbook(s): *D'Accord Level 2,* ISBN 9781618578878

French Immersion – Language Arts 6

Course Code: *156603*

Prerequisites: *Grade 6 French Immersion student*

Credits: *1.0*

French Immersion courses prepare students to communicate authentically in French by interpreting (reading, listening, viewing), exchanging (speaking and listening; reading and writing), and presenting (speaking, writing) information about standards-based academic content and incorporate the relationships among the products, practices, and perspectives of French-speaking cultures.

Textbook(s): *Literatie en Action,* ISBN 9782761325943*; Grammaire de base,* ISBN 9782761340373

French Immersion – Language Arts 7

Course Code: *156703*

Prerequisites: *Grade 7 French Immersion student*

Credits: *1.0*

French Immersion courses prepare students to communicate authentically in French by interpreting (reading, listening, viewing), exchanging (speaking and listening; reading and writing), and presenting (speaking,

writing) information about standards-based academic content and incorporate the relationships among the products, practices, and perspectives of French-speaking cultures.

Textbook(s): *Literatie en Action,* ISBN 9782761328524*; Express grammatical. Cahier grammaire 1,* ISBN 9782761345743

French Immersion – Language Arts 8

Course Code: *156803*

Prerequisites: *Grade 8 French Immersion student*

Credits: *1.0*

French Immersion courses prepare students to communicate authentically in French by interpreting (reading, listening, viewing), exchanging (speaking and listening; reading and writing), and presenting (speaking, writing) information about standards-based academic content and incorporate the relationships among the products, practices, and perspectives of French-speaking cultures.

Textbook(s): *Literatie en Action,* ISBN 9782761336253*; Express Grammatical. Cahier Grammaire 2,* ISBN 9782761345767

German 1

Course Code: *173003*

Prerequisites: *None*

Credits: 1.0 *Completer*

In the first year of German study, communication and the sounds of the language are learned through dialogues, practice exercises and situations. The students learn to understand, speak, read, and write a limited amount of material. Students must learn to apply grammatical principles of the language to form new ideas and to communicate them. Cultural information is taught about countries where the target language is spoken.

Textbook(s): *Mosaik German Level 1,* ISBN 9781618571830

German 2

Course Code: *174003*

Prerequisites: *German 1*

Credits: *1.0 Completer*

The development of skills begun in the first year of German is continued. Greater emphasis is placed on oral proficiency, reading and writing in German. Knowledge of grammar is expanded, including object pronouns and most of the verb tenses beyond the present. Cultural information about the people is taught through readings in the basic text and supplementary materials.

Textbook(s): *Mosaik German Level 2,* ISBN 9781618571847

Introduction to Italian

Course Code: *190003*

Prerequisites: *Grade 6 or 7 student*

Credits: *1.0*

This introductory course offers students the opportunity to communicate in the target language and to develop world language skills in listening, speaking, reading, and writing. The program focuses on functional language in selected situations. Appropriate pacing is a key element of the course that allows students to understand linguistic, cultural, and grammatical concepts in second language study. Students do not earn a high school credit.

Textbook(s): *Arrivederci!,* ISBN 9789606931215

Italian 1

Course Code: *190103*

Prerequisites: *Grade 7 or 8 student*

Credits: *1.0 High School Completer*

In the first year of world language, most students learn to communicate orally through selected functions and topics. The sounds of language are learned through situations and practice activities. The students learn to communicate through the three modes of communication: interpersonal, interpretive, and presentational modes in real world situations. Students who would like to take high school Advanced Placement (AP) courses in a world language must begin level 1 by grade 7 or 8. To obtain the high school credit, students need to pass the end of the year assessment.

Textbook(s): *Avanti!, Introductory Italian,* ISBN 9780078975578

Italian 2

Course Code: *190203*

Prerequisites: *Grade 8 student*

Credits: *1.0 High School Credit*

The communication skills begun in the first year of the language are continued. Greater emphasis is placed on oral proficiency, listening, reading, and writing in the target language. Grammatical concepts are taught in the context of real-world usage of languages. Students who would like to take AP courses in a world language must begin level 1 by grade 7 or 8. To obtain the high school credit, students need to pass the end of the year assessment.

Textbook(s): *Avanti!, Introductory Italian,* ISBN 9780078975578

Introduction to Japanese

Course Code: *149903*

Prerequisites: *Grade 6 or 7 student*

Credits: *1.0*

This introductory course offers students the opportunity to communicate in the target language and to develop world language skills in listening, speaking, reading, and writing. The program focuses on functional language in selected situations. Appropriate pacing is a key element of the course that allows students to understand linguistic, cultural, and grammatical concepts in second language study. Students do not earn a high school credit.

Textbook(s): *Japanese for Young People I,* ISBN 9784327384203

Japanese 1

Course Code: *150003*

Prerequisites: *World Language Exploratory or Introduction to Japanese; Grade 7 or 8 student*

Credits: *1.0 High School Completer*

In the first year of world language, most students learn to communicate orally through selected functions and topics. The sounds of language are learned through situations and practice activities. The students learn to communicate through the three modes of communication: interpersonal, interpretive, and presentational modes in real world situations. Students who would like to take high school Advanced Placement (AP) courses in a world language must begin level 1 by grade 7 or 8. To advance to the next level in the language, students should earn a C or better. To obtain the high school credit, students need to pass the end of the year assessment.

Textbook(s): *The Japan Times*

Japanese 2

Course Code: *150103*

Prerequisites: *Japanese 1*

Credits: *1.0 High School Completer*

Japanese 2 continues in the same vein as level 1. After acquiring skill in writing the Hiragana and Katakana syllabaries (mainly in level 1), students concentrate on the Kanji in level 2. The listening and speaking skills are developed at a higher level. Grammatically, in addition to continuation of the grammar of level 1, there is an introduction to phrases characteristic of hierarchical levels of social relationships. Students will learn to express degrees of polite speech. Compound verbs are included. Cultural emphasis in the course will be on modern post-World War II in Japan. Students need to pass the end of the year assessment in order to obtain the high school credit.

Textbook(s): *The Japan Times*

Introduction to Latin

Course Code: *142003*

Prerequisites: *Grade 6 or 7 student*

Credits: *1.0*

This introductory course offers students the opportunity to communicate in the target language and to develop world language skills in listening, speaking, reading, and writing. The program focuses on functional language in selected situations. Appropriate pacing is a key element of the course that allows students to understand linguistic, cultural, and grammatical concepts in second language study. Sudents do not earn a high school credit.

Textbook(s): *Discovering Latin*

Latin 1

Course Code: *143003*

Prerequisites: *World Language Exploratory or Introduction to Latin; Grade 7 or 8 student*

Credits: *1.0 High School Completer*

In the first year of world language, most students learn to communicate orally through selected functions and topics. The sounds of language are learned through situations and practice activities. The students learn to communicate through the three modes of communication: interpersonal, interpretive, and presentational modes in real world situations. Students who would like to take AP courses in a world language must begin level 1 by grade 7 or 8. Students need to pass the end of the year assessment in order to obtain the high school credit.

Textbook(s): *Latin Cambridge 5e*

Latin 2

Course Code: *144003*

Prerequisites: *Latin 1*

Credits: *1.0 High School Completer*

In this level more complex grammatical forms are taught with the aim of developing the skill of reading Latin with comprehension. Students continue to prepare translations. Students are expected to translate a few selected passages at sight, and to analyze a Latin sentence explaining the grammatical function of each part. Derivative work is greatly expanded to include Latin phrases used in English and modern applications of Latin in the terminology of various professions. Readings include mythology, history, government, and social customs in Ancient Rome. The culture of the ancient world is related to modern conditions. Students need to pass the end of the year assessment in order to obtain the high school credit.

Textbook(s): *Latin Cambridge 5e*

Introduction to Russian

Course Code: *180003*
Prerequisites: *None*
Credits: *1.0 Completer*

This introductory course offers students the opportunity to communicate in Russian and to develop world language skills in listening, speaking, reading and writing. The program focuses on functional language in selected situations. Appropriate pacing is a key element of the course that allows students to understand linguistic, cultural and grammatical concepts in second language study. Lessons incorporate visual resources from various materials to provide a basis for comprehending cultural content. Writing and reading are limited to topics that are introduced. Students do not earn a high school credit.

Textbook(s): *Russian Face to Face ISBN 9780844243009*

Russian 1

Course Code: *183003*
Prerequisites: *None*
Credits: *1.0 Completer*

In the first year of Russian study, communication and the sounds of the language are learned through dialogues, exercises and situations. The students learn to understand, speak, read, and write a limited amount of material. Students must learn to apply grammatical principles of the language to form new ideas and to communicate them. Cultural information is taught about countries where the target language is spoken. Letters of the Russian alphabet are gradually introduced and practiced in the Russian 1 course. Students need to pass the end of the year assessment in order to obtain the high school credit.

Textbook(s): *Golosa*, ISBN 9780205741359

Russian 2

Course Code: *184003*
Prerequisites: *Russian 1*
Credits: *1.0 Completer*

The development of skills begun in the first year of Russian is continued. Greater emphasis is placed on oral proficiency, reading and writing in Russian. Knowledge of grammar is expanded, including object pronouns and most of the verb tenses beyond the present. Cultural information about the people is taught through readings in the basic text and supplementary materials. Students need to pass the end of the year assessment in order to obtain the high school credit.

Textbook(s): *Golosa*, ISBN 9780205741359

Introduction to Spanish

Course Code: *161003, 161103*
Prerequisites: *Grade 6 or 7 student*
Credits: *1.0*

This introductory course offers students the opportunity to communicate in the target language and to develop world language skills in listening, speaking, reading, and writing. The program focuses on functional language in selected situations. Appropriate pacing is a key element of the course that allows students to understand linguistic, cultural, and grammatical concepts in second language study. Students do not earn a high school credit. This course is required for the Middle School Spanish sequence.

Textbook(s): *Asi se Dice ISBN 9780076604234*

Spanish 1

Course Code: *162003*

Prerequisites: *Introduction to Spanish; Grade 7 or 8 student*

Credits: *1.0 High School Completer*

In the first year of world language, most students learn to communicate orally through selected functions and topics. The sounds of language are learned through situations and practice activities. The students learn to communicate through the three modes of communication: interpersonal, interpretive, and presentational modes in real world situations. Students who would like to take high school Advanced Placement (AP) courses in a world language must begin level 1 by grade 7 or 8. To obtain the high school credit, students need to pass the end of the year assessment.

Textbook(s): *Espanol Santillana,* ISBN 9781622639458

Spanish 2

Course Code: *165003*

Prerequisites: *Spanish 1; Grade 8 student*

Credits: *1.0 High School Completer*

The communication skills begun in the first year of the language are continued. Greater emphasis is placed on oral proficiency, listening, reading, and writing in the target language. Grammatical concepts are taught in the context of real-world usage of languages. Students who would like to take high school Advanced Placement (AP) courses in a world language must begin level 1 by grade 7 or 8. To obtain the high school credit, students need to pass the end of the year assessment.

Textbook(s): *Espanol Santillana,* ISBN 9781622639496

Spanish for Native Speakers Level 2

Course Code: *165203*

Prerequisites: *Spanish proficiency test*

Credits: *1.0 High School Completer*

This course is designed for students who are totally bilingual in Spanish and English. It is conducted entirely in Spanish for students who speak and read Spanish at the intermediate-low to mid level. The course will emphasize reading and writing, critical thinking, culture, literary exposure, and improving speaking skills. Students who would like to take high school Advanced Placement (AP) courses in a world language must begin level 1 by grade 7 or 8. To obtain the high school credit, students need to pass the end of the year assessment.

Textbook(s): *El Español Para Nosotros Level 1,* McGraw-Hill/Glencoe ISBN 9780021330485

Spanish for Native Speakers Level 3

Course Code: *166203*

Prerequisite: *Spanish proficiency test*

Credits: *1.0 High School Completer*

This course is designed for students who are totally bilingual in Spanish and English. It is conducted entirely in Spanish for students who speak and read Spanish at the intermediate to advanced level. The course will emphasize reading and writing, critical thinking, culture, and literary exposure, and improving speaking skills. Students need to pass the end of the year assessment in order to obtain the high school credit.

Textbook(s): *Spanish for Native Speakers 3, El espanol para nosotros Level 2 (nivel 2),* McGraw-Hill/Glencoe ISBN 9780078620034

PROGRAMS BY APPLICATION

CREATIVE AND PERFORMING ARTS COURSES

The middle school Creative and Performing Arts program is for students who apply through the lottery and audition for the program. Sites are Benjamin Foulois, Hyattsville and Thomas Pullen Creative and Performing Arts Schools only.

Advanced Band

Course Code: *635203*

Prerequisites: *Grade 7 or 8 student; participation in Grade 6 or 7 band; audition; sight reading; resume; writing sample; recommendations; report card;*

Credits: *1.0*

The Creative and Performing Arts Band Program is designed for students who wish to continue instruction of a woodwind, brass, or percussion instrument on an advanced level. Membership is subject to the audition process outlined in the FOCUS announcement. All students explore culturally and musically diverse styles through performance in Wind Ensemble, Concert Band, and Jazz Band. Topics include Tone Quality and Production; Characteristics and Concepts Self-Tuning; Advanced Music Terminology; Intermediate/ Advanced Sight-reading Concepts; and Musical Periods, Styles, and Cultures and their Relationship to Music Performance.

Textbook(s): TBD

Advanced Dance

Course Code: *723203*

Prerequisites: *Grade 7 or 8 student; Beginning I/II Level in Ballet, Modern, and Jazz*

Credits: *1.0*

Dance courses are leveled according to ability and the instructors will decide placement. Students will divide the school year between instructors. Performance opportunities are part of the curriculum. In Ballet students will engage and demonstrate the traditional classical style, by executing adagio and allegro movement at the barre, center floor, and across the floor. During these exercises the student will began to see the proper way to align the body, turn out and lengthen the body. The student will become proficient with the usage of the French language and vocabulary. In Jazz students will engage and demonstrate fast-paced and high energy movements with emphasis on various jazz dance styles. They will redefine weight transfer, coordination, body isolation, body strength and endurance and broaden their vocabulary and minds. In modern students will begin to explore the usage of contraction and release of the spine and back. The teacher will emphasize the use of floor, space and time on stage and in the room, while in low, middle and high impact movements displayed in center floor and across the floor.

Materials: *Ballet dictionaries*

Advanced Orchestra

Course Code: *635503*

Prerequisites: *Grade 7 or 8 student; participation in Grade 6 or 7 string orchestra program; audition; sight reading; resume; writing sample; recommendations; report card*

Credits: *1.0*

The CPA Orchestra Program is designed for students who wish to continue instruction on their chosen string instrument on an advanced level. Membership is subject to the audition process outlined in the Prince George's County Focus announcement. All students explore culturally and musically diverse styles through performance in the String Orchestra and small group/individual performances. Topics include Tone Quality and Production; Characteristics and Concepts of Self-Tuning; Advanced Music Terminology; Intermediate/ Advanced Sight-reading Concepts; Musical Periods, Styles, and Cultures and their Relationship to Music Performance; and Instrument Technique including posture, bowing, articulations and dynamics. Students

will be required to perform as an ensemble throughout the year, including Prince George's County Orchestra Festival.

Textbook(s): TBD

Advanced Visual Art

Course Code: *673203*

Prerequisites: *Introductory and Intermediate Visual Art; Grade 7 or 8 student*

Credits: *1.0*

Students learn lifelong skills, perspectives, sensibilities and understanding that enhance their ability to know, see and relate experiences through Art. Additionally, students develop skills in the areas of drawing, painting, sculpture, and printmaking, as well as use technology to expand their design capability. All students will be expected to maintain a journal/sketchbook. Eighth grade students are encouraged and assisted in the development of portfolios that they may use in preparation for high school.

Materials: *Teacher selected*

Chorus Major

Course Code: *624003*

Prerequisites: *Grade 7 or 8 student; membership in school choir; ability to match pitches vocally, recognize musical symbols and read simple rhythmic patterns*

Credits: *1.0*

This course is designed for students who enjoy singing and working with their peers. Students learn breathing, vocal technique, tone, and diction as they sing in small groups or with the entire choir, perform classical, spiritual, folk and popular songs and experience a myriad of higher level musical concepts. Topics include rhythmic and melodic sight - reading; choral breathing; performance in different languages. Students will be required to audition for and participate in extra curricular music events held on the county and state level including but not limited to Junior All-State Chorus and Prince George's County Honors Chorus. The Middle School Chorus frequently performs for concerts, festivals, conferences and national organizations.

Materials: *The Singing Musician Levels 1-3*, teacher selected choral repertoire

Creative Writing

Course Codes: *102000, 102001, 102002, 102003*

Prerequisites: *None*

Credits: *.25, .50 or 1.0*

This course is designed to supplement the middle school composition and literature curriculum. Course content may include writing prompts, essay, short stories, poetry, fables, tall tales, myths, folk tales and other literary genre. Following modeling and discussion of a literary form, students plan, compose, revise, share and evaluate their writing. This course offers practical experience in artistic creation, as well as an opportunity to improve mechanics of writing. Projects are shared with the school community through the Literary Magazine, the Write-A-Book Festival and other literacy competitions.

Materials: *Teacher selected*

Drama

Course Code: *128000*

Prerequisites: *None*

Credits: *.25*

This course is designed for Non-Drama Majors interested in learning more about Drama. Students will learn the history of theatre, discover the many acting techniques available and perform their own monologues, scenes and plays. They will also develop an understanding of critical feedback while watching a performance and an appreciation for the design and technical elements that go into a dramatic production.

Textbook(s): *Theater in Your Life,* ISBN 9781285463483

Drama 6

Course Code: *128010*
Prerequisites: *None*
Credits: *.50*

Course content is devoted to acting, techniques of voice training, technical theatre and dramatic literature. Content is sequenced to provide students with both literary features of drama and history of theatre, opportunities to create original monologues, study of set design and construction, and hands-on experience with practices that help drama come alive on stage. Mastery of this course will lay the foundation for Drama 7 and Drama 8.

Textbook(s): TBA

Interdisciplinary Music Lab Experience

Course Codes: *623000, 623101, 623102, 623203*
Prerequisites: *None*
Credits: *.25, .50, or 1.0*

Music composition for students with varied musical backgrounds. Students will compose rhythmic, melodic and harmonic compositions. Computer software will be explored. Students will also write original stories using musical sound effects.

Materials: *Spotlight on Music, Quaver World of Music, MusicFirst*

Intermediate Dance

Course Code: *723103*
Prerequisites: *Instructor placement*
Credits: *1.0*

Students will experience several forms of dance including modern and ethnic. Dance courses are leveled according to ability and the instructors will decide placement. Students will divide the school year between each instructor. Performance opportunities are part of the curriculum.

Materials: *TBA*

Intermediate Visual Art

Course Code: *673103*
Prerequisites: *Introductory Visual Art*
Credits: *1.0*

Students develop perceptual skills and artistic understanding that promote attention to details, aesthetic relationships and expressive content. Students will explore a broad variety of art concepts, art forms, media, and develop skills and interests in the visual arts. Experiences are based on the elements of art (line, shape, form, texture, space, value color) and how these concepts are incorporated in works of art. This course is enriched with thinking skills development and multicultural art activities. All students will be expected to maintain a journal/sketchbook.

Materials: *Teacher selected*

Introductory Band

Course Code: *635003*
Prerequisites: *1 year of experience on their instrument*
Credits: *1.0*

Introduction to Band is designed as a “booster” for band majors. The class will focus on fundamentals of playing, how to produce and maintain a good sound, instrument maintenance, musical leadership, sight-reading abilities, and independent playing. The class will be taught in both large group and small group settings. Class time may also be used for individual practice to refine certain skills. Students must have all equipment necessary for the maintenance of their instrument and must have their music at all times. Some supplies will be available for purchase at the school (reeds, cork grease, valve oil, etc).

Materials: *TBA*

Introductory Dance

Course Code: *723003*

Prerequisites:

Credits: *1.0*

This course will enrich the students' knowledge, ability and appreciation of dance as an art form. Learning experiences may include techniques in jazz, modern, ballet, and improvisation. Elements of choreography, historical origins of dance, and exposure to film, video and literature may also be explored.

Introductory Visual Art

Course Code: *673003*

Prerequisites: *None*

Credits: *1.0*

Students learn ways of seeing, knowing, responding to and representing the world that are unique to Art. Students will explore a broad variety of art concepts, art forms, media, and develop skills and interests in the visual arts. Experiences are based on the elements of art (line, shape, form, texture, space, value color) and how these concepts are incorporated in works of art. This course is enriched with thinking skills development and multicultural art activities. All students will be expected to maintain a journal/sketchbook.

Materials: *Teacher selected*

Literary Arts – Science Fiction

Course Code: *113000*

Prerequisites: *None*

Credits: *.25*

This course is designed to further develop and refine reading and writing skills. The course concentrates on a specific literary genre: Science Fiction. Students analyze text structure, enhance knowledge of literary elements, improve reading comprehension and develop critical thinking skills. They complete writing projects based on specific literary genre covered in the four nine-week components. The course incorporates writing skills designed to assist students in responding to narrative and persuasive prompts.

Materials: *Teacher selected*

Scene Study

Course Code: *128603*

Prerequisites: *None*

Credits: *1.0*

This course provides first year drama majors with a strong general introduction to the major areas of contemporary theatrical production, including script analysis, acting, staging, play creation, design and technical theater. Students are expected to work collaboratively on a wide variety of scripted and original projects.

Textbook(s): *Theater Arts; the Dynamics of Acting, 4th edition,* Dennis Caltagirone, National Textbook Co.

Theater Lab

Course Code: *128503*

Prerequisites: *Scene Study*

Credits: *1.0*

This course, for second/third year drama majors, focuses on world drama, with an emphasis on non-realistic, traditional, and experimental theater forms. Students study the theater of different cultures and time periods and have the opportunity to explore diverse acting, staging, and design styles. The course provides advanced drama majors with the opportunity to develop and perform more complex productions. Students do increasingly independent work in playwriting, acting, directing and design and are required to initiate and complete projects. Course topics include traditional storytelling, Asian dance, drama, Shakespeare, puppetry,

improvisation and mask work, projects based on individual interests, presenting polished final performances.
Materials: *Teacher selected*

FRENCH IMMERSION

See course descriptions for French Immersion in the World Languages section.

INTERNATIONAL BACCALAUREATE

Foundations of Middle Years Programme

Course Code: *804301, 804302*
Prerequisites: *TBA*
Credits: *.50*

This course is designed to introduce students to the principles of the International Baccalaureate Middle Years Programme. They will explore the IB Learner Profiles and how to utilize those attributes in the classroom. They will also explore Approaches to Learning and the use of those skills in all course work including through note taking and organization. Students will be introduced to Global Contexts and use them to guide their learning.

Textbook(s): TBA

PROJECT LEAD THE WAY (PLTW)

Gateway to Technology

Course Code: *762003*
Prerequisites: *Successful completion of Grade 6 Mathematics*
Credits: *1.0*

The Gateway to Technology (GTT) curriculum provides project-based learning — a hands-on approach — that relates technology to students' daily lives. It also promotes communication and collaboration by emphasizing a teaming approach in the four instructional units: Design and Modeling uses solid modeling to introduce students to the design process. Automation and Robotics traces the history, development, and influence of automation and robotics; Flight and Space introduces students to aeronautics, space and the use of design to help make aerospace engineering an important field; Science of Technology traces how science has affected technology throughout history; and The Magic of Electrons, through hands-on projects, explores the science of electricity, the movement of atoms, circuit design, and sensing devices. Students acquire and apply knowledge and skills in engineering problem solving and explore the many aspects of aerospace engineering.

Textbook(s): TBD

Gateway to Technology 7

Course Code: *762013*
Prerequisites: *Successful completion of 6th grade math*
Credits: *1.0*

The Gateway to Technology (GTT) course is designed to be taught in conjunction with a rigorous academic curriculum. This course engages the students' natural curiosity and imagination in creative problem solving to teach them how to apply math, science, technology, and engineering to their everyday lives. The GTT

curriculum provides project-based learning — a hands-on approach — that relates technology to students' daily lives. It also promotes communication and collaboration by emphasizing a teaming approach. The focus of the 7th grade course is teaching students the concepts in the two foundational units: Design and Modeling uses solid modeling to introduce students to the design process; and Automation and Robotics traces the history, development, and influence of automation and robotics. Students may also be introduced to one or more specialty courses that are selected by each school. These include: (1) Flight and Space introduces students to aeronautics, space and the use of design to help make aerospace engineering an important field; (2) Science of Technology traces how science has affected technology throughout history; (3) The Magic of Electrons, through hands-on projects, explores the science of electricity, the movement of atoms, circuit design, and sensing devices; (4) Energy & the Environment challenges students to think big and toward the future as they explore sustainable solutions to our energy needs and investigate the impact of energy on our lives and the world; (5) Green Architecture teaches students how to apply this concept to the fields of architecture and construction by exploring dimensioning, measuring, and architectural sustainability as they design affordable housing units using Autodesk's® 3D architectural design software; and (6) Medical Detectives provides opportunities for students to play the role of real-life medical detectives as they analyze genetic testing results to diagnose disease and study DNA evidence found at a "crime scene." They solve medical mysteries through hands-on projects and labs, investigate how to measure and interpret vital signs, and learn how the systems of the human body work together to maintain health.

Textbook(s): online curriculum

Gateway to Technology 8

Course Code: *762023*

Prerequisites: *Successful completion of 6th grade math, Gateway to Technology 7 recommended*

Credits: *1.0*

The Gateway to Technology course is designed to be taught in conjunction with a rigorous academic curriculum. This course engages the students' natural curiosity and imagination in creative problem solving to teach them how to apply math, science, technology, and engineering to their everyday lives. In this course, students apply the design process to solve problems and understand the influence of creativity and innovation in their lives. Using Autodesk® design software, students create a virtual image of their designs and produce a portfolio to showcase their innovative solutions. Students also use the VEX Robotics® platform to design, build, and program real-world objects such as traffic lights, toll booths, and robotic arms. Schools offering the GTT program also select from six specialty units to provide a stronger foundation for students interested in furthering their studies in STEM fields: (1) Flight and Space introduces students to aeronautics, space and the use of design; (2) Science of Technology traces how science has affected technology throughout history; (3) The Magic of Electrons explores the science of electricity, the movement of atoms, circuit design, and sensing devices; (4) Energy & the Environment challenges students to think big and toward the future as they explore sustainable solutions to our energy needs and investigate the impact of energy on our lives and the world; (5) Green Architecture teaches students how to apply this concept to the fields of architecture and construction by exploring dimensioning, measuring, and architectural sustainability; and (6) Medical Detectives provides opportunities for students to play the role of real-life medical detectives as they analyze genetic testing results to diagnose disease and study DNA evidence found at a "crime scene." They solve medical mysteries through hands-on projects and labs, investigate how to measure and interpret vital signs, and learn how the systems of the human body work together to maintain health.

Textbook(s): online curriculum

MIDDLE SCHOOLS

Andrew Jackson Middle	301-817-0310
Benjamin Stoddert Middle	301-702-7500
Benjamin Tasker Middle	301-805-2660
Buck Lodge Middle	301-431-6290
Charles Carroll Middle	301-918-8640
Dora Kennedy French Immersion	301-918-8660
Drew Freeman Middle	301-817-0900
Dwight D. Eisenhower Middle	301-497-3620
Ernest Everett Just Middle	301-808-4040
Eugene Burroughs Middle	301-203-3200
G. Gardner Shugart Middle	301-702-3950
G. James Gholson Middle	301-883-8390
Greenbelt Middle	301-513-5040
Green Valley Academy	301-702-3840
Gwynn Park Middle	301-372-0120
Hyattsville Middle	301-209-5830
Isaac J. Gourdine Middle	301-449-4940
James Madison Middle	301-599-2422
John Hanson Montessori School	301-749-4052
Kenmoor Middle	301-925-2300
Kettering Middle	301-808-4060
Martin Luther King Jr. Middle	301-572-0650
Maya Angelou French Immersion	301-702-3950
Nicholas Orem Middle	301-853-0840
Oxon Hill Middle	301-749-4270
Robert Goddard Montessori School	301-918-3515
Samuel Ogle Middle	301-805-2641
Stephen Decatur Middle	301-449-4950
Tanglewood School	301-599-2530
Thomas G. Pullen K-8 Arts Focus School	301-808-8160
Thomas Johnson Middle	301-918-8680
Thurgood G. Marshall Middle	301-702-7540
Walker Mill Middle	301-808-4055
William Wirt Middle	301-985-1720

PHONE DIRECTORY

Business Education	301-669-6012
Code of Maryland Regulations	www.dsd.state.md.us; 800-633-9657
Contextual Learning Environments/Expanded Learning Opportunities (ELO)	301-952-6044
Counseling Services	301-567-8669
Creative Arts	301-808-8317
Curriculum and Instruction	301-808-8240
Dance	301-808-8317
Department of Test Administration	301-702-3860
Drama	301-808-8317
Family and Consumer Sciences	301-669-6012
Fine Arts	301-808-8317
Health Education	301-808-4080
Maryland State Department of Education	www.marylandpublicschools.org; 888-246-0016
Mathematics	301-749-5610
Media Arts/Television Production	301-808-8317
Military Science	301-669-6012
Music (Vocal/General)	301-333-0961
Music (Instrumental)	301-333-0963
Physical Education	301-333-0970
Prince George's County Public Schools	www.pgcps.org; 301-952-6000
Reading/English Language Arts	301-808-8284
Science	301-808-8256
Service Learning	301-808-8240
Social Studies	301-808-8246
Special Area Programs	301-808-2594
Special Education	301-618-8300
Talented and Gifted (TAG)	301-322-1729
Technology Education	301-669-6012
World Language	301-808-8265

Prince George's County Public Schools
14201 School Lane • Upper Marlboro, Maryland 20772
www.pgcps.org

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