

678

• Anne Arundel County Public Schools
Middle School Program of Study

2012–2013

Middle Schools

Annapolis Middle School

1399 Forest Drive, Annapolis 21403
410-267-8658

Arundel Middle School

1179 Hammond Lane, Odenton 21113
410-674-6900

Bates Middle School

701 Chase Avenue, Annapolis 21401
410-263-0270

Brooklyn Park Middle School

200 Hammonds Lane, Baltimore 21225
410-636-2967

Central Middle School

221 Central Avenue East, Edgewater 21037
410-956-5800

Chesapeake Bay Middle School

4804 Mountain Road, Pasadena 21122
410-437-2400

Corkran Middle School

7600 Quarterfield Road, Glen Burnie 21061
410-222-6493

Crofton Middle School

2301 Davidsonville Road, Crofton 21114
410-793-0280

George Fox Middle School

7922 Outing Avenue, Pasadena 21122
410-437-5512

Lindale Middle School

415 Andover Road, Linthicum 21090
410-691-4344

MacArthur Middle School

3500 Rockenbach Road, Ft. George G. Meade 20755
410-674-0032

Magothy River Middle School

241 Peninsula Farm Road, Arnold 21012
410-544-0926

Marley Middle School

10 Davis Court, Glen Burnie 21060
410-761-0934

Meade Middle School

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

Old Mill Middle North

610 Patriot Lane, Millersville 21108
410-969-5950

Old Mill Middle South

620 Patriot Lane, Millersville 21108
410-969-7000

Severn River Middle School

241 Peninsula Farm Road, Arnold 21012
410-544-0922

Severna Park Middle School

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

Southern Middle School

5235 Solomons Island Rd, Lothian 20711
410-867-2084

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Please Note:

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

To see Board Policies and Regulations, visit www.aacps.org/html/BoardOfEducation

Dear Student:


Anne Arundel County Public Schools is a system committed to quality education. Our curriculum is written to challenge, excite, and prepare you for achieving your best in school and for planning your future beyond graduation. These are exciting times for our school system, and we want each of you to take full advantage of the rich and varied program of studies.

I encourage you to work with your parents, teachers, and counselors to make decisions appropriate for achieving your individual goals. I want you to select courses that will be both challenging and rewarding. Think carefully about your interests, your goals, and what you see yourself doing after graduation. The courses you select will help you to be qualified and prepared for the future.

We are fortunate to have a strong school system with rich and diverse course offerings for our students. Take full advantage of the opportunities provided in the classroom and remember that your teachers, school staff members, and peers are valuable resources.

Best wishes for a successful year.

Sincerely,



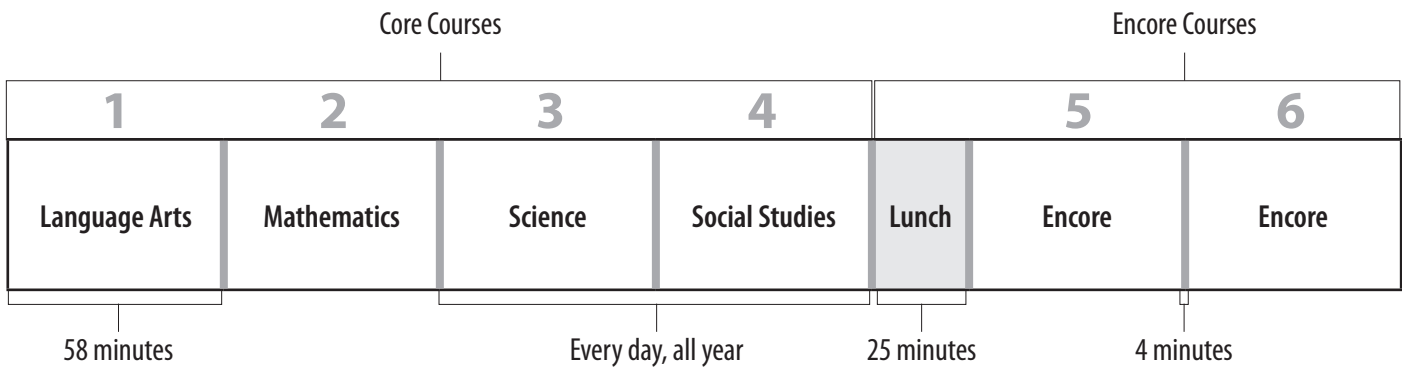
Kevin M. Maxwell, Ph.D.
Superintendent of Schools

AACPS Board of Education

Patricia Nalley, President • Andrew C. Pruski, Vice President
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Overview of the Middle School Program

The Six-Period Day Schedule



Core Courses (pages 5–7)

All middle school students take English/Language Arts, Mathematics, Science, and Social Studies daily for the entire year. Your child's teachers will indicate his/her English/Language Arts and Math levels on the course selection form. The reading level will determine placement in English/Language Arts, as well as Social Studies and Science. Parents/Guardians make the final determination for a student's placement and indicate this with their signature.

If your child receives special education services, his/her teacher will indicate the level

and the subjects for which he/she has a current IEP (Individual Education Program).

Some core courses are offered in different instructional levels. Please consult the course descriptions in this booklet for the specific criteria in regard to advanced courses.

Encore Courses (pages 8–14)

Encore courses are offered on an A/B/C day, alternating day, and quarterly basis. The six-period day schedule provides two periods for encore courses. The availability of encore courses may differ from school to school, depending on student demand, teacher expertise and teaching resources. As we move into the 21st Century, our new sixth grade encore courses have been designed to include 21st Century workforce and life skills to equip learners with the tools they need to succeed.

Sample Schedules

Grade 6 Sample Schedule

Quarterly Encore Courses	A/B/C Encore Courses					
Q1: Technology Education	A: Focus on Fitness & Health (Required)	Language Arts	Lunch	Mathematics	Science	Social Studies
Q2: True Colors (Art)	B: Encore					
Q3: FACS/Health	C: Encore					
Q4: World Language Connections						

21st Century Competencies

All sixth graders take these courses.

Students choose two encore courses (see page 9).

For students accepted into AVID, one A/B/C Encore course selection will be replaced with AVID.

For students requiring reading intervention, that course will replace two out of three A/B/C blocks.

Parents will be notified regarding placement in AVID and reading intervention.

Overview of the Middle School Program

Grade 7 Sample Schedule

					A/B/C Encore Courses	Alternating Day Encore Courses
Science	Social Studies	Lunch	Mathematics	Language Arts	A-day: (a required Fine Arts course)	Gold-day: Focus on Fitness & Health
For students accepted into AVID, one A/B/C Encore course selection will be replaced with AVID. For students requiring reading intervention, that course will replace <i>Introduction to World Language</i> . Parents will be notified regarding placement in AVID and reading intervention.					B-day: Encore	Blue-day: Introduction to a World Language
					C-day: Encore	
					Students choose three encore courses (see page 9).	All seventh graders take these courses.

Grade 8 Sample Schedule

For students taking a World and Classical Language...

A/B/C Encore Courses						
Mathematics	Language Arts	A: Physical Education/Health (Required)	World and Classical Language Level I	Lunch	Science	Social Studies
		B-day: Encore (a required Fine Arts course)				
		C-day: Encore				
Students choose two encore courses (see page 9).						

For students who are not taking a World and Classical Language...

A/B/C Encore Courses			A/B/C Encore Courses			
Mathematics	Language Arts	A: Introduction to Fitness for Life & Health (Required)	A-day: Encore	Lunch	Science	Social Studies
		B-day: Encore (a required Fine Arts course)	B-day: Encore			
		C-day: Encore	C-day: Encore			
Students choose five encore courses (see page 9).						

For students accepted into AVID, one A/B/C Encore course selection will be replaced with *AVID*.
 For students requiring reading intervention, that course will replace two out of three A/B/C blocks.
 Parents will be notified regarding placement in AVID and reading intervention.

Overview of the Middle School Program

Middle School Course Sequences

	Grade 6	Grade 7	Grade 8
English/ Language Arts	<i>English/Language Arts 6</i>	<i>English/Language Arts 7</i>	<i>English/Language Arts 8</i>
Mathematics <i>Honors courses are distinguished by greater sophistication of content presented, skills developed and products expected.</i>	<i>Mathematics 6</i>	<i>Algebra Readiness 7</i>	<i>Algebra Readiness 8</i>
	<i>Algebra Readiness 6</i>	<i>Algebra I</i>	<i>Algebra I</i> <i>or</i> <i>Geometry (Honors)</i>
Science	<i>Science 6</i>	<i>Science 7</i>	<i>Science 8</i>
Social Studies	<i>Social Studies 6</i>	<i>Social Studies 7</i>	<i>Social Studies 8</i>
World and Classical Language (encore)	<i>World Language Connections</i> Every day for one quarter	<i>Introduction to Language</i> Every other day	<i>Level I Language</i> Every day

Earning High School Credit

Maryland State Board of Education policy determines the requirements for students earning high school credit for a course taken in middle school. COMAR 13A.03.02.06 states the following:

Credit toward high school graduation may be earned by middle school students if the following criteria are met:

- a. *The student has taken a high school level course meeting the local school system curricular objectives; and*
- b. *The student passes an examination that assesses student demonstration of course objectives and the examination is equivalent in content coverage and rigor to examinations given to high school students for the course content area.*

As a result, middle school students in Anne Arundel County Public Schools must meet the following credit eligibility requirements in order to earn high school credit for *Algebra I*, *Geometry*, *Algebra II*, *Chinese I*, *French I*, *German I*, *Italian I*, *Russian I*, or *Spanish I* taken in middle school:

- a. *Earn a final passing course grade.*
- b. *Pass the final examination (D or higher) given at the end of the fourth marking period.*
 - Failure to pass the final examination will result in not being awarded credit.
 - In the case of *Algebra I*, if a student fails the *Algebra I* final examination in middle school, but passes the course and

the *Algebra I* High School Assessment (HSA) a student will receive credit.

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

Student Led Conferences

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

1. To encourage students to actively engage in their learning process and to accept personal responsibility and accountability for their academic performance.
2. To teach students the ongoing process of self evaluation through setting Personal Goals, as well as completing Reflection Sheets.

3. To provide an opportunity for students, parents, and teachers to share educational goals and student work.
4. To facilitate the development of students' organizational and oral communication skills and to increase their self-confidence.
5. To increase the student's self-confidence.
6. To increase parent attendance at conferences.

Advisory Program

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

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

Course Fees

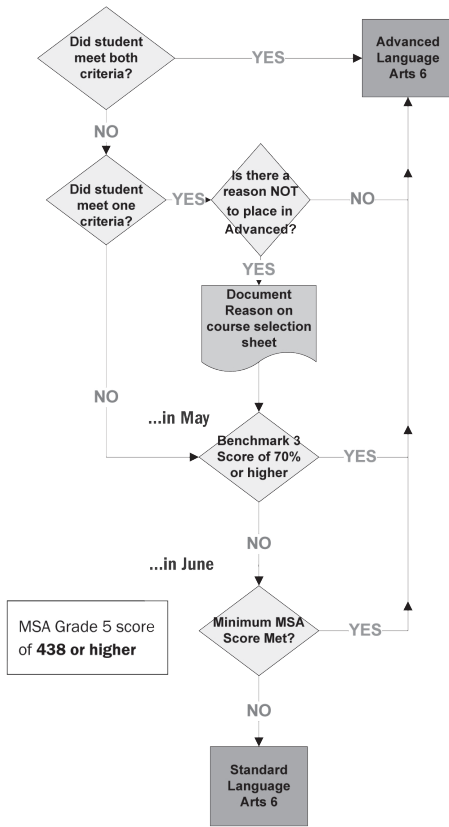
Please be aware that some courses may have fees attached to them. If these fees would prevent you from taking the course, please see your guidance counselor for assistance.

English/Language Arts

Criteria for placement into Grade 6 Language Arts

Scores of:

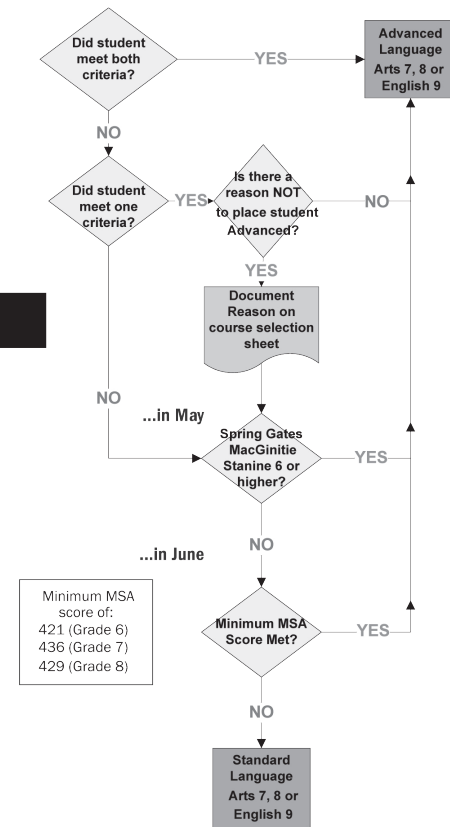
- **412 or greater** on Grade 4 MSA Reading
- **70% or higher average** on Grade 5 Reading Benchmarks 1 & 2



Criteria for placement into Grade 7 & 8 Language Arts / English 9

Scores of:

- **Stanine 6 or higher** on Gates MacGinitie (fall)
- **70% or higher average** on current grade Language Arts Benchmarks 1 & 2



New for 2012–13

English/Language Arts 6

English/Language Arts 6 is designed to accelerate student achievement in reading, writing, language, listening, and speaking. The course includes blocks of time devoted to teacher-directed lessons on reading and writing, monitored reading, vocabulary development, grammar and usage, and speaking. Students enrolled in Advanced English/Language Arts extend their learning with greater depth at an accelerated pace.

English/Language Arts 7

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

vocabulary development, grammar and usage, and speaking. Students enrolled in *Advanced English/Language Arts* extend their learning with greater depth at an accelerated pace.

English/Language Arts 8

English/Language Arts 8 is centered on high-quality contemporary and classic literature, supported by skills instruction and practice in critical reading, writing, vocabulary, grammar and usage, and speaking. Students enrolled in *Advanced English/Language Arts* extend their learning with greater depth at an accelerated pace.

Reading Intervention Support (6-8)

Specific reading interventions are provided

as an encore course for those students identified as needing focused and intensive reading instruction, in addition to the regularly scheduled language arts class. Students must be scheduled into two out of three A/B/C rotations (sixth and eighth grade) or one out of two A/B rotations (seventh grade). These classes are designed to increase the student's specific reading need—decoding skills, fluency, and/or comprehension of text—in order to achieve higher levels of success and include the following programs:

- *Wilson Reading Program*
- *Corrective Reading, Levels A–C*
- *Soar to Success*

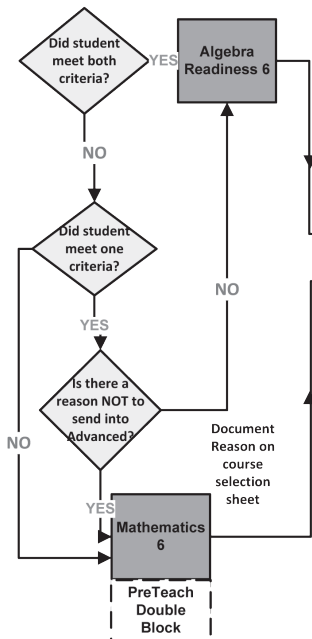
Students are placed in these programs only after testing and/or evaluation by the school's reading personnel.

New for 2012–13

Grade 6

Criteria for Algebra Readiness 6

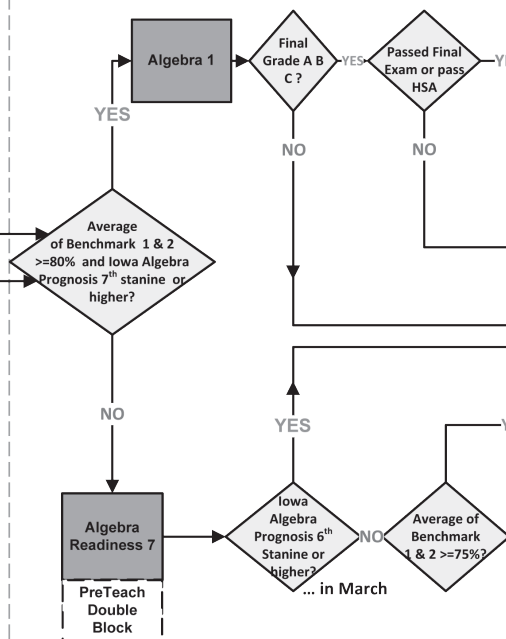
- Grade 4 MSA score of 421 or higher
- Grade 5 Benchmarks average of 70% or higher
- Summer - Consider Grade 5 MSA Scores and Grade 5 Benchmark 3



Grade 7

Criteria for Algebra I

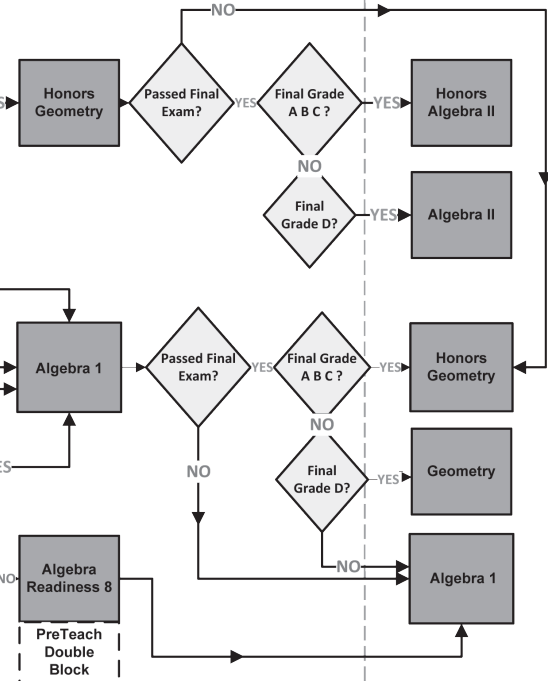
- Algebra Readiness 6 Benchmark 1 and 2 average of 80% or higher
- Iowa Algebra Prognosis 7th stanine



Grade 8

Criteria for Algebra I

- Iowa Algebra Prognosis 6th stanine or higher
- Algebra Readiness 7 Benchmark average of 75% or higher



Grade 9

Mathematics

Students will be placed in *Algebra Readiness 6* if both of the following criteria are met:

- MSA score of proficient or advanced with a scale score of 421 or above
- 70% or above mastery of grade 5 district benchmark assessments 1 and 2

Students not meeting both criteria will be enrolled in *Mathematics 6*.

Mathematics 6

Mathematics 6 is a standard level course in the middle school mathematics sequence. Students will actively engage in the seven mathematics content and process standards that are outlined by

the State Curriculum. Students will refine their understanding and fluency in operating with fractions and decimals. They will explore and develop an understanding of the following mathematics concepts and their application: percents, integers, proportional reasoning, algebraic reasoning, properties of two- and three-dimensional figures, measurement, probability and statistics. Students will approach the learning of mathematics through problem-solving.

Algebra Readiness 6

Algebra Readiness 6 is a gateway course to *Algebra I*. Students will actively engage in the seven mathematics content and process standards that are outlined by the State Curriculum. The course alignment extends beyond Grade

6 to include content from Grades 7 and 8. Content emphasis will be placed on the development of fluency with fractions, decimals, percents and integers as well as particular aspects of Geometry and Measurement that are critical foundations for Algebra. Students will approach the learning of mathematics through problem-solving.

Students completing *Algebra Readiness 6* will enroll in *Algebra I* if the following criteria are met:

- Iowa Algebra Prognosis Test Score of Stanine 7, 8, or 9
- Algebra Readiness 6 Benchmark Assessments—average of 80% or higher

Algebra Readiness 7

Algebra Readiness 7 is a gateway course to *Algebra I*. Students will actively engage in the seven mathematics content and process standards that are outlined by the State Curriculum for Grade 7 to include content from Grade 8. Content emphasis will be placed on the development of increased fluency with fractions, decimals, percents and integers. A significant portion of the curriculum is focused on proportional reasoning. Multiple representations of the mathematics are used extensively. Importance is also placed on particular aspects of Geometry and Measurement that are related to similarity. This course pays particular attention to the content necessary for success in *Algebra I*. Students are expected to demonstrate deep understanding as well as perform skills and computation with accuracy. Students will approach the learning of mathematics through problem-solving.

Students completing *Algebra Readiness 7* will enroll in *Algebra I* if either of the following criteria are met:

- Iowa Algebra Prognosis Test Score of Stanine 6, 7, 8, or 9
- Algebra Readiness 6 Benchmark Assessments—average of 75% or higher

Algebra Readiness 8

Algebra Readiness 8 is a standard level course in the middle school mathematics sequence. Students will extend their knowledge in the seven mathematics content and process standards content expectations that are outlined by the State Curriculum. In addition, this course prepares students for the formalized study of *Algebra 1*. Content emphasis will be placed on the development of Increased fluency with fractions, decimals, percents and integers. Extensive attention is also given to proportional reasoning. This course emphasizes the use of multiple representations using modeling and solving contextualized problems through graphs, tables and symbolic representations.

Students will enroll in *Algebra I* upon the completion of this course.

Algebra I

This course serves as the first course in the advanced mathematical sequence by providing a complete treatment of the topics in elementary algebra. Students will approach the learning of the mathematics through problem-solving. Instructional emphasis will be placed on modeling real-life situations with expressions, equations, inequalities and systems of equations and inequalities. In addition, students will explore functions as they represent real-world phenomena in the form of tables, equations and graphs through the use of technology. Students must pass the Maryland High School Assessment for Algebra/Data Analysis. This is a graduation requirement. The graphing calculator is used throughout the course.

Note: Algebra I is a prerequisite for those students who wish to enroll in *Honors Biology* in grade 9.

Geometry (Honors Level)

This course serves as the second course in the advanced mathematical sequence. Students will draw and interpret two- and three-dimensional figures; represent problem situations with geometric models; classify figures in terms of congruence and similarity; deduce properties of and relationships between figures from given assumptions; and translate geometric figures to an algebraic coordinate representation. Through the use of dynamic software, students will gain an understanding of the relationships among mathematical figures and become active participants in the inductive and deductive processes of thinking. The graphing calculator is used throughout the course.

Algebra II (Honors Level)

This course serves as the third course in the advanced mathematical sequence. Students will review linear equations and functions, and systems of linear equations and inequalities. They will study matrices and determinants, quadratic functions, polynomials and polynomial functions, exponential and logarithmic functions. They will also

study rational equations and functions and quadratic relations and conic sections. The graphing calculator is used throughout the course. This course may be taught using distance learning technology. The teacher may be in another school providing instruction in real-time with the use of conferencing software, webcams and other technologies.

Performance and Math (PAM)

This course offers student support in the areas of content, skills and processes of mathematics. The content objectives for the class are aligned to those being taught during mathematics class.

Science

In middle school, science students begin a three-year study of Physical, Life, and Earth/Space science which lays the foundation for high school. Students “spiral” through each of these each year of middle school. At each grade level of middle school science, the eight science units concludes with a project which allows students to connect their learning to the real world.

Dissection, although very limited at the middle school level, is one of the many instructional methods that may be used in middle school science. Students may request one of the alternatives to dissection in these classes. Alternatives may include such materials as videotapes, charts, diagrams, and textbook overlays.

Science 6

During the first year of middle school, students do science experiments and projects to understand and solve real problems such as whether buildings will fall down during earthquakes. They study matter, electricity, space, and the environment. Students use computers to run science experiments. Students graph and analyze data from experiments to come to conclusions about their experiments. Students read articles from the science press to keep up with important happenings in our world.

Science 7

In Science 7, students focus on life science topics—cells, health, and the environment. They continue their study of matter by learning about atoms. Students plan and carry out experiments, do projects such as Health Fair, Save Our Species, and School Flu Plan. Use of computers and collection and analysis of data are part of each of the topics that are studied. Students read articles that help them keep current with the topics they study.

Science 8

During 8th grade, students study chemistry and test their design skills to create a container to keep ice cream cold. Students investigate chemical reactions and check out the safety of household products. Students learn the physics of motion, why we need seatbelts, and create an amusement park ride. Students investigate weather events, climate, and Earth history. Throughout, students experiment, read current science, use computers to run simulations, and practice the skills of science.

Social Studies

Social Studies 6

Global Studies I

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

Social Studies 7

Global Studies II

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

Social Studies 8

U.S. History: 1763–1877

Students investigate the history of the United States from 1763–1877 in order to answer the question, “How has the American identity evolved?” Through reading and analysis of selected primary and secondary sources, they will draw conclusions about the causes and consequences of important events. Students will take a comprehensive examination at the end of this course. Service Learning opportunities and real world connections are integrated throughout the year.

English for Speakers of Other Languages

The Anne Arundel County Public School System is committed to ensuring all students with disabilities have access to appropriate services and educational opportunities to which they are entitled under federal and state laws. The county middle schools offer a full array of special education services to meet the unique needs of diverse learners requiring specialized instruction. Placement in special education is based on the Individualized Education Program (IEP) as written for each student identified as eligible within the IEP team process. A continuum of services is offered to students engaging in the general education content curriculum and pursuing a Maryland High School diploma. They may include but are not limited to the following:

- *Consultation Services*
- *Collaborative Teaching Services*
- *Co-teaching/
TEAM teaching Services*
- *Self-Contained*
- *Functional Life Skills Services*

Services are also provided in the appropriate educational setting for students pursuing a Maryland High School certificate. In addition, services such as speech/language therapy, vision services, hearing services, psychological services, occupational therapy, physical therapy, and other related services as designated by the IEP are offered.

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

ESOL: Newcomer

Newcomer English language learners focus on acquisition of social and academic language. Students learn reading and writing strategies and build oral comprehension and listening skills in English. Additionally, students learn the conventions of basic grammar and punctuation and read a variety of fiction and non-fiction texts. This course is paired with the support course Newcomer Gateways (E94009).

ESOL: Level 1

Entering or Beginning students are introduced to the basic structures of reading, writing, speaking and listening in English. Students will learn to use English appropriately in a range of academic and social situations. They develop basic reading and writing strategies, expand oral comprehension, and learn initial conventions of grammar and punctuation.

ESOL: Level 2

English learners in the Developing or Expanding level focus on the expanding social and academic skills in listening, speaking, reading, and writing. Students become more independent in the writing process by developing narrative, descriptive, technical, and persuasive writing. They also apply reading strategies to a variety of fiction and non-fiction texts and engage in research activities.

ESOL: Level 3

English language learners in the Expanding or Bridging levels focus on developing proficiency in listening, speaking, reading and writing. Students expand their academic language and examine authentic literature, including novels, short stories, plays, poetry, narratives, and biographies. They also engage in the writing process to develop narrative, descriptive, technical, and persuasive writing. Instruction will expand their use of technology to engage in research.

Spanish for Native Speakers

The *Spanish for Native Speakers* course provides continuing language instruction in Spanish for those students for whom Spanish is their native language or the language is spoken extensively at home. This course utilizes a developmentally appropriate Language Arts approach similar to that of Language Arts for English speakers.

This course is offered at selected schools only.

Choosing Encore Courses

	First Encore Block	Second Encore Block (A/B/C-day)									
Grade Six Required 21st Century Competencies (Quarterly)	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td>True Colors: Visualizing the World through Art</td></tr> <tr><td>FACS: Building Blocks For A Healthy Lifestyle</td></tr> <tr><td>World Language Connection</td></tr> <tr><td>Exploring Technology (Tech Ed)</td></tr> </table>	True Colors: Visualizing the World through Art	FACS: Building Blocks For A Healthy Lifestyle	World Language Connection	Exploring Technology (Tech Ed)	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td>Focus on Fitness & Health 6 (required)</td></tr> <tr><td>Student Choice</td></tr> <tr><td>Student Choice</td></tr> </table>	Focus on Fitness & Health 6 (required)	Student Choice	Student Choice		
True Colors: Visualizing the World through Art											
FACS: Building Blocks For A Healthy Lifestyle											
World Language Connection											
Exploring Technology (Tech Ed)											
Focus on Fitness & Health 6 (required)											
Student Choice											
Student Choice											
Grade Seven (Alternating Day)	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td>Focus on Fitness & Health 7 (required)</td></tr> <tr><td>Introduction to a Word & Classical Language*</td></tr> </table>	Focus on Fitness & Health 7 (required)	Introduction to a Word & Classical Language*	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td>Student Choice — Fine Arts requirement</td></tr> <tr><td>Student Choice</td></tr> <tr><td>Student Choice</td></tr> </table>	Student Choice — Fine Arts requirement	Student Choice	Student Choice				
Focus on Fitness & Health 7 (required)											
Introduction to a Word & Classical Language*											
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Grade Eight (A/B/C-Day)	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td>Introduction to Fitness for Life & Health (required)</td></tr> <tr><td>Student Choice — Fine Arts requirement</td></tr> <tr><td>Student Choice</td></tr> </table>	Introduction to Fitness for Life & Health (required)	Student Choice — Fine Arts requirement	Student Choice	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; text-align: center;">World & Classical Language Level I</td> <td style="width: 5%; text-align: center;">or</td> <td style="width: 45%; text-align: center;"> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td>Student Choice*</td></tr> <tr><td>Student Choice*</td></tr> <tr><td>Student Choice</td></tr> </table> </td> </tr> </table>	World & Classical Language Level I	or	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td>Student Choice*</td></tr> <tr><td>Student Choice*</td></tr> <tr><td>Student Choice</td></tr> </table>	Student Choice*	Student Choice*	Student Choice
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Student Choice*											
Student Choice*											
Student Choice											

Choose from the following Encore classes

Subject	Name	Available Grade Level	Meets Fine Arts Requirement?
Art	True Colors! Visualizing the World Through Art—7	7	Yes
	Digital Palette: Beginning Computer Graphics	7	
	Digital Palette: Advanced Computer Graphics	8	
	True Colors! Visualizing the World Through Art—8	8	
Dance Education	Dare to Dance	6	Yes
	DanceDanceDance	7	
	So You Think You Can Dance?	8	
Family & Consumer Sciences (FACS)	Project Runway: Express Yourself in Style	6/7/8	No
	Get the FACS	7	
	Healthy Living in the 21st Century: Culinary and Environmental Design	8	
	MoneyMatter\$	8	
Interdisciplinary	Box Score	6/7/8	No
	Passport to the World	6/7	
	Mission to the Stars	6/7/8	
	Stock Market Mania	7/8	
	Strategies for Academic Success	6/7/8	
	Wrestling with World Class Ideas	7/8	
Music <small>(7th and 8th grade students may take two music courses, or two periods of the band, chorus or strings)</small>	Music Goes Global	6/7/8	Yes
	Chorus		
	Band		
	Strings		
	Percussion Ensemble		
Physical Education/Health	Team Approach to Sports	7/8	No
Technology Education	Invention and Innovation	7	No
	Gateway to Technology	7/8	
	Technological Systems	8	
World & Classical Languages	Introduction to Chinese, French, German, Russian, or Spanish	7	No
	Chinese I, French I, German I, Italian I, Russian I, or Spanish I	8	

For AVID students, one A/B/C Encore course block will be AVID.

*Students taking an intervention course will be scheduled into two out of three A/B/C blocks (grades 6 and 8) or one Alternating day block (grade 7).

Encore Courses

The availability of encore courses may differ from school to school, depending on student demand, teacher expertise and teaching resources.

Art

All Art students will have sequential studio experiences in drawing, painting, printmaking, 3-D design, and technology. Enrichment activities may include artist-in-residence programs, collaboration with other students on school-wide art installations and museum trips.

True Colors! (Grade 6) (required)

Visualizing the World Through Art

Students will work with a variety of ways of depicting a likeness from observation and examine ways artists have shown details and specific features in their artwork. Additionally, artwork from a variety of different times and places will serve as the basis for imagery. A wide variety of media will be used to communicate ideas based on select criteria.

True Colors! (Grade 7)

Visualizing the World Through Art

Students will look at ways artists work from observation, memory, and experience to create artworks that depict characters and action, point of view, and sequencing. Additionally, student artwork inspired by different cultures and artists will explore similar subjects and themes.

True Colors! (Grade 8)

Visualizing the World Through Art

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

Digital Palette: Beginning Computer Graphics

(Grade 7–8)

Students will experience art fundamentals of design through digital imaging and computer graphics programs. Focus will include creating artwork in various formats,

including print and possibly the Web. Projects will be created using integrated software such as Photoshop Elements, PowerPoint, and other programs. Students will explore advertising, package design, and fine arts projects.

Digital Palette: Advanced Computer Graphics (Grade 8)

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

Dance Education

Students enrolling in Dance Education Courses are expected to wear appropriate footwear and clothing during class for safety and instructional purposes. While each school will more clearly define this requirement, typical dance class attire includes dance shoes, leotards, and tights for females while males usually wear compression shorts or pants, tank or shirt and dance shoes. All students taking a Dance Course are required to perform in an end of year Dance Concert at their school with other possible performance opportunities afforded throughout the school year. Dance occurs on an A/B/C Schedule all year long.

Dare to Dance (Grade 6) (Fine Arts)

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

DanceDanceDance (Grade 7) (Fine Arts)

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

So You Think You Can Dance?

(Grade 8) (Fine Arts)

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

Family and Consumer Sciences (FACS)

Teaching Skills for a Lifetime...

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

Building Blocks For A Healthy Lifestyle

(Required) (Grade 6)

This course is designed to empower the student to recognize and adopt a healthy lifestyle.

Students will have the 21st century skill set to be able to take simple actions in their everyday life to improve the stainability of their own health, and the cause and effect consequences of their lifestyle on the planet. This course is based on the Maryland State Department of Education guidelines, reflecting the "Voluntary State Curriculum" for Health Education and Family and Consumer Sciences.

Project Runway: Express Yourself in Style

(Grade 6)

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

Project Runway:

Being a TrendSetter (Grade 7)

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

Project Runway:

Fashion! Your Personal Style (Grade 8)

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

Get the FACS (Grade 7)

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

serve foods in a teamwork environment that empowers the young teen to make healthier food choices.

Healthy Living in the 21st Century:

Culinary & Environmental Design (Grade 8)

Students will practice the skills to become a Top Chef while preparing the latest "Green" nutritious recipes. Students will be able to identify healthy food choices as the base for a healthy lifestyle. Teamwork and cooperation as well as problem solving skills, are encouraged in this project-based unit. In addition, students will use various aspects of the principles and elements of the design cycle to construct a sewing project that creates a usable product for their living environment.

Money Matter\$ (Grade 8)

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

Encore Courses

Inter-Disciplinary

Box Score (Grades 6–8)

This course will explore the historical and mathematical origin of a variety of sports statistics and analyze what is being measured. Teams will be created and performance tracked using real-time data.

Corrective Reading, Levels A-C

Corrective Reading is a reading skills program that helps students learn the essential decoding, fluency, and vocabulary skills needed to read independently. Students learn these skills through the Direct Instruction method of teacher-directed lessons in a small class format followed by student practice. This class instructs students at specific levels determined by students' scores on mastery and placement tests. This course is limited to 15 students. This class meets during the Encore block 2 out of 3 days for grades 6 and 8 or 1 out of 2 days for Grade 7 or MYP schools.

Note: *Students are identified on the basis of assessments that determine their need for instruction focused on improving decoding and fluency skills.*

Mission to the Stars (Grades 6–8)

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

Passport to the World (Grades 6–7)

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

Performance and Reading (PAR)

This full-year course offers students support in the areas of comprehension, vocabulary, and fluency. The objectives for the class are aligned to those being taught during Language Arts. Instruction includes reader's theater, vocabulary instruction designed for deep learning, and other approaches to extend background knowledge and independence in learning from reading. This reading intervention is provided for students who have been identified as needing focused reading instruction in addition to their regular Language Arts class.

Completion of decoding and comprehension interventions is a prerequisite for this course.

Soar to Success

Soar to Success is an intervention which addresses the full process of reading. Focus in the course is on the application of skills to build comprehension. Students learn through fast-paced, structured lessons; careful systematic instruction; and varied strategies. This class meets during the Encore block 2 out of 3 days for grades 6 and 8 or 1 out of 2 days for Grade 7 or MYP schools.

Note: Students are only scheduled for this course through evaluation and assessment by personnel from the special education and reading offices.

Stock Market Mania (Grade 7–8)

Students are immersed in learning economic and financial concepts while experiencing the world of investment through playing The Stock Market Game™. Critical Thinking, data-based decision making, and team collaboration are life skills that the students will also experience while engaged in learning about the world of financial investment.

Strategies for Academic Success (Grades 6–8)

Students will be introduced to study skills, organizational tools, and note taking strategies that can be used in all of their classes.

Wilson Reading Program

Wilson Reading is an intensive diagnostic, prescriptive reading intervention that uses multisensory teaching techniques to improve phonological processing, decoding, encoding, and reading fluency. These skills are essential for developing independent reading for academic success. This course is limited to five students. This class meets during the Encore block 2 out of 3 days for grades 6 and 8 or 1 out of 2 days for Grade 7 or MYP schools.

Note: Students are only scheduled for this course through evaluation and assessment by personnel from the special education and reading offices.

Wrestling with World Class Ideas (Grades 7–8)

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

Music

(All music courses are available in all grade levels and meet the fine arts requirement.)

Music Goes Global

This course emphasizes an understanding of the elements, history, and role of music from earliest times through the present by helping students explore the context of the importance of music in their own lives within the prism of a broader understanding. Students are provided with hands-on participation in reading, performing and creating music through a balanced comprehensive and sequential program of study. In addition, the course will provide students with real-world applications that support global awareness, artistic expression, and critical problem-solving scenarios. This course replaces general music.

Chorus

This course emphasizes individual concepts of vocal production, as well as choral techniques appropriate for a large ensemble. Students will develop an understanding of musical accuracy in performance skills and musical sound through movement. Students will perform, create, and listen to choral music with understanding. Comprehensive musicianship is taught through the study of a varied choral repertoire. Public musical performances are expected. Students are expected to advance to the next appropriate level of ability.

Band

This course emphasizes good tone production, musical accuracy in performance skills, balance, and interpretation of music within a small group. Comprehensive musicianship is taught through the study of varied instrumental repertoire. Public musical performances are expected. Instruction is offered on the following instruments: oboe, clarinet, flute, bassoon, saxophone, trumpet, French horn, baritone horn, trombone, tuba, and percussion. Students are expected to advance to the next appropriate level of ability.

Strings

This course emphasizes good tone production, musical accuracy in performance skills, balance, and interpretation of music within a small group. Comprehensive musicianship is taught through the study of varied instrumental repertoire. Public musical performances are expected. Instruction is offered on the following instruments: violin, viola, cello, and string bass. Students are expected to advance to the next appropriate level of ability.

Percussion Ensemble

This course emphasizes the skills and concepts of percussion technique, as well as the skills and concepts necessary to perform in a percussion ensemble. Students will develop an understanding of good tone production, balance, and interpretation of music within a small group. Comprehensive musicianship is taught through the study of varied instrumental repertoire. Public musical performances are expected. Instruction will be offered on a full range of instruments in the percussion family. Students are expected to advance to the next appropriate level of ability.

Physical Education/ Health Education

All students in grades six, seven, and eight will be scheduled for physical education and health education. Physical education is offered for three marking periods and instruction in comprehensive health education is offered for one marking period. All students are required to wear a school approved uniform while participating in physical education activities.

Focus on Fitness & Health

(Grade 6) (required) A/B/C Schedule all year long

The physical education program includes skillfulness, exercise physiology, biomechanical principles, social psychological principles, motor learning, and physical activity. Fitness components are embedded throughout all instruction. Students will be introduced to an array of components, themes, and activities which address each of the content standards. Students' physical fitness will be assessed in though the administration of FitnessGram, a battery of tests used to determine levels of fitness. Reports of these assessments are sent home.

Health education will be offered during one marking period to be determined by the school. Information about Health education can be found in the Health Education section, below.

Focus on Fitness & Health

(Grade 7) (required) A/B Schedule all year long

In the seventh grade, students progress and refine skills toward content mastery in all areas of fitness and sport. Students will be assessed in physical fitness though the administration of FitnessGram, a battery of tests used to determine levels of fitness. Reports of these assessments are sent home. Dance Education in the seventh grade consists of the unit titled Dance for Athletes.

Health education will be offered during one marking period to be determined by the school. Information about Health education can be found in the Health Education section, below.

Introduction to Fitness for Life & Health

(Grade 8) (required) A/B/C Schedule all year long

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 determined by the teacher afford students with the ability to build upon previously learned components and extend comprehension of necessary skills to lead a healthy life. Students will be assessed in physical fitness through the administration of FitnessGram, a battery of tests used to determine levels of fitness. Reports of these assessments are sent home. Dance Education in the eighth grade consists of Jazz.

Health education will be offered during one marking period to be determined by the school. Information about Health Education can be found in the Health Education section, below.

Team approach to Sports – Elective

(Grade 7–8) A/B/C Schedule all year long

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

Health Education Component

Students in grades 6, 7, and 8 receive Health instruction for one marking period as part of the state mandated Comprehensive Health Education Program. The student outcomes are developmentally appropriate and include what students should know and be able to do in the following areas:

- *Mental and Emotional Health;*
- *Alcohol, Tobacco and Other Drugs;*
- *Personal and Consumer Health;*
- *Family Life and Human Sexuality;*
- *Safety and Injury Prevention;*
- *Nutrition and Fitness; and*
- *Disease Prevention and Control.*

The 21st Century Competencies of decision making, goal setting, accessing information and communication skills are imbedded throughout all of the units of study of each grade level. Emphasis is placed on the ability to access school, home and community health resources.

Note: The family life and human sexuality unit, and HIV/AIDS prevention education were developed in accordance with the standards and procedures established in Maryland State Regulation 13A.14.01.02. Students may be excused from these units of the program upon a written request from their parent or guardian. Appropriate alternate instruction will be provided.

Grade 6

This course is designed to provide students the content and skills necessary to make healthier decisions as they navigate through the many physical, social, and emotional changes that occur during adolescence. Students will analyze factors that influence decisions and practice refusal skills for unhealthy behaviors. They will explore ways to reduce personal risk for injury and acquire skills to assist others in need of assistance. Students will be given the opportunity to understand the changes during puberty including the development of male and female reproductive systems as well as the

social and emotional changes that occur. Furthermore, they will be able to explain the role of the immune system in combating disease and describe methods of transmission and prevention for communicable diseases including HIV/AIDS.

Grade 7

Students in grade 7 will further explore the decision making process and the importance of setting goals for building and maintaining physical, mental, emotional, and social health. They will examine the influence of peer groups and develop healthy responses to harassing and intimidating behaviors including electronic aggression and cyberbullying. Students will explain the relationship among food intake, physical activity and weight management while analyzing the relationship between body image, obesity and eating disorder. Units also include risk factors and health behaviors to reduce the risk for non-communicable diseases such as cancer, cardiovascular disease and sun exposure. The effects and impact of alcohol abuse on the individual, family, and society will be presented so students may better understand and apply refusal and decision-making skills to alcohol related situations. In this course, students will review the changes that occur during adolescent sexual development and identify abstinence from sexual activity as the healthiest lifestyle choice. They will understand the importance of effective communication with trusted adults regarding accurate sexual health information.

Grade 8

This course is designed to provide students in grade 8 the opportunity to apply the decision making and goal setting skills to one's health, wellness/personal well-being. They will analyze the consequences of drug use/abuse and apply refusal and decision-making skills to situations involving illegal drug and prescription medications use. Students will identify types of harassment including sexual harassment and inappropriate use of technology and evaluate ways to avoid threatening situations. Students

will recognize depression and suicide as effects of unmanaged distress and develop effective coping skills and responses to suicide threats. Students will analyze the components of healthy relationships and generate guidelines for healthy dating relationships. They will describe the influences and consequences of adolescent sexual activity and apply communication skills to support abstinence. The course examines risk factors and behaviors that influence contraction and transmission of sexually transmitted diseases including HIV/AIDS.

Technology Education

Exploring Technology (Grade 6)

This unique hands-on course teaches students how to use an engineering design process to design, build and test real life problems. Students will build their communication skills while presenting ideas and reporting results from testing. An air car is an example of a project that a student could make as a result of participating in a transportation design challenge in this course.

Invention and Innovation (Grade 7)

This exciting project based course allows students to use their creativity to invent a product or improve an existing one. Students will learn to safely use hand tools and machines to make their design come to life. Students in this class will experience things like working in teams to get off a deserted island and work to design and manufacture a unique candy dispenser.

Gateway to Technology (Grade 7)

(Meade, Lindale, Central, Old Mill South & Severna Park only)

This activity-oriented program challenges and engages students in hands-on Science, Technology, Engineering and Math (STEM) activities. Students will learn about simple machines, structures and machine automation. They will also work in teams to solve "Rube Goldberg" mechanical devices and experience reverse engineering activities.

Technological Systems (Grade 8)

In this hands-on course students will learn how a system works and how it affects us and our environment. They will use tools, computers and machines to solve problems. Computer simulation for bridge building, making a telegraph and constructing a fluid powered robotic arm are a few activities students will experience in this class.

Gateway to Technology (Grade 8)

(Meade, Lindale, Central, Old Mill South & Severna Park only)

This activity-oriented program challenges and engages students in hands-on Science, Technology, Engineering and Math (STEM) projects. Students will experience the Design and Modeling unit where 3-D computer software is used to design projects. They will also experience the making of projects like air gliders, rockets and planes in the Flight and Space unit.

World and Classical Language

World Language Connections (Grade 6)

This course provides students with an engaging exploration of languages and cultures. Through the themes of communication, culture, contributions, and communities, students are introduced to Spanish, French, and one other languages. As a result of this “voyage”, students will:

- Acquire the tools to enable them to take responsibility for their own language learning;
- Take an active part in the communities in which they live;
- Explore, in multiple ways, the processes and products of human creativity, and,
- Be better equipped to make decisions regarding continued study in a single language.

All sixth grade students take World Language Connections for nine weeks as part of their quarterly encores.

Introduction to: Chinese,* French, German,* Russian,* or Spanish

(Grade 7)

This course is designed to expose students to both language and culture in an interactive environment. The content is taught through thematic units that provide enjoyable and varied opportunities for students to investigate the language, geography, culture, social, and historical aspects of target countries. This is a non-credit course taught in seventh grade on an alternating day schedule. Classes are taught incorporating the target language.

Introduction to Chinese is a prerequisite only for those students who will enroll in Chinese I the following year.

Level I Language Chinese,* French, German,* Italian,* Russian,* or Spanish

(Grade 8)

In this course, students will be introduced to the specifics of the chosen target language and culture. Emphasis will be given to the development of the students’ ability to communicate with other speakers of the language and to utilize appropriate linguistic structures. Level one language courses will be taught in 8th grade every day, all year. Classes will be conducted primarily in the target language.

Level II Language Chinese,* French, German,* Italian,* Russian,* or Spanish

(Grade 8)

This course continues the development of the students’ communicative competency and linguistic accuracy while expanding the students’ awareness and appreciation of the target culture. Classes are conducted in the target language.

Prerequisites: The previous level of the same language or its equivalent

Arabic Thought and Culture

In this course, students will explore Arabic language and culture through thematic units that focus on vocabulary development, pronunciation, practice through conversation, cultural readings, and interdisciplinary connections. This pathway will prepare students for Arabic I the following year. The courses will be conducted on an A day/B day schedule. Classes will be conducted primarily in English with some emphasis on basic Arabic.

This course is offered at selected schools only.

Italian Thought and Culture

In this course, students will explore the Italian language and culture through thematic units that focus on vocabulary development, pronunciation practice

through conversation, cultural readings, and interdisciplinary connections. This pathway will prepare students for Italian I-A the following year. Courses will be conducted on an A day/B day schedule. Classes will be conducted primarily in English with some emphasis on basic Italian.

This course is only offered at Bates and Brooklyn Park Middle Schools

Spanish for Native Speakers

The *Spanish for Native Speakers* course provides continuing language instruction in Spanish for those students for whom Spanish is their native language or the language spoken extensively at home. This course utilizes a developmentally appropriate Language Arts/cross-curricular approach incorporating online resources and exciting technology-infused learning opportunities.

This course is offered at selected schools only.

AVID

Advancement Via Individual Determination (AVID)

All AVID courses are year-long.

Advancement Via Individual Determination (AVID) is an accelerated academic program that prepares students for a rigorous course of study that will enable them to meet requirements for 4-year university enrollment. AVID is an encore course offered to students in grades 6–12. In order to take the AVID elective course, students must apply, interview, and be accepted into the AVID Program. Students who are accepted into the AVID program commit to 1–2 hours of homework per night (for all classes), a schedule change to include advanced courses, excellent behavior, and attendance. The AVID elective provides a strong, relevant writing and reading curriculum, study skills, assistance with organization, and time management, and tutoring.

International Baccalaureate

International Baccalaureate Middle Years Programme

The *International Baccalaureate Middle Years Programme (IB MYP)* is a three-year program designed for students in grades 6–8 in the Anne Arundel County Public Schools. It is offered at Annapolis MS, MacArthur MS, and Old Mill Middle North MS and involves all students who attend these schools through a *whole school* approach to the program.

The *IB MYP* offers a teaching methodology that connects school subjects to the world outside school. It challenges students to consider their role in local and global communities and provides a strong foundation for the *International Baccalaureate Diploma Programme*. Throughout the *IB MYP*, students develop skills identified in the IB Learner Profile.

The *IB Middle Years Programme* offers a balanced education where students engage in eight *IB MYP* subject groups each year: English (Language A), World Language (Language B), Social Studies (Humanities), Mathematics, Science, the Arts, Technology, and Physical Education. Each of the content areas views the curriculum through five special Areas of Interaction: Approaches to Learning, Community and Service, Environments, Human Ingenuity (the creativity of humankind), and Health and Social Education.

The *IB Middle Years Programme* is a magnet program open to all students in Anne Arundel County. A student may apply for admission to the *IB MYP* school located in the designated geographic area for his/her home school. School designations and information about the application process are located on www.aacps.org.

PVA Magnet Program

Performing and Visual Arts Magnet Program

The Performing and Visual Arts Magnet Program (PVA) is a three-year program designed for students in grades 6–8 in the Anne Arundel County Public Schools. It is offered at both Wiley H. Bates MS and Brooklyn Park MS and serves as a program of choice for all middle school students throughout the county.

All PVA Magnet students will receive an arts integrated curriculum in all discipline classes and extended arts block opportunities where they will spend quality time in their specialized arts area of interest—visual arts, instrumental music, voice, dance or creative writing and movement. In addition, all students will receive training in digital media, including photo-digital design and audio/video media production.

There are co-curricular opportunities for students to engage in drama, musical theatre, band, orchestra, dance troupe, chorus, arts studio experiences, and other arts-related offerings. Artists-in-Residence will join our credentialed teachers to provide quality instruction throughout the school and after school programs.

The PVA Magnet Program offers a quality education in both the arts and in the core academic areas. Students will have the opportunity to enroll in academic courses that meet their needs, including advanced coursework in all the disciplines, world languages, and a full suite of encore offerings.

In addition to the regular school day offerings, PVA students are also enrolled in **Saturday-in-the-Arts Sessions** for eight Saturdays during the school year. These Saturday sessions provide the students with experiences in the arts that go beyond the confines of a structured school day, including trips to museums, arts schools, and performing arts theatres. PVA students will also attend after school classes called **Performance Plus!** where they engage with practicing artists twice

Advanced Co-Curricular Programs

weekly after school from 3:30-4:30 P.M. to explore all areas of the arts. There is no charge for the PVA core magnet program curricular and co-curricular offerings.

School designations and information about the application process are located on www.aacps.org/pva.

The Advanced Co-Curricular Programs Office offers a variety of services to students.

Some involve outside organizations while others are maintained within the confines of the schools or Anne Arundel Public Schools.

Adjunct Programs

Adjunct programs augment the instructional program outside the regular school day. They provide an enriching complement to a student's regular education experience. Anne Arundel County Public Schools is fortunate to have strong partnerships with organizations in the community that comprise unparalleled resources, including the Naval Academy, the National Security Agency, Anne Arundel Community College, and Maryland Hall for the Creative Arts. Below, you will find a brief description of after-school, weekend or summer program options for middle school students. Participation in these adjunct programs affords students the opportunity to enrich and extend their current program studies.

Both student aptitude and interest should be considered when registering for the following programs.

Maryland Hall for the Creative Arts Tuition Waiver Program

Maryland Hall for the Creative Arts in Annapolis offers after-school and Saturday courses in the creative and performing arts. Twenty percent of the enrollment in each class is provided tuition-free to randomly selected applicants from Anne Arundel County Public Schools. Sculpting, painting, jewelry design, classical ballet and acting are just some of the classes offered for ages five to seventeen. Tuition Waiver applications and course offering booklets are distributed in schools for fall, winter/spring, and summer sessions. A course catalog with application form is available through the school counseling office at each school or on-line at the Advanced Co-Curricular Programs Adjunct Web site (www.aacps.org/cocurricular).

For further information, contact Maryland Hall for the Creative Arts directly (410) 263-5544 or visit their Web site.

www.marylandhall.org

Middle School Scholars

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

United States Naval Academy (USNA) Advanced Studies Program

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

www.aacps.org/cocurricular

MSDE Maryland Summer Center

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

SAIC and AACPS hosts the ALICE in Computing Land Summer Center for students entering grades 7-9. This center teaches students how to design their own game or simulation using the ALICE computer language. Careers in cyber security, computer programming and gaming are explored as well as development of skills such as teamwork, planning and presentations. For more information, contact the Advanced Studies and Programs Office at 410-222-5430

Advanced Activities and Competitions

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

Brief descriptions are listed below. For more information, visit the program's Web site.

24-Game Challenge

(S.T.E.M.-related)

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

—Robert Sun, Inventor of the 24 Game

In Anne Arundel County, this popular game of mathematical computation, has students competing in one of three levels: Grade 3; grades 4/5; grades 6–8. School winners compete in regional competitions held in April, from which the top performers advance to the countywide competition in May.

www.24game.com

AVID Enrichment Club

Students extend the opportunity to apply skills and techniques learned in AVID courses. Enrichment options may be selected.

By Kids For Kids® (BKFK) (S.T.E.M.-related)

By Kids For Kids involves an inventive thinking process that incorporates classroom learning into real world applications. Students build upon their creativity and inquisitive thinking in design and discovery to become inventors and consumers. This program, free of cost, is open to all Maryland students who are motivated to create ideas and inventions that other kids can use. *BKFK* provides the materials: coaching tools for teachers; a Toolkit that includes the Teacher Manual and student workbooks; and online support. The *BKFK* Web site gives more information on membership, current and past winners and their inventions, as well as an historical snapshot of young inventors of the past.

www.bkfk.com

Continental Math League (CML), Inc.

(S.T.E.M.-related)

The *Continental Math League* invites students at all grade levels who have above average mental mathematical skills and reading skills. In the Pythagorean or Euclidean Divisions students in grades 4–9 will participate in

increasingly difficult meets. Participation will demonstrate progress in the art of problem-solving and analytical reasoning capabilities. Books covering sample challenging math questions for each grade level and division are available online.

www.continentalmathematicsleague.com

Destination ImagiNation® Grades K – 12

(S.T.E.M.-related)

Each year, five Team Challenges are unveiled to an anxiously awaiting audience of more than 400,000 kids worldwide. The challenges are carefully concocted brainteasers that challenge kids by purposefully stimulating the different senses we use to learn. Teams of up to seven members choose one Team Challenge and spend several months perfecting their solutions. The culmination of the year is a series of Tournaments, where Teams demonstrate their unique solutions to teams of Appraisers.

Only AACPS School's teams who have registered their team(s) through the Advanced Co-Curricular Programs Office may request financial assistance for Global competitions.

www.idodi.org

Integrated Arts or Fine Arts Club

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

MD History Day

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

www.nationalhistoryday.org

Advanced Co-Curricular Programs

MESA

(Mathematics, Engineering and Science Achievement)
(S.T.E.M.-related)

Maryland *MESA* is a structured, K–12, pre-college program designed to prepare students for academic and professional careers in mathematics, engineering, science, and technology. *MESA* is a competition-based club for elementary through high school students, with a focus on under-represented groups. Students research, plan, and create projects ranging from storybook theme park rides to trebuchets. Teachers lead discussions and learning activities which teach skills necessary for success in college.

www.jhuapl.edu/mesa/home/default.asp

Model United Nations or Model UN

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

www.unausa.org

NASA Best Club- Aerospace Engineering

(S.T.E.M.-related)

This aerospace engineering course is sponsored by Anne Arundel County Public Schools with funding from NASA. Students will have the opportunity to work with NASA scientists. They will focus on the principles of engineering to study and explore topics surrounding the lunar landscape, living environment and challenges associated with traveling to the moon and returning to earth safely. The club is leveled for primary, elementary and middle school students.

On-line Book Club Hybrid

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

Robotics Club or FIRST LEGO League

(S.T.E.M.-related)

The *FIRST LEGO League (FLL)* is a global program created to introduce students (ages 9–14, up to 16 outside of the U.S. and Canada), to science, technology, and engineering. Students use elements such as sensors, motors, and gears to gain hands-on experience in engineering and computer programming principles as they construct and program their unique robot inventions. The teams and an adult mentor received a mini challenge based on the *FLL* research project. The students spend a month exploring, investigating, designing, and building a model made with LEGO bricks on a 15" x 15" base plate. Projects culminate in an official tournament which includes time to meet with reviewers. The cornerstones of the program are its core values, which emphasize contributions of others, friendly sportsmanship, learning, and community involvement to share their experiences and receive recognition for their efforts.

www.firstlegoleague.org

Sea Perch— Underwater Robotics

(S.T.E.M.-related)

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

Stock Market Game

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

www.smgww.org

World Language and Culture Club

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



ANNE ARUNDEL
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www.aacps.org

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