How many languages do you speak?
Introduction

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

How students spend their time in school will only make their future better and their goals more attainable. Students are urged to take full advantage of the courses that are provided in this booklet as well as in the classroom. Student success is the district’s greatest achievement, and Anne Arundel County Public Schools is committed to students’ continued development.

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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
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The Middle School Program

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

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. Parents/Guardians make the final determination for a student’s placement and indicate this with their signature.

Advanced courses are distinguished by greater sophistication of content presented, skills developed and products expected.

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).

Please consult the course descriptions in this booklet for the specific criteria in regard to advanced courses.

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.

Service Learning Requirements
Students complete 30 hours of their Service Learning Graduation Requirement in middle school. Service Learning hours are completed through interdisciplinary projects conducted in sixth, seventh, and eighth grade. Students complete the three stages of Service Learning—preparation, action, and reflection—under the supervision and coordination of their interdisciplinary team’s teachers. These teams balance the service experiences across the major content areas of English/Language Arts, Social Studies, Mathematics, and Science.

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

1. To encourage students to actively engage in their learning process and to accept personal responsibility and accountability for their academic performance.
2. To teach students the ongoing process of self-evaluation through setting Personal Goals, as well as completing Reflection Sheets.
3. To provide an opportunity for students, parents, and teachers to share educational goals and student work.
4. To facilitate the development of students’ organizational and oral communication skills.
5. To increase the student’s self-confidence.
6. To increase parent attendance at conferences.
Maryland State Board of Education policy determines the requirements for students earning high school credit for a course taken in middle school. The Code of Maryland Regulations (COMAR 13A.03.02.04) states that credit toward high school graduation may be earned by middle school students if the student has taken a high school level course meeting the local school system curricular objectives.

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

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

Parents are asked to sign and return a letter to indicate understanding the above information.

### Middle School Course Sequences

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<th>English/Language Arts</th>
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<th>Grade 7</th>
<th>Grade 8</th>
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<tr>
<td>Social Studies 6</td>
<td>Social Studies 7</td>
<td>Social Studies 8</td>
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### High School Credit Earned in Middle School

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

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

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

Parents are asked to sign and return a letter to indicate understanding the above information.

### Promotion of Students

In order for a middle school student to be promoted to grade 7, he/she must pass three of four Core courses (Language Arts, Mathematics, Science, and Social Studies). In addition, if a student takes fewer than five Encore courses, he/she may fail no more than one Encore course. If a student takes five or more Encore courses, he/she may fail no more than two Encore courses.

In order for a middle school student to be promoted to grade 8, he/she must pass three of four Core courses (Language Arts, Mathematics, Science, and Social Studies). If a Core course is failed, it must not be in the same subject failed in a previous year. In addition, if a student takes fewer than five Encore courses, he/she may fail no more than one Encore course. If a student takes five or more Encore courses, he/she may fail no more than two Encore courses.

In order for a middle school student to be promoted to grade 9, he/she must pass three of four Core courses (Language Arts, Mathematics, Science, and Social Studies). If a Core course is failed, it must not be in the same subject failed in a previous year. In addition, if a student takes fewer than five Encore courses, he/she may fail no more than one Encore course. If a student takes five or more Encore courses, he/she may fail no more than two Encore courses.

### 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 school counselor for assistance.
Core Courses

English/Language Arts

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

A06033/6/7 | English/Language Arts 6 01034/0801
English/Language Arts 6 is designed to accelerate student achievement in reading, writing, language, listening, and speaking. The course includes blocks of time devoted to teacher-directed lessons on reading and writing, monitored reading, vocabulary development, grammar and usage, and speaking.

A06034 | English/Language Arts 6(Y) (Advanced) 01034/0801
This course is designed to accelerate student achievement in reading, writing, language, listening, and speaking. The course includes blocks of time devoted to teacher-directed lessons on reading and writing, monitored reading, vocabulary development, grammar and usage, and speaking. Students enrolled in Advanced English/Language Arts extend their learning with greater depth at an accelerated pace.

A07033/6/7 | English/Language Arts 7 01035/0801
English/Language Arts 7 is designed to continue to accelerate student achievement in reading, writing, language, listening, and speaking. The course includes blocks of time devoted to teacher-directed lessons on reading and writing, monitored reading, vocabulary development, grammar and usage, and speaking.

A07034 | English/Language Arts 7(Y) (Advanced) 01035/0801
This course is designed to continue to accelerate student achievement in reading, writing, language, listening, and speaking. The course includes blocks of time devoted to teacher-directed lessons on reading and writing, monitored reading, vocabulary development, grammar and usage, and speaking. Students enrolled in Advanced English/Language Arts extend their learning with greater depth at an accelerated pace.

A08033/6/7 | English/Language Arts 8 01036/0801
English/Language Arts 8 is centered on high-quality contemporary and classic literature, supported by skills instruction and practice in critical reading, writing, vocabulary, grammar and usage, and speaking.

A08034 | English/Language Arts 8(Y) (Advanced) 01036/0801
This course is centered on high-quality contemporary and classic literature, supported by skills instruction and practice in critical reading, writing, vocabulary, grammar and usage, and speaking. Students enrolled in Advanced English/Language Arts extend their learning with greater depth at an accelerated pace.
Students will engage in discussions, writing, and presentations centered on important ideas in the world both now and through history about literature, art, music, and philosophy. This course will enlarge students’ understanding of themselves as thinkers, increase their abilities to express themselves with speech and in writing, enhance their creative and critical thinking, and expand their abilities to collaborate and to argue for their point of view. This course is usually scheduled as an encore class. For selected Magnet Middle Schools, this course may be offered in a semsterized format.

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 enrolled in LanguageLive will use personalized online learning with teacher-led instruction to improve decoding, spelling, grammar, comprehension, vocabulary, and writing skills. This course will meet daily. Students are placed in these programs only after testing and/or evaluation by the school’s reading personnel. Grading will be S or U.

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). Corrective Reading A teaches non-readers sound/spelling relationships explicitly and systematically, and shows students how to sound out words. Students are placed in these programs only after testing and/or evaluation by the school’s reading personnel.

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). Corrective Reading B1 emphasizes pronunciation, letter and word discrimination, sound and letter combinations, word endings, and literal and inferential comprehension. Students are placed in these programs only after testing and/or evaluation by the school’s reading personnel.

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). Corrective Reading B2 emphasizes phonemic awareness, applies discrimination skills to stories of increasing lengths and more complex syntax. Students are placed in these programs only after testing and/or evaluation by the school’s reading personnel.

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). Corrective Reading C1 addresses multisyllabic words, sound combinations, affixes, vocabulary development, and reading expository text. The focus is leading students to independent application of skills. Students are placed in these programs only after testing and/or evaluation by the school’s reading personnel.
Mathematics

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

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<th>Course Code</th>
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<tr>
<td>D06033/6/7</td>
<td>Mathematics 6</td>
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<td>D06034</td>
<td>Mathematics 6/7</td>
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This course is the on grade level course in the middle school mathematics sequence. Students will explore and develop an understanding of the following mathematics concepts and their application: integers, proportional reasoning, algebraic reasoning, properties of two- and three-dimensional figures, and probability and statistics. Students will refine their understanding and fluency with operations with fractions and decimals through the five content domains. If a student is successful in Mathematics 6, students may participate in a summer bridge to be scheduled into Mathematics 7/8. If the student passes the bridge assessment with a C or better, the student will qualify for Mathematics 7/8.

Mathematics 6/7 is the course designed for the accelerated learner. The course alignment extends beyond grade six to include content from grade seven. Students will explore and develop an understanding of the following mathematics concepts and their application: integers, proportional reasoning, algebraic reasoning, properties of two- and three-dimensional figures, and probability and statistics. Students will refine their understanding and fluency with operations with fractions and decimals through the five content domains while developing the foundational skills for Algebra 1 in the eighth grade. Students completing Mathematics 6/7 with a C or better may enroll in Mathematics 7/8.

**AACPS Possible Math Course Pathways**

*Other sequences of mathematical pathways not listed on this diagram are possible depending upon individual student needs. Other mathematics elective courses are also available.*
**D07033/6/7 | Mathematics 7**

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

**D07034 | Mathematics 7/8**

Mathematics 7/8 is the completion of the sequence for students to enter Algebra 1 in an accelerated pathway. Mathematics 7/8 is the course designed for the accelerated learner. Students will explore and develop an understanding of the following mathematics concepts and their application: rational and irrational numbers, radicals and exponents, function development and relationships, congruency and similarity, and bivariate data analysis. Students will actively engage in explorations to develop fluency in the real number system while developing the foundational skills for Algebra 1 in the eighth grade. Students completing Mathematics 7/8 with a C or better may enroll in Algebra 1. Students must complete Mathematics 6/7 before moving on to Mathematics 7/8.

**D680 | Transition Math 6/7/8**

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

**D66/7/8 | Performance and Math 6/7/8**

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. Target populations for this course vary from school to school.

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

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

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

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

C06034/6/7 | Science 6  03236/1604
Students will use a systems approach to study science and scientific principles. In this course, students will conduct investigations and complete projects in order to understand and solve real-world problems and/or improve design as scientists and engineers. The curriculum answers the question, “what is it?” Students engage in scientific practices and engineering design to study matter and atoms, biogeochemical cycles, molecules of life, ecosystems, astronomy and environmental issues. Students use this information to help deepen their understanding of these concepts as they continue their study of middle school science. Students will use appropriate technology to conduct investigations and organize and analyze data to come to conclusions about their research. Students will also conduct in-depth research through readings on topics they study, thus becoming better informed about these topics and scientific literate.

C07034/6/7 | Science 7  03237/1604
Students will build on previous concepts to further their study of science and scientific principles. Students also conduct investigations and complete projects in order to understand and solve real-world problems and/or improve design as scientists and engineers. The curriculum answers the question, “how does it work?” Students engage in scientific practices and engineering design to study the interaction of matter, motion, interactions of cells, energy transformation, waves, and the interactions of Earth’s System. Students will use appropriate technology to conduct their investigations, organize and analyze data to come to conclusions about their research as well as conduct in-depth research through readings on topics they plan to study, thus becoming informed about these topics or develop a deeper understanding of numerous topics in science.

C08034/6/7 | Science 8  03238/1604
Students combine knowledge from previous years to continue with a systems approach to study science and scientific principles. In addition to conducting investigations and completing projects to understand and solve real-world problems and/or improve design as scientists and engineers, students engage in scientific practices and engineering design. The curriculum enables students to answer the question, “how does it change?” as they study how organisms change, populations, Earth’s changes, and humans and planet changes. Students will use appropriate technology to conduct their investigations and organize and analyze data to come to conclusions about their research. Students will also conduct in-depth research through readings on topics they plan to study thus becoming informed and having a deeper understanding of many science topics.

C16/17/18 | Mission To The Stars 6/7/8  03010/1603
Students will develop a NASA mission plan to explore and research a destination in the solar system or nearby solar system. Students will identify what they would like to know about the destination and then form a Mission Team to create an implementation plan; students develop a timeline and list of needs to bring a four-person team of astronauts and researchers to the destination. Students access the resources of NASA and community members to design and build a model of a rocket and spaceship to make the journey and bring the astronauts back. A web page will document their work products and have a format to share the research data the team is able to collect on its mission. This course is usually scheduled as an encore course.
Social Studies

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

B06034/6/7 | Social Studies 6 04436/1706
Students investigate world regions in order to answer the question, “How did geography and history shape the modern world?” Students will examine the rise of civilizations in the River Valleys, the European classical past (Greece and Rome), and the geography, history, and selected current events of the different regions of Africa and the Americas. Students will also read and analyze content specific materials: maps, charts, tables, graphs, primary sources and political cartoons. Service Learning opportunities and real-world connections are integrated throughout the year.

B07034/6/7 | Social Studies 7 04437/1706
Students continue their study of world regions in order to answer the question, “How did geography and history shape the modern world?” 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.

B08034/6/7 | Social Studies 8 04438/1706
Students will participate in an online simulation of the global capital markets that will engage them in the world of economics, investing and personal finance. The Stock Market Game gives students the chance to invest a hypothetical $100,000 in a real-time portfolio. As students buy and sell investments in their fantasy portfolios, they make practical use of cross-curricular skills and knowledge in areas such as math, history, civics, and language skills. They learn economic concepts in context, such as the value of investing and saving for the future. The Stock Market Game effectively utilizes the academic content standards, practices, and career skills expressed in the CCSS, STEM, and by the Partnership for 21st Century Skills. This course is usually scheduled as an encore course.
Special Education

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
- Self-Contained Services
- Autism Class
- Co-teaching/TEAM Teaching Services
- Alternate Curriculum Class

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).

N60030 | Science 6–8 03239/1604

Students will study scientific skills, processes, and concepts using modified materials.

N70030 | Community Skills 6–8 22206/1803

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

N80030 | Social Studies 6–8 04439/1706

Students will study information related to history, economics, geography, and government.

N90030 | Vocational Skills 6–8 22207/1803

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

ESOL

English for Speakers of Other Languages

English for Speakers of Other Languages (ESOL) courses are designed for English language learners at the newcomer, entering, beginning, and developing, expanding and bridging levels of English proficiency. By incorporating language with content, students are taught, and they practice skills, the skills they need to meet grade-level standards while being introduced to the academic language needed for school success.

E90030 | ESOL 1 01008/0900

Entering or Beginning students with a proficiency level of up to 1.9 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.

E91030 | ESOL 2 01008/0900

English learners in the Developing or Expanding level (proficiency level 2.0 to 2.9) 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.

E92030 | ESOL 3 01008/0900

English language learners in the Expanding or Bridging levels (proficiency level 3.0 to 3.9) 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.

E93030 | ESOL 4 01008/0900

Students with a proficiency level of 4.0 or higher focus on mastering the four Language Domains of listening, speaking, reading and writing. Students will receive instruction on the acquisition of social and academic language based on the five WIDA Standards (The Social and Instructional Language, The Language of Mathematics, The Language of Science and The Language of Social Studies). This course also supports and enhances literacy and listening skills necessary for success in the Language Arts, Mathematics, Science and Social Studies content areas. This course is correlated with the Common Core State Standards in conjunction with the WIDA Standards in order to meet high academic standards in content areas. In addition, students will focus on non-fiction reading comprehension and the application of academic language in a variety of content areas. Instruction includes a focus on academic writing, application of research and study skills including the use of technology to complete research projects.
Encore Courses

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. Encore courses have been designed to include 21st Century workforce and life skills to equip learners with the tools they need to succeed.

Art (Visual Arts)

All Art students will have sequential visual arts 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.

G0601/2/3/4 | True Colors 6 05186/0100

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. For selected Magnet Middle Schools, this course may be offered in a semesterized format.

G0701/2/3 | True Colors 7 05187/0100

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. For selected Magnet Middle Schools, this course may be offered in a semesterized format. For Chesapeake Science Point this course may be offered in a quarterly format.

G0801/2/3 | True Colors 8 05188/0100

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. For selected Magnet Middle Schools, this course may be offered in a semesterized format. For Chesapeake Science Point this course may be offered in a quarterly format.

G2901/2/3 | Digital Palette 7 05154/0100

Students will experience art fundamentals of design through digital imaging and computer graphics programs. Focus will include creating artwork in various formats, including print and possibly the Web. Projects will be created using integrated software such as Photoshop, PowerPoint, and other programs. Students will explore advertising, package design, and fine arts projects. For selected Magnet Middle Schools, this course may be offered in a semesterized format.
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<th>Subject</th>
<th>Course Name</th>
<th>Available Grade Level</th>
<th>Meets Fine Arts Requirement?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art (Visual Arts)</td>
<td>True Colors</td>
<td>6/7/8</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>Digital Palette</td>
<td>7/8</td>
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<tr>
<td></td>
<td>Digital Palette Advanced</td>
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<tr>
<td>Dance Education</td>
<td>Dance</td>
<td>6/7/8</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>Dance for Athletes</td>
<td></td>
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<tr>
<td>Family &amp; Consumer Sciences (FACS)</td>
<td>Healthy Life</td>
<td>6</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>Project Runway</td>
<td>6/7/8</td>
<td></td>
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<tr>
<td></td>
<td>Get the FACS</td>
<td>7</td>
<td></td>
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<tr>
<td></td>
<td>Healthy Living</td>
<td>8</td>
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<td></td>
<td>Money 8</td>
<td>8</td>
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<tr>
<td>Interdisciplinary</td>
<td>Passport to the World (Social Studies)</td>
<td>6/7</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>Box Score (Mathematics)</td>
<td>6/7/8</td>
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<tr>
<td></td>
<td>Mission to the Stars (Science)</td>
<td>6/7/8</td>
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<tr>
<td></td>
<td>Strategies for Success (AVID)</td>
<td>6/7/8</td>
<td></td>
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<tr>
<td></td>
<td>World Class Ideas (English/Language Arts)</td>
<td>6/7/8</td>
<td></td>
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<tr>
<td></td>
<td>Stock Market Mania (Social Studies)</td>
<td>7/8</td>
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<tr>
<td>Music</td>
<td>Music Goes Global</td>
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<td></td>
<td>Chorus</td>
<td>6/7/8</td>
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<tr>
<td></td>
<td>Band</td>
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<tr>
<td></td>
<td>Strings</td>
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<td></td>
<td>Percussion Ensemble</td>
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<td>Guitar</td>
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<td>Physical Education/Health</td>
<td>Fitness &amp; Health</td>
<td>6/7/8</td>
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<td></td>
<td>Team Sports</td>
<td>6/7/8</td>
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<td>Technology Education</td>
<td>Exploring Technology</td>
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<td>Gateway to Technology</td>
<td>6/7/8</td>
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<td></td>
<td>Invention &amp; Innovation</td>
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<td></td>
<td>Technology Systems</td>
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<td>World &amp; Classical Languages (Offerings vary by school)</td>
<td>World Language Connections</td>
<td>6</td>
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<td></td>
<td>Introduction to American Sign Language, Chinese, French, German, Spanish, or Arabic Thought &amp; Culture</td>
<td>6/7</td>
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<tr>
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<td>American Sign Language 1/1A/1B, Arabic 1, Chinese 1/1A/1B, French 1/1A/1B, German 1/1A/1B, Italian 1/1A/1B, Spanish 1/1A/1B, or Turkish 1</td>
<td>7/8</td>
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</table>
Students will experience art fundamentals of design through digital imaging and computer graphics programs. Focus will include creating artwork in various formats, including print and possibly the Web. Projects will be created using integrated software such as Photoshop, PowerPoint, and other programs. Students will explore advertising, package design, and fine arts projects. For selected Magnet Middle Schools, this course may be offered in a semesterized format. This course is not for students who have taken Digital Palette 7.

G30012/22/34 | Digital Palette Advanced 8 05154/0100

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. For selected Magnet Middle Schools, this course may be offered in a semesterized format.

Prerequisite: Digital Palette 7 or Digital Palette 8

Dance

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. The National Core Arts Standards for dance are the basis for the curriculum.

L6601/2/3 | Dance 6 05036/0400

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. For selected Magnet Middle Schools, this course may be offered in a semesterized format.

L7701/2/3 | Dance 7 05037/0400

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. For selected Magnet Middle Schools, this course may be offered in a semesterized format.

L8801/2/3 | Dance 8 05038/0400

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. For selected Magnet Middle Schools, this course may be offered in a semesterized format.

L16/7/8 | Dance for Athletes 6/7/8 05003/0400

This course focuses primarily on the development of footwork, coordination, core strength, and agility as the student engages in kinesthetic movement and patterns. Students learn how dance training techniques improve athletic performance. For select Magnet Middle schools this course may be offered in a semesterized format.
**FACS**

**Family and Consumer Sciences**

**Teaching Skills for a Lifetime...**

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

**H0601/2/3/4 | Healthy Life 6**  
22207/0206

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

**H6601/2/3 | Project Runway 6**  
22205/0206

Project Runway is designed for students to develop their own personal creativity using digital and graphic resources. Students will learn how to apply basic sewing principles to express their own personal style using 21st century tools of design and technology. Students will investigate recycling efforts and the green movement on the fashion industry. Students will learn the basics of fashion design and create a journal to express their design esthetics. For selected Magnet Middle Schools, this course may be offered in a semesterized format.

**H0701/2/3 | Get The Facs 7**  
22203/0206

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. For selected Magnet Middle Schools, this course may be offered in a semesterized format.

**H7101/2/3 | Project Runway 7**  
22205/0206

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

**H0801/2/3 | Healthy Living 8**  
22207/0206

Students will practice the skills to become a Top Chef while preparing the latest “Green” nutritious recipes. Students will be able to identify healthy food choices as the base for a healthy lifestyle. Teamwork and cooperation as well as problem solving skills, are encouraged in this project-based unit. In addition, students will use various aspects of the principles and elements of the design cycle to construct a sewing project that creates a usable product for their living environment. Students will also develop skills to prepare them for their future, including job skills and how to manage money. For selected Magnet Middle Schools, this course may be offered in a semesterized format.

**H8801/2/3 | Money 8**  
22210/0206

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. For selected Magnet Middle Schools, this course may be offered in a semesterized format.

**H901/2/3 | Project Runway 8**  
22205/0206

Project Runway 8 is designed to immerse students in an exploration of art and design concepts, skills, and critical practices, encouraging them to become flexible thinkers and lifelong learners. Participants will learn about the principles and elements of fashion design, and fabric science. Students will explore the emerging world textile technology applying research skills to advance their knowledge of fashion design. Students will apply sewing principles to express their own personal style. Using multimedia resources, students will complete a Capstone Project relating to fashion design. For selected Magnet Middle Schools, this course may be offered in a semesterized format.
Interdisciplinary

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

Encore Courses with Interdisciplinary connections:
- Passport to the World (Social Studies)
- Box Score (Mathematics)
- Mission to the Stars (Science)
- Strategies for Success (AVID)
- World Class Ideas (English/Language Arts)
- Stock Market Mania (Social Studies)

X51030 | Student Advisory 22105/2000
Student Advisory course enables students to explore individual and societal actions and implications in order to help them develop personal values and make decisions about their lives. This course is graded using S or U.

X03030 | Innovation through Project-Based Learning 6–8 22999/2000
This course will engage students in a project-based learning approach (PBL) while providing a pathway to a vibrant venue for applying content standards relevant to student’s lives. Students will work collaboratively with their teachers, peers and community partners to create projects that take into account student interests and align with content standards. While focusing on an end product, course standards are extended and applied as students become engaged in their learning. Students will complete problem/project-based modules focused on a current STEM and Humanities topic or project that is relevant in today’s workplace/world. This course will expose students to and develop skills in Problem/Project-based learning, Socratic Dialogue, and collaborative teamwork. Once students complete a project, it will be presented to a public audience. This course will enable students to make the connection between relevant real-world experiences and core subject areas, preparing them to gain important work and life skills. Available only at Mary Moss at J Albert Adams Academy. This course is graded using S or U.

Music

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

F06 | Music Goes Global 6 05136/1300
This course provides students with real-world applications that support global awareness and artistic expression. Students will explore the role of music in their own lives as they create, perform, connect and respond to music through a balanced, comprehensive and sequential program of study through the acquisition of music fundamentals, history and culture. Music Goes Global 6 is open to all sixth grade students. This course can be taught at selected schools with a focus on guitar.

F07 | Music Goes Global 7 05137/1300
This course provides students with real-world applications that support global awareness and artistic expression. Students will explore the role of music in their own lives as they create, perform, connect and respond to music through a balanced, comprehensive and sequential program of study through the acquisition of music fundamentals, history and culture. Music Goes Global 7 is open to all seventh grade students. This course can be taught at selected schools with a focus on guitar.

F08 | Music Goes Global 8 05138/1300
This course provides students with real-world applications that support global awareness and artistic expression. Students will explore the role of music in their own lives as they create, perform, connect and respond to music through a balanced, comprehensive and sequential program of study through the acquisition of music fundamentals, history and culture. Music Goes Global 8 is open to all eighth grade students.

F16 | Instrumental Ensemble: Percussion 6 05106/1300
This course emphasizes the skills and concepts necessary to perform in a percussion ensemble. Students will develop an understanding of good tone production, balance, and the interpretation of music within a small group. Sixth grade students will learn basic rhythms and drumming techniques using body percussion and world percussion. Students will also be introduced to the basic skills and rudiments of traditional percussion, including the snare drum, bass drum, mallets, and auxiliary percussion. Comprehensive musicianship is taught through the study of a variety of world cultures and many different genres and styles of music. Public music performances may be required. Students are expected to advance to the next appropriate level of ability.

F17 | Instrumental Ensemble: Percussion 7 05106/1300
This course emphasizes the skills and concepts necessary to perform in a percussion ensemble. Students will continue to refine an understanding of good tone production, balance, and the interpretation of music within a small group. Seventh grade students will learn more complex rhythms and drumming techniques using body percussion and world percussion, including the conga drum,
djembe, and dumbek. Students will also learn more complex skills and rudiments of traditional percussion, including the snare drum, bass drum, mallets, and auxiliary percussion. Comprehensive musicianship is taught through the study of a variety of world cultures and many different genres and styles of music using West African call and response and Middle Eastern rhythms. Public music performances may be required. Students are expected to advance to the next appropriate level of ability.

F18 | Instrumental Ensemble: Percussion 8  05106/1300
This course emphasizes individual concepts of vocal production, as well as choral techniques appropriate for a large ensemble. Students will develop an understanding of musical accuracy in performance skills and musical sound through movement. Students will perform, create, and analyze choral music and comprehensive musicianship will be taught through the study of varied choral repertoire. Public musical performances will be expected. Before and after school activities and rehearsals are integral to the course, and grades may reflect such participation. The number of required non-school hour performances and practices during a school year varies by school. Students are expected to advance to the next appropriate level of ability.

F20 | Chorus 1  05110/1300
This course emphasizes individual concepts of vocal production, as well as choral techniques appropriate for a large ensemble. Students will develop an understanding of musical accuracy in performance skills and musical sound through movement. Students will perform, create, and analyze choral music and comprehensive musicianship will be taught through the study of varied choral repertoire. Public musical performances will be expected. Before and after school activities and rehearsals are integral to the course, and grades may reflect such participation. The number of required non-school hour performances and practices during a school year varies by school. Students are expected to advance to the next appropriate level of ability.

F21 | Chorus 2  05110/1300
Chorus 2 builds on the concepts and skills taught in Chorus 1. Students will further develop an understanding of musical accuracy in performance skills and musical sound through movement. Students will perform, create, and analyze choral music and comprehensive musicianship will be taught through the study of varied choral repertoire. Public musical performances will be expected. Before and after school activities and rehearsals are integral to the course, and grades may reflect such participation. The number of required non-school hour performances and practices during a school year varies by school. Students are expected to advance to the next appropriate level of ability.

F22 | Chorus 3  05110/1300
Chorus 3 extends and refines the concepts and skills taught in Chorus 2. Students will enhance their understanding of musical accuracy in performance skills and musical sound through movement. Students will perform, create, and listen to choral music with understanding and comprehensive musicianship will be taught through the study of varied choral repertoire. Public musical performances will be expected. Before and after school activities and rehearsals are integral to the course, and grades may reflect such participation. The number of required non-school hour performances and practices during a school year varies by school.

F30 | Strings 1  05104/1300
This course emphasizes good tone production, musical accuracy in performance skills, balance, and interpretation of music within a small group. Comprehensive musicianship is taught through the study of varied instrumental repertoire. Instruction is offered on the following instruments: violin, viola, cello, and string bass. Public musical performances will be expected. Before and after school activities and rehearsals are integral to the course, and grades may reflect such participation. The number of required non-school hour performances and practices during a school year varies by school. Students are expected to advance to the next appropriate level of ability.

F31 | Strings 2  05104/1300
Strings 2 builds on the concepts and skills taught in Strings 1. Students will further develop good tone production, musical accuracy in performance skills, balance, and interpretation of music within a small group. Comprehensive musicianship is taught through the study of varied instrumental repertoire. Instruction is offered on the following instruments: violin, viola, cello, and string bass. Public musical performances will be expected. Before and after school activities and rehearsals are integral to the course, and grades may reflect such participation. The number of required non-school hour performances and practices during a school year varies by school. Students are expected to advance to the next appropriate level of ability.

F32 | Strings 3  05104/1300
Strings 3 extends and refines the concepts and skills taught in Strings 2. Students will enhance their understanding and application of good tone production, musical accuracy in performance skills, balance, and interpretation of music within a small group. Comprehensive musicianship is taught through the study of varied instrumental repertoire. Instruction is offered on the following instruments: violin, viola, cello, and string bass. Public musical performances will be expected. Before and after school activities and rehearsals are integral to the course, and grades may reflect such participation. The number of required non-school hour performances and practices during a school year varies by school.

F54 | Instrumental Instruction: Mixed  05106/1300
Small group instruction is provided for students desiring to acquire skill in playing string, woodwind, brass, and percussion instruments. Good tone production, instrumental techniques, and basic fundamentals of music are emphasized. Public musical performances will be expected. Before and after school activities and rehearsals are integral to the course, and grades may reflect such participation. The number of required non-school hour performances and practices during a school year varies by school.

F68 | Instrumental Ensemble: Mixed  05106/1300
This course emphasizes good tone production, balance, and interpretation of music within a small group. Comprehensive musicianship is taught through a study of varied instrumental repertoire. Public musical performances will be expected. Before and after school activities and rehearsals are integral to the course, and grades may reflect such participation. The number of required non-school hour performances and practices during a school year varies by school.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Grade Level</th>
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<td>Instrumental Ensemble: Mixed 7</td>
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<td>This course builds on good tone production, balance, and interpretation of music within a small group. Comprehensive musicianship is emphasized through a study of varied instrumental repertoire. Before and after school activities and rehearsals are integral to the course, and grades may reflect such participation. The number of required non-school hour performances and practices during a school year varies by school.</td>
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<tr>
<td>F64080</td>
<td>Instrumental Ensemble: Mixed 8</td>
<td>8</td>
<td>This course extends and refines good tone production, balance, and interpretation of music within a small group. Comprehensive musicianship is emphasized through a study of varied instrumental repertoire. Before and after school activities and rehearsals are integral to the course, and grades may reflect such participation. The number of required non-school hour performances and practices during a school year varies by school.</td>
</tr>
<tr>
<td>F70</td>
<td>Band 1</td>
<td>7</td>
<td>This course emphasizes good tone production, musical accuracy in performance skills, balance, and interpretation of music within a small group. Comprehensive musicianship is taught through the study of varied instrumental repertoire. Instruction is offered on the following instruments: oboe, clarinet, flute, bassoon, saxophone, trumpet, French horn, baritone horn, trombone, tuba, and percussion. Public musical performances will be expected. Before and after school activities and rehearsals are integral to the course, and grades may reflect such participation. The number of required non-school hour performances and practices during a school year varies by school. Students are expected to advance to the next appropriate level of ability.</td>
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<tr>
<td>F71</td>
<td>Band 2</td>
<td>7-8</td>
<td>Band 2 builds on the concepts and skills taught in Band 1. Students will further develop good tone production, musical accuracy in performance skills, balance, and interpretation of music within a small group. Comprehensive musicianship is taught through the study of varied instrumental repertoire. Instruction is offered on the following instruments: oboe, clarinet, flute, bassoon, saxophone, trumpet, French horn, baritone horn, trombone, tuba, and percussion. Public musical performances will be expected. Before and after school activities and rehearsals are integral to the course, and grades may reflect such participation. The number of required non-school hour performances and practices during a school year varies by school. Students are expected to advance to the next appropriate level of ability.</td>
</tr>
<tr>
<td>F72</td>
<td>Band 3</td>
<td>8</td>
<td>Band 3 extends and refines the concepts and skills taught in Band 2. Students will enhance their understanding and application of good tone production, musical accuracy in performance skills, balance, and interpretation of music within a small group. Comprehensive musicianship is taught through the study of varied instrumental repertoire. Instruction is offered on the following instruments: oboe, clarinet, flute, bassoon, saxophone, trumpet, French horn, baritone horn, trombone, tuba, and percussion. Students are expected to advance to the next appropriate level of ability. Public musical performances will be expected. Before and after school activities and rehearsals are integral to the course, and grades may reflect such participation. The number of required non-school hour performances and practices during a school year varies by school.</td>
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<tr>
<td>F11</td>
<td>Guitar 8</td>
<td>8</td>
<td>Guitar 8 provides students an opportunity to explore the fundamentals of guitar performance, reading traditional notation, understanding the musical concepts of melody, harmony, rhythm, and form and to develop a deeper appreciation for all styles of music. Public musical performances vary by school.</td>
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Physical Education & Health

All students in grades six, seven, and eight will be scheduled for physical education and health education for a minimum of 45 days each year. The aim of the physical education program is to provide students with developmentally and instructionally appropriate activities that promote a physically active lifestyle. The fitness-based program focuses on the whole child and includes cognitive, affective, and psychomotor components while incorporating various activities to include dance and rhythm, individual performances, outdoor/lifetime pursuits, and games and sports. The physical education environment is supportive of all students and promotes the development of a positive self-image, and a respect for others.

Health Component

All middle school students receive Health instruction for a minimum of 15 days as part of the state mandated comprehensive Health Education program. Course outcomes are developmentally appropriate and are based on health skills and concepts 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
- Disease Prevention and Control

The 21st Century competencies of decision making, goal setting, accessing information and communication skills are embedded through each unit and at all grade levels. Emphasis is placed on the ability to access school, home and community health resources in addition to those learned in the classroom setting.

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.04.18.01. Students may be excused from these units of the program upon written request from their parent or guardian. Appropriate alternate instruction will be provided.

L0701/2/3 | Fitness & Health 7 08037/1500

In the seventh grade, students progress and refine skills toward content mastery in all areas of fitness and sport. The curriculum content is based on SHAPE America national standards, which gives students the opportunity to develop leadership and to work in small groups to solve problems or accomplish tasks. Through purposeful learning activities, students are guided to refine motor, social, and intellectual skills that promote a fit and active lifestyle. Students will be assessed in physical fitness through the administration of FitnessGram, a battery of tests used to determine levels of fitness. Reports of these assessments will be sent home at least once during the year. Health education (see Health Component, above) will be offered during this course. For selected Magnet Middle Schools, this course may be offered in a semesterized format. For Chesapeake Science Point this course may be offered in a quarter format daily.

L08011/21/30 | Fitness & Health 8 08038/1500

This course engages students in activities and experiences designed to provide continued opportunity for content mastery while emphasizing the relevance and importance of physical fitness. Units determined by the teacher afford students the ability to build upon previously learned components and extend comprehension of necessary skills to lead a healthy lifestyle. The curriculum content is based on SHAPE America national standards, which gives students the opportunity to develop leadership and to work in small groups to solve problems or accomplish tasks. Through purposeful learning activities, students are guided to refine motor, social, and intellectual skills that promote a fit and active lifestyle. Students will be assessed in physical fitness through the administration of FitnessGram, a battery of tests used to determine levels of fitness. Reports of these assessments will be sent home at least once during the year. Health education (see Health Component, above) will be offered during this course. For selected Magnet Middle Schools, this course may be offered in a semesterized format. For Chesapeake Science Point this course may be offered in a quarter format daily.

L0601/2/3 L0701/2/3 L0801/2/3 | Team Sports 6/7/8 08002/1500

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

M06032/3/4 | Exploring Technology  
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. For selected Magnet Middle Schools, this course may be offered in a semesterized format.

M06032/3/4 | Gateway to Technology 6  
This project-based course engages students in hands-on learning. This engineering curriculum allows students to design, build and test projects in the areas of transportation, structures and the environment. Available at Central, Corkran, Lindale, Meade, Old Mill South, and Severna Park only.

M0701/2/3 | Invention & Innovation 7  
This exciting project-based course allows students to use their creativity to invent a product or improve an existing one. Students will learn to safely use hand tools and machines to make their design come to life. 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.

M07032/3/4 | Gateway to Technology 7  
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. Available at Central, Corkran, Lindale, Meade, Old Mill South, and Severna Park only.

M0801/2/3 | Tech Systems 8  
In this hands-on course students will learn how a system works and how it affects us and our environment. They will use tools, computers and machines to solve problems. Computer simulation for bridge building, making a telegraph and constructing a fluid powered robotic arm are a few activities students will experience in this class. For selected Magnet Middle Schools, this course may be offered in a semesterized format.

M08032/3/4 | Gateway to Technology 8  
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. Available at Central, Corkran, Lindale, Meade, Old Mill South, and Severna Park only.

World & Classical Languages

The changing nature of our society has placed greater demands on students. In order to succeed in the 21st century, they will be required to acquire new communication skills. The acquisition of other languages will enable students to communicate across cultures and gain knowledge of other cultures in order to interact effectively within the community and global marketplace.

All students are encouraged to elect one or more world languages in the course of their total education. Extended language study is strongly recommended. Students seeking to qualify for admission to Maryland colleges and universities must complete a minimum of two credits of the same World and Classical Language.

The goals of the World and Classical Languages Program are:

- To develop students’ language skills to enable them to communicate effectively in a language other than English.
- To develop respect for other cultures.
- To develop a clearer understanding of their own linguistic and cultural heritage.
- To expose students to authentic resources to further develop and increase their ability to read, listen, speak, and write in the target language.

E06 | World Language Connections 6  
This course is designed to give students exposure to American Sign Language and serves as a preparation for the Level IA and IB courses. The content and skills are taught through units that provide opportunities for students to express themselves, understand the culture of the hearing impaired, and demonstrate receptive and expressive skills. This non-credit course is required for all students who plan on taking Level I courses in the seventh and eighth grades. Available at Marley, Southern and Corkran only.

E0030 | Introductory American Sign Language  
This course provides students with an introduction to American Sign Language. Students will be introduced to the basics of American Sign Language and the culture of the hearing impaired. Emphasis will be placed on the development of the students' receptive and expressive skills. Students must successfully pass 1A in order to enroll in 1B. Available at Marley and Corkran only.
In this course, students will be introduced to the basics of American Sign Language and the culture of the hearing impaired. Emphasis will be placed on the development of the students’ receptive and expressive skills. Student proficiency in ASL communicative strategies and understanding of various contexts are essential. Credit will be awarded at the end of successful completion of both levels 1A and 1B. Available at Marley and Corkran only.

Note: To receive 1.0 credit for a level 1 language, 1A and 1B must both be completed successfully prior to leaving 8th grade.

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

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

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

Note: To receive 1.0 credit for a level 1 language, 1A and 1B must both be completed successfully prior to leaving 8th grade.
E21030 | Chinese 1 06401/1009
Designed to introduce students to Chinese language and culture. Chinese 1 courses emphasize basic syntax, simple vocabulary, written characters, and spoken tones so that students can read, write, speak, and understand the language at a basic level within predictable areas of need, using customary courtesies and conventions. Chinese culture is introduced through the art, literature, customs, and history of Chinese-speaking people.

E22030 | Chinese 2 06402/1009
Chinese 2 courses build upon skills developed in Chinese 1, extending students’ ability to understand and express themselves in Chinese and increasing their vocabulary. Typically, students learn how to engage in discourse for informative or social purposes, write expressions or passages that show understanding of sentence construction and phrasing, and comprehend the language when spoken slowly. Students usually explore the customs, history, and art forms of Chinese-speaking people to deepen their understanding of the culture(s).

E38030 | Introductory German 06200/1002
German courses introduce and then extend students’ skills in speaking, reading, writing, and comprehending the German language and students’ knowledge of German-speaking cultures. Initial courses emphasize grammar and syntax, vocabulary, and the spoken accent so that students have an understanding of the language and its rules. Later courses advance students’ knowledge and ability to express themselves beyond basic communication (and to understand others, either in a written or verbal format), seeking to enable students to express more complex concepts, in different tenses, and to do so more easily. Students usually explore the customs, history, and art forms of German-speaking people to deepen their understanding of the culture(s). Available at Lindale only.

E39030 | German 1A 06200/1002
German courses introduce and then extend students’ skills in speaking, reading, writing, and comprehending the German Language and students’ knowledge of German-speaking cultures. Initial courses emphasize grammar and syntax, vocabulary, and the spoken accent so that students have an understanding of the language and its rules. Later courses advance students’ knowledge and ability to express themselves beyond basic communication (and to understand others, either in a written or verbal format), seeking to enable students to express more complex concepts, in different tenses, and to do so more easily. Students usually explore the customs, history, and art forms of German-speaking people to deepen their understanding of the culture(s). Students must successfully pass 1A in order to enroll in 1B. Available at Lindale only.

E40030 | German 1B 06201/1002
Designed to introduce students to German language and culture, German 1B emphasizes basic grammar and syntax, simple vocabulary, and the spoken accent so that students can read, write, speak, and understand the language at a basic level within predictable areas of need, using customary courtesies and conventions. German culture is introduced through the art, literature, customs, and history of the German-speaking people. Credit will be awarded at the end of successful completion of both levels 1A and 1B. Available at Lindale only.

E41030 | German 1 06201/1002
Designed to introduce students to German language and culture, German 1 courses emphasize basic grammar and syntax, simple vocabulary, and the spoken accent so that students can read, write, speak, and understand the language at a basic level within predictable areas of need, using customary courtesies and conventions. German culture is introduced through the art, literature, customs, and history of the German-speaking people. Available at Lindale only.

E46030 | Italian 1A 06141/1010
Italian courses introduce and then extend students’ skills in speaking, reading, writing, and comprehending the Italian language and students’ knowledge of Italian-speaking cultures. Initial courses emphasize grammar and syntax, vocabulary, and the spoken accent so that students have an understanding of the language and its rules. Later courses advance students’ knowledge and ability to express themselves beyond basic communication (and to understand others, either in a written or verbal format), seeking to enable students to express more complex concepts, in different tenses, and to do so more easily. Students usually explore the customs, history, and art forms of Italian-speaking people to deepen their understanding of the culture(s). Students must successfully pass 1A in order to enroll in 1B. Available at Bates only.

E47030 | Italian 1B 06141/1010
Designed to introduce students to Italian language and culture, Italian 1B emphasizes basic grammar and syntax, simple vocabulary and the spoken accent so that students can read, write, speak, and understand the language at a basic level within predictable areas of need, using customary courtesies and conventions. Italian culture is introduced through the art, literature, customs, and history of the Italian-speaking people. Credit will be awarded at the end of successful completion of both levels 1A and 1B. Available at Bates only.

E49030 | Italian 2 06142/1010
Italian 2 courses build upon skills developed in Italian 1, extending students’ ability to understand and express themselves in Italian and increasing their vocabulary. Typically, students learn how to engage in discourse for informative or social purposes, write expressions or passages that show understanding of sentence construction and the rules of grammar, and comprehend the language when spoken slowly. Students usually explore the customs, history, and art forms of Italian-speaking people to deepen their understanding of the culture(s). Available at Bates only.

E54010 | Turkish 1 06661/1013
Designed to introduce students to a Turkic/Ural-Altaic language (e.g., Turkish, Finnish, and Hungarian) and culture, Turkish/Ural-Altaic Language 1 courses emphasize basic grammar and syntax, simple vocabulary, and the spoken accent so that students can read, write, speak, and understand the language at a basic level within predictable areas of need, using customary courtesies and conventions. Available at Chesapeake Science Point only.
Turkic/Ural-Altaic Language 3 courses focus on having students understand and express themselves in a Turkic/Ural-Altaic language (e.g., Turkish, Finnish, and Hungarian) and increasing their vocabulary. Typically, students learn how to engage in discourse for informative or social purposes, write expressions or passages that show understanding of sentence construction and the rules of grammar, and comprehend the language when spoken slowly. Students usually explore the customs, history, and art forms of appropriate people to deepen their understanding of the culture(s). Available at Chesapeake Science Point only.

Turkic/Ural-Altaic Language 2 courses build upon skills developed in Turkic/Ural-Altaic Language 1, extending students' ability to understand and express themselves in a Turkic/Ural-Altaic language (e.g., Turkish, Finnish, and Hungarian) and increasing their vocabulary. Typically, students learn how to engage in discourse for informative or social purposes, write expressions or passages that show understanding of sentence construction and the rules of grammar, and comprehend the language when spoken slowly. Students usually explore the customs, history, and art forms of appropriate people to deepen their understanding of the culture(s). Available at Chesapeake Science Point only.

Turkic/Ural-Altaic Language 1 courses focus on having students express increasingly complex concepts both verbally and in writing while showing some spontaneity. Comprehension goals for students may include attaining more facility and faster understanding when listening to the language spoken at normal rates, being able to paraphrase or summarize written passages, and conversing easily within limited situations. Available at Chesapeake Science Point only.

E55010 | Turkish 2 06662/1013

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

E56730 | Honors Turkish 3 06662/1013

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

E58030 | Introductory Spanish 06100/1005

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

E59030 | Spanish 1A 06100/1005

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

E60030 | Spanish 1B 06101/1005

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

E61030 | Spanish 1 06101/1005

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

E62030 | Spanish 2 06102/1005

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

E71030 | Arabic Thought & Culture 06720/1008

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

E67030 | Arabic 1 06721/1008

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

E60030 | Spanish 1B 06101/1005

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

Note: To receive 1.0 credit for a level 1 language 1A and 1B must both be completed successfully prior to leaving 8th grade.
Programs of Choice

AVID

Advancement Via Individual Determination (AVID)

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

K0601/2/3 | AVID 6  22007/2000

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

K0701/2/3 | AVID 7  22007/2000

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

K0801/2/3 | AVID 8  22007/2000

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

X1001/2/3 | Strategies for Success  22003/2000

The Strategies for Success elective course is designed to assist students in learning strategies which support learning in academic classrooms. These strategies are also designed to help students transition academically from year to year. Students will be introduced to study skills, goal setting and monitoring, organization, time management tools, and note-taking strategies that can be implemented in classrooms throughout their secondary school experience. For selected Magnet Middle Schools, this course may be offered in a semesterized format. This course is for students not participating in AVID.
**IB**

**International Baccalaureate Middle Years Programme**

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

IB MYP students develop not only the skills necessary to make informed, reasoned, and ethical decisions, but also the flexibility, perseverance, and confidence needed to bring about meaningful change in their local and global communities.

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

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

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

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

**IB Areas of Study**

**Language and Literature (English)**

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

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

**Language Acquisition (World Languages)**

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

**Individuals and Societies (Social Studies)**

IB MYP: Individuals and Societies encompass courses described in the Middle School Program of Study under Social Studies. Learners are encouraged to respect and understand the world around them and equip them with the necessary skills to inquire into historical, contemporary, geographical, political, social, economic, religious, technological and cultural factors that have an impact on individuals, societies and environments. They also help students develop their identities as individuals and as responsible members of local and global communities through a strong focus on inquiry and investigation. Students read and analyze content of materials such as maps, charts, tables, graphs, primary source, current events
and political cartoons and make real-world and transdisciplinary connections. All IB MYP students complete a History Day project. IB MYP unit summative assessments take the form of authentic performance tasks and offer service learning opportunities through student inspired community action.

**Mathematics**

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

**Sciences**

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

**Arts**

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

**Health and Physical Education (Physical Education)**

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

**Design**

Currently, IB MYP students complete this requirement through a combination of Technology Education courses, Family and Consumer Science (FACS) classes and select Visual Arts courses. IB MYP Design is one of the eight areas of study of the International Baccalaureate Middle Years Programme. IB MYP standards and practices require that MYP student enroll in an MYP design course in each year of their middle school experience. Design, and the resultant development of new technologies, has given rise to profound changes in society, transforming how we access and process information, adapt our environment, communicate with others, solve problems, work and live.

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

**IB Design—6th Grade Courses**

**M26 | IB MYP Design Technology — Pathway to Design**

21001/0207

During this year-long course, students will use the first semester to explore design engineering principles and processes by implementing the Design Cycle in developing their projects. In the second semester, students are introduced to robotics. Students begin to understand simple programming, flow charts and responsible use of robotics in today’s world.

**H16 | IB MYP Design FACS — Pathway to Design**

22207/0206

Comparable to Healthy Living 6 or Project Runway 6.
IB Design—7th Grade Courses

**M27 | IB MYP Design Technology — Pathway to Design**
21001/0207

During the first half of this year-long course students program robotics and become strategic in using technology, mathematics, sciences and engineering concepts to design, build, program, communicate, organize and present information to create solutions to relevant current challenges/problems. The second half of the year students use design engineering principles and processes by implementing the Design Cycle to construct and problem solve.

**H17 | IB MYP Design FACS — Pathway to Design**
22207/0206
Comparable to Get the Facs 7 or Project Runway 7.

**G27 | IB MYP Design Visual Arts — Pathway to Design**
05199/0100
This Digital Palette Design course was especially created with the aims of MYP Design and MYP Arts. Students study four dynamic units of inquiry and engage in real life application of the visual arts by completing projects that explore the concepts of identity, change, and communication in various modalities. Students exhibit their portfolios at the conclusion of the course.

IB Design—8th Grade Courses

**M28 | IB MYP Design Technology — Pathway to Design**
21001/0207

In this year-long course, students will learn how systems work and affect us and the environment. Students will utilize the MYP Design Cycle to experiment and problem solve using robotics and computer simulations and old fashion hands on construction tools.

**H18 | IB MYP Design FACS — Pathway to Design**
22207/0206
Comparable to Healthy Living 8 or Project Runway 8 or Money 8.

**G28 | IB MYP Design Visual Arts — Pathway to Design**
05199/0100
This Advanced Digital Palette course was developed based on the aims of MYP Design and MYP Arts. Through digital images and design, students experience powerful inquiry units on visual representation of culture and narratives and explore in depth the meaning of symbolism and aesthetics. Students exhibit their portfolios at the end of the course.

PVA—6th Grade Courses

**FP2030 | Vocal Arts Prime 1**

**FP3030 | Instrumental—Strings Prime 1**

**FP7030 | Instrumental Music—Band Prime 1**

**GP0130 | Visual Arts Prime 1**

**LP0130 | Dance Prime 1**

**AP17 | PVA Creative Writing 1**

**UP6030 | PVA Plus Survey Arts 6 (Extended Day)**

PVA—7th Grade Courses

**FP2130 | Vocal Arts Prime 2**

**FP3130 | Instrumental—Strings Prime 2**

**FP7130 | Instrumental Music—Band Prime 2**

**GP0230 | Visual Arts Prime 2**

**LP0230 | Dance Prime 2**

**AP18 | PVA Creative Writing 2**

**UP7030 | PVA Plus Survey Arts 7 (Extended Day)**

PVA—Performing and Visual Arts (PVA)

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

For more information about the Magnet application process, visit www.aacps.org/magnet.

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

Beyond the regular school day, PVA students will participate in Performance Plus sessions and Monthly Arts Experiences (PVA Survey Arts). In the after-school Performance Plus sessions, students will explore opportunities in all areas of the arts (twice a week). During their Monthly Arts Experience (which will occur on weekends and/or evenings), students will have the opportunity to attend workshops with professional artists, see professional productions and exhibits, and create their own work to perform publicly.

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

Science, Technology, Engineering, and Mathematics (STEM)

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

STEM students will study both historic and contemporary developments in STEM research by using problem and project-based learning to consider, discuss, and solve real-world problems. With constant access to cutting-edge 21st Century technology as an important part of the classroom, students will engage in hands-on research and will be encouraged to see themselves as part of a larger community of STEM learners. Because this program weaves STEM topics throughout all subject areas, including Language Arts, Social Studies, World Language, and Art, students will always be asked to make connections between what they learn with other subjects and in the world outside of the classroom.

Students will also have regular field excursions to visit STEM Business Partners, local colleges, and local universities. Through this real-world experience, students will meet professionals in the STEM fields and explore future STEM education and career paths.

R26 | STEM Computing & Automation 1 10002/0300
This course immerses students in the real world of computing via Problem-Project-based lessons. 40% of course time is spent in lab-based experiences and the remaining time focused on programmatic and/or relevant challenges. This course fosters critical thinking, problem solving, and collaboration. Each module weaves Mathematical Practices and 21st Century skills together with focused topics and will prepare and excite students for the high school Computer Science program, extra-curricular offerings, and a life-long appreciation for the world of computer science.

R27 | STEM Computing & Automation 2 10002/0300
Topics explored in this course include intermediate keyboarding, Microsoft® Suite PowerPoint and Excel, and the programming languages Alice and Bootstrap. Students will employ the skills and knowledge gained in STEM Technology Explorations I to work in intermediate levels of automation and MinecraftEdu.
R28 | STEM Computing & Automation 3 10002/0300

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

B26 | STEM Social Innovation 6 04299/1706

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

M27 | STEM Engineering Innovations 7 21001/0207

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

B28 | STEM Future Innovations 8 04299/1706

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

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Charter/Contract School Programs

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

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

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

Chesapeake Science Point

Public Charter School

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

www.mycsp.org

Q66030 | Introduction to Computer Science 10010/0300

Available at Chesapeake Science Point only.

R02030 | Introduction to Computer Programming 10203/0300

Introduction to Computer Programming is designed to introduce students to the fundamentals of programming through development of problem solving and communications skills. Students will learn these skills through the Alice and Scratch Computer Programming Environment, a two/three dimensional virtual world where students create animations that implement a given scenario. After learning the basic programming constructs through Scratch and Alice, students will transition to the Java programming language using the BlueJ programming interface. Although students may have had previous computer experience, no programming knowledge is assumed. Students use object-oriented techniques to design and implement their programs in Alice, Scratch, and Java. The course includes a brief overview of the history of computing hardware and software. The principles of good program design and testing are stressed throughout the course.

(Year long course—Prerequisite: Algebra 1)

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

Available at Chesapeake Science Point only.

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

Available at Chesapeake Science Point only.

This course will help students develop skills within leadership, public speaking, research, informative writing, and service learning. In this class, students work with partners for set periods of time to share and critique their written works. This allows both writers individually or in small groups. Students will write daily in this class to compose pieces of personal interest or petitioned assignments. Students are strongly encouraged to submit final works for contests and competitions. Students will also apply their writing skills to take on some of the responsibilities for composing and publishing various Monarch Academy’s printed materials.

Available at Monarch Academy only.

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

Available at Chesapeake Science Point only.
a fully autonomous robot using LEGO MINDSTORMS™ technology. The teams also do their own research, talk to professionals, and develop compelling presentations which relate to the Challenge. At competitions, the teams are evaluated on their robot’s performance, their presentation, teamwork and robot design.

Available at Monarch Academy only

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**Advanced Co-Curricular Programs**

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 County 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, Johns Hopkins University Applied Physics Laboratory (JHUAPL), National Electronics Museum and Maryland Hall for the Creative Arts. Here, you will find a brief description of after-school, weekend or summer program options for students. Participation in these adjunct programs affords students the opportunity to enrich and extend their current program studies. Both student aptitude and interest should be considered when registering for these programs.

**Maryland Hall for the Creative Arts**

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

**www.marylandhall.org**

**Middle School Scholars**

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

**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 students. Available at Monarch Academy only.

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**Monarch Global Academy Public Contract School**

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

Grades Served: K–8

http://monarchacademy.org/global/
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 school counseling office at each school or online at the Advanced Co-Curricular Programs Adjunct website.

www.aacps.org/cocurricular

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

www.marylandpublicschools.org/summercenters

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

24-Game Challenge [STEM-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 four levels: Grades 3, 4, 5, or Middle grades (6–8). School winners compete in County-wide competitions held in April–May.

www.24game.com

AVID Enrichment Club
Students extend the opportunity to apply skills and techniques learned in AVID courses. Enrichment options may be selected. Middle level activities include Junior Achievement membership.

By Kids For Kids® (BKFK) [STEM-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 website 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. [STEM-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

Creative Writer’s Workshop
Using Write Brain Books as a guide, students begin to collaborate in groups to write and donate to a coauthored book. Each then writes independently, receiving copies of their self-authored book. Every student’s self-esteem and test readiness elevates as vital academic and social skills develop. Students are encouraged to use available technology, illustrate their works and share products with classmates, family and friends.

Destination ImagiNation® Grades K–12 [STEM-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 or STEM Club
Students participating in this enrichment club incorporate a variety of fine arts in their extension activity. They explore topics in a project-based, real-world application environment where elements of the visual arts, music, performing arts and dance may co-exist with current technology. STEM-based clubs must get approval from the STEM Coordinator.

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

www.nationalhistoryday.org
Mathematics, Engineering & Science Achievement (MESA) [STEM-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 underrepresented groups. Students research, plan, and create projects ranging from storybook theme park rides to cyber challenges. Teachers lead discussions and learning activities which teach skills necessary for success in college.
www.jhuapl.edu/mesa/home/default.asp

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

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

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

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

SEA Perch—Underwater Robotics [STEM-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, regionally, and nationally.
www.seapearch.org

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

World Language and Culture Club
Students are given an opportunity to learn a new language and culture. Schools that have access to the Rosetta Stone Software are encouraged to use it as part of the club.
If you have questions on any of the courses or programs described in this book, see your School Counselor.
Anne Arundel County Public Schools prohibits discrimination in matters affecting employment or in providing access to programs on the basis of actual or perceived race, color, religion, national origin, sex, age, marital status, sexual orientation, genetic information, gender identity, or disability. For more information, contact: Anne Arundel County Public Schools, Division of Human Resources, 2644 Riva Road, Annapolis, MD 21401. 410-222-5286 TDD 410-222-5000

www.aacps.org

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