

Prince George's County Public Schools

MIDDLE SCHOOL COURSE OFFERINGS

# Courses and Programs of Study

**MIDDLE SCHOOL**  
(GRADES 6-8)

Fall 2021



# **PGCPS COURSES AND PROGRAMS OF STUDY**

## **MIDDLE SCHOOL**

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

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# TABLE OF CONTENTS

## **GENERAL INFORMATION**

How to use this Publication . . . . .	4
Planning a Middle School Schedule . . . . .	4
High School Graduation Credit for Middle School Coursework . . . . .	4
Middle School Directory . . . . .	64
Phone Directory . . . . .	65

## **MIDDLE SCHOOL COURSE OFFERINGS**

AVID . . . . .	5
Business . . . . .	5
Electives . . . . .	6
Engineering - Project Lead the Way . . . . .	7
English for Speakers of Other Languages (ESOL) . . . . .	8
Family and Consumer Sciences . . . . .	10
Fine Arts . . . . .	11
Health Education . . . . .	22
Mathematics . . . . .	23
Physical Education . . . . .	26
Reading/English Language Arts . . . . .	27
Science . . . . .	32
Social Studies . . . . .	34
Special Education . . . . .	36
Technology Education . . . . .	42
World Languages . . . . .	45
Programs by Application . . . . .	52
World Languages/Immersion . . . . .	52
Creative and Performing Arts Courses . . . . .	54
International Baccalaureate . . . . .	59
Online Campus . . . . .	60

## HOW TO USE THIS PUBLICATION

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

## PLANNING A MIDDLE SCHOOL SCHEDULE

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

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

Additionally, COMAR requires Middle school students to take one computational thinking/learning course by the end of their 8<sup>th</sup>-grade year.

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

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

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

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

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

## HIGH SCHOOL GRADUATION CREDIT FOR MIDDLE SCHOOL STUDENTS

Middle school students who meet prerequisites for a high school course may earn credit toward high school graduation. Schools are required to complete and document the steps for acceleration per Administrative Procedure 5123.2 General Procedures Pertaining To Promotion, Retention and Acceleration of Students and to register students for course numbers specified as Credit Earned Prior to High School Enrollment in the SchoolMAX student information system. See "Additional Ways for Earning Graduation Credit" for options:

- Online courses
  - Summer school
  - Transfer into PGCPS with prerequisites and earned high school credit (Test of Achievement and Proficiency may be required) .....
- Grades and credits (passing or failing) will be reflected on the student's permanent record, high school transcript, and cumulative grade point average.

# MIDDLE SCHOOL COURSE OFFERINGS

## ADVANCEMENT VIA INDIVIDUAL DETERMINATION (AVID)

### AVID Strategies for Success

Course Codes: 591313

Prerequisites: None

Credits: 1.0 Elective

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

Textbook(s): None

## BUSINESS

### NFTE Start Up Entrepreneurship

Course Codes: 574603

Prerequisites: None

Credits: 1.0 Elective

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

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

### NFTE Start Up Tech 1

Course Code: 574621, 574622

Prerequisites: None

Credits: 1.0 Elective

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

Textbook(s): Online NFTE

### NFTE Start Up Tech 2

Course Code: 574631, 574632

Prerequisites: None

Credits: 1.0 Elective

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

Textbook(s): Online NFTE

# ELECTIVES

## **AVID 6, AVID 7, AVID 8**

*Course Codes:* 590603, 590703, 590803

*Prerequisites:* AVID student selection based on:

- academic potential (2.0 to 3.5 GPA as one indicator)
- those who would benefit from AVID support to improve their academic record and begin college preparation
- criteria set in individual school's recruitment plan including application, interview and/or student contract

*Credits:* 1.00

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

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

## **Enrichment**

*Course Codes:* 570300, 570400, 570500

*Prerequisites:* None

*Credits:* 0.00

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

Select schools are to use these Enrichment Course Codes for the Positive D.A.Y. (Deputies Assisting Youth) Program:

Prince George's County Sheriff's Office partners with select middle schools throughout the county assisting with purposeful instruction on character education, while equipping and empowering middle school students with leadership skills and effective communication skills that will ensure the successful transition to high school and beyond. Upon completion of this program each cadet will increase their level of self-awareness, know how to self-regulate, have strengthened self-confidence, developed leadership skills, have effective communication skills, and conflict resolution skills. Students who volunteer to participate in the program should be representative of the entire student population.

Textbook(s): N/A

## **Intervention**

*Course Codes:* 570000, 570100, 570200

*Prerequisites:* None

*Credits:* 0.00

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

Textbook(s): N/A

# ENGINEERING - PROJECT LEAD THE WAY (PLTW)

## Gateway to Technology Grade 6

Course Code: 762033

Prerequisites: Successful completion of Grade 5 Mathematics

Credits: 1.0

The Gateway to Technology (GTT) curriculum provides project-based learning — a hands-on approach — that relates technology to students' daily lives. Design and Modeling (DM) is the first foundational course in the GTT series of courses. Students discover the design process and develop an understanding of the influence of creativity and innovation in their lives. They are then challenged and empowered to use and apply what they have learned throughout the unit to design a therapeutic toy for a child who has cerebral palsy, use measurement to construct and test a skimmer and use the entire engineering design process to design, build, and test a puzzle cube.

Textbook(s): PLTW Online Resources

## Gateway to Technology Grade 7

Course Code: 762013

Prerequisites: Successful completion of Grade 6 Mathematics

Credits: 1.0

The Gateway to Technology (GTT) curriculum provides project-based learning — a hands-on approach. It also promotes communication and collaboration by emphasizing a teaming approach. Design and Modeling (DM) is the first foundational course in the GTT series of courses. It is recommended that any seventh grade student completing a GTT course for the first time take Design and Modeling. Automation and Robotics (AR) is the second foundational course in the GTT Series of courses. Seventh grade students in their second year of GTT are encouraged to take Automation and Robotics (AR). Students learn about the history and impact of automation and robotics as they explore mechanical systems, energy transfer, machine automation, and computer control systems. Using the VEX Robotics® platform, students apply what they know to design and program traffic lights, robotic arms, and more.

Textbook(s): PLTW Online Resources

## Gateway to Technology Grade 8

Course Code: 762023

Prerequisites: Successful completion of Grade 7 Mathematics

Credits: 1.0

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

Textbook(s): PLTW Online Resources

# ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL)

## Middle School Academic Program Scheduling Guidelines

ESOL Level	Language Arts	Math	Social Studies	Science	Creative Arts	Creative Arts
ESOL Advanced Levels 3.6-4.4	ESOL Advanced Course Code: 135333 / Grade Level RELA	Mainstream	Mainstream	Mainstream	Mainstream	Mainstream
ESOL Intermediate Levels 2.4-3.5	ESOL Intermediate Course Code: 135323	Mainstream	Sheltered*	Sheltered*	Mainstream	Mainstream
ESOL Beginning Levels 1.5-2.3	ESOL Beginning Course Code: 135313	Sheltered*	ESOL CABLE Social Studies Course Code: 136933 or Sheltered*	ESOL CABLE Science Course Code: 136943 or Sheltered*	Mainstream	Mainstream
Newcomer ESOL Levels 1.0-1.4	Newcomer ESOL Course Code: 134903 or ESOL Beginning Course Code: 135313	Sheltered*	ESOL CABLE Social Studies Course Code: 136933 or Sheltered*	ESOL CABLE Science Course Code: 136943 or Sheltered*	Mainstream	Mainstream
ESOL Beginning with Interrupted Education Levels 1.0-2.3	Newcomer ESOL Course Code: 134903 or ESOL Beginning Course Code: 135313	Sheltered*	ESOL CABLE Social Studies Course Code: 136933	ESOL CABLE Science Course Code: 136943	Mainstream	Grades 6-8 ESOL AIM Literacy 1 Course Code: 136753 ESOL AIM Literacy 2 Course Code: 136853

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



## **Newcomer ESOL**

*Course Code:* 134903

*Prerequisites:* Placement based upon ESOL assessment

*Credits:* 0.00

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

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

## **English ESOL Beginning**

*Course Code:* 135313

*Prerequisites:* Placement based upon ESOL assessment

*Credits:* 1.0

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

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

## **English ESOL Intermediate**

*Course Code:* 135323

*Prerequisites:* Placement based upon ESOL assessment

*Credits:* 1.0

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

Textbook(s): selected reading materials

## **English ESOL Advanced**

*Course Code:* 135333

*Prerequisites:* Placement based upon ESOL assessment

*Credits:* 1.0

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

Textbook(s): selected reading materials

## **ESOL AIM Literacy 1**

*Course Code:* 136753

*Prerequisites:* Grade 6-8 students identified by ESOL staff

*Credits:* 1.0

This course is designed for pre- and non-literate English Learners. It teaches basic academic literacy skills through the content areas of mathematics, science and social studies.

Textbook(s): *Oxford Picture Dictionary for the Content Areas and Inside Phonics*

## **ESOL AIM Literacy 2**

*Course Code:* 136853

*Prerequisites:* Grade 6-8 students identified by ESOL staff

*Credits:* 1.0

This course is designed for pre- and non-literate English Learners. It continues the development of basic academic literacy skills through the content areas of mathematics, science and social studies.

*Textbook(s): Oxford Picture Dictionary for the Content Areas, Inside Phonics*

## **ESOL CABLE Social Studies**

*Course Codes:* 136933

*Prerequisites:* Students must be identified for this class by ESOL staff

*Credits:* 1.0

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

*Textbook(s): Oxford Picture Dictionary for the Content Areas, Gateway to Social Studies*

## **ESOL CABLE Science**

*Course Codes:* 136943

*Prerequisites:* Students must be identified for this class by ESOL staff

*Credits:* 1.0

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

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

# **FAMILY AND CONSUMER SCIENCES**

## **Family and Consumer Sciences 7**

*Course Code:* 671701, 671702

*Prerequisites:* None

*Credits:* .50

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

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

## **Family and Consumer Sciences 8**

*Course Code:* 671801, 671802

*Prerequisites:* None

*Credits:* .50

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

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

# **FINE ARTS**

## **FINE ARTS - ART**

### **Art 6**

*Course Code:* 674600, 674601, 674602

*Prerequisites:* Current 6th Grade Student

*Credits:* .25 or .50

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

*Textbook(s): A Global Pursuit, ISBN 9780871928818*

### **Art 7**

*Course Code:* 674700, 674701, 674702

*Prerequisites:* Current 7th Grade Student

*Credits:* .25 or .50

This course explores a variety of art media with many experiences in the areas of art such as: art appreciation, constructing, drawing, lettering, painting, print-making, sculpting, crafts, careers and related activities. All art experiences are based on the concepts of line, color, shape, form, texture, space, and value and how these concepts are incorporated in works of art. This course is enriched and reinforced with thinking skills development and multicultural education art activities. Skill development in art content (knowledge) and processes are part of the 7<sup>th</sup> grade level competencies requirements of the course. All students will be expected to maintain a journal/sketchbook.

*Textbook(s): A Community Connection, ISBN 9780871928825*

### **Art 8**

*Course Code:* 674800, 674801, 674802

*Prerequisites:* Current 8th Grade Student

*Credits:* .25 or .50

This course explores a variety of art media with experiences in the following areas: art appreciation, constructing, drawing, lettering, painting, printmaking, sculpting, crafts, careers, and related activities. Emphasis is placed on the elements and principles of design concepts as tools of visual communication. Art activities are planned to ensure that students understand art as a self-fulfilling and socialization process. Students are made aware of the aesthetic, cultural, and historical components of significant works of art. A global understanding of the world and many cultures is perpetuated through multicultural education art activities. Students learn and develop an appreciation for the contributions of diverse peoples and cultures

to America. The incorporation of thinking skills strategies in this course will increase students' abilities to talk in depth about art as well as creatively solve problems of production. Skill development in art content (knowledge) and art processes are part of the 8<sup>th</sup> grade level competencies requirement of the course. All students will be expected to maintain a journal/sketchbook.

Textbook(s): *A Personal Journey*, ISBN 9780871928832

## **Digital Studio 8**

Course Code: 675801, 675802

Prerequisites: Current 8th Grade Student

Credits: .50

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

Textbook(s): *Communicating Through Graphic Design*, ISBN 9780871929884

## **FINE ARTS - DANCE**

### **Dance 6**

Course Codes: 722600, 722601, 722602

Prerequisites: None

Credits: .50

Sixth grade Dance is offered as an elective, general overview of the history and mechanics of dance and the dance elements. Students value dance as an aesthetic experience involving the mind, body, and feelings. An introduction to the foundation of basic Ballet skills with the exploration of other dance forms is introduced such as: Folk dance, Cultural dance and Social dance. Students will also learn the fundamentals of proper body alignment, muscle control, expressive execution of steps, proper audience etiquette, nutrition, dance history, and vocabulary through traditional dance forms. An in school performance concert (informal/formal) is part of the performance assessment process.

Textbook(s): *Dance Anatomy*, ISBN 9780736081931; *Dance Composition: An Interrelated Arts Approach*, ISBN 9780736067904; *Discovering Dance* ISBN 9781450468862; *Experiencing Dance*, ISBN 9781450421904, *History of Dance*, ISBN 9781492536697; and *Writing About Dance*, ISBN 9780736076104

### **Dance 7**

Course Codes: 722700, 722701, 722702

Prerequisites: None

Credits: .50

Seventh grade Dance is offered as an elective, more in depth focus on the history of dance as it pertains to how dance has evolved across various cultures and how Dance impacts society. Students will explore more complex locomotor patterns, engage in floorwork, stretches and body awareness. Students will be exposed to Musical Theatre, Jazz and Modern dance skills while adding to the previously learned Social dances. Students will continue to build upon their previously learning of basic Ballet skills, proper body alignment, muscle control and performance etiquette. Students will also be exposed to basic dance compositional skills. An in school performance concert (informal/formal) is part of the performance assessment process.

Textbook(s): *Dance Anatomy*, ISBN 9780736081931; *Dance Composition: An Interrelated Arts Approach*, ISBN 9780736067904; *Discovering Dance* ISBN 9781450468862; *Experiencing Dance*, ISBN 9781450421904, *History of Dance*, ISBN 9781492536697; and *Writing About Dance*, ISBN 9780736076104

## **Dance 8**

*Course Codes:* 722800, 722801, 722802

*Prerequisites:* None

*Credits:* .50

Eighth grade Dance is offered as an elective, students will be exposed to a timeline of US Historical Dances from the 20th century to present day. Students will study how dance has evolved and how it has impacted every decade and influenced culture as we know it. Students will learn about the pioneers of dance through a US Dance History overview. Students will continue to build upon their previously learning of basic Ballet skills, proper body alignment, muscle control, performance etiquette and dance composition/choreography. Students will also be exposed to basic dance compositional skills. An in school performance concert (informal/formal) is part of the performance assessment process.

*Textbook(s): Dance Anatomy, ISBN 9780736081931; Dance Composition: An Interrelated Arts Approach, ISBN 9780736067904; Discovering Dance ISBN 9781450468862; Experiencing Dance, ISBN 9781450421904, History of Dance, ISBN 9781492536697; and Writing About Dance, ISBN 9780736076104*

## **Dance for Athletes 7**

*Course Code:* 708101, 708102

*Prerequisites:* None

*Credits:* .50

Dance for Athletes 7 focuses on enhancing and refining athletic performance through techniques, conditioning, and training in the art of dance. For those students wishing to use dance training techniques to enhance athletic performance. No audition is required.

*Textbook(s): Dance Anatomy, ISBN 9780736081931; Dance Composition: An Interrelated Arts Approach, ISBN 9780736067904; Discovering Dance ISBN 9781450468862; Experiencing Dance, ISBN 9781450421904, History of Dance, ISBN 9781492536697; and Writing About Dance, ISBN 9780736076104*

## **Dance for Athletes 8**

*Course Code:* 708111, 708112

*Prerequisites:* Dance for Athletes 7

*Credits:* .50

The course emphasizes continued skill development and refinement through a variety of higher level movement patterns. Student originated performance projects occur at these levels. No audition is required for this course. Only students who have successfully completed Dance for Athletes II are eligible for this course.

*Textbook(s): Dance Anatomy, ISBN 9780736081931; Dance Composition: An Interrelated Arts Approach, ISBN 9780736067904; Discovering Dance ISBN 9781450468862; Experiencing Dance, ISBN 9781450421904, History of Dance, ISBN 9781492536697; and Writing About Dance, ISBN 9780736076104*

## **FINE ARTS - DRAMA**

### **Drama 6**

*Course Code:* 128611, 128612

*Prerequisites:* None

*Credits:* .50

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

*Textbook(s): Basic Drama Projects, ISBN 9780789189035*

## **Drama 7**

*Course Code:* 128701,128702

*Prerequisites:* None

*Credits:* .50

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

Textbook(s): *Basic Drama Projects*, ISBN 9780789189035

## **Drama 8**

*Course Code:* 128801,128802

*Prerequisites:* None

*Credits:* .50

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

Textbook(s): *Basic Drama Projects*, ISBN 9780789189035

## **FINE ARTS - INSTRUMENTAL MUSIC**

### **Band 6**

*Course Code:* 634603

*Prerequisites:* Instrumental music teacher approval

*Open only to woodwind, brass, and percussion students*

*Credits:* 1.0

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

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

Textbook(s): See curriculum for approved texts

### **Band 7**

*Course Code:* 634703

*Prerequisites:* Instrumental music teacher approval

*Open only to woodwind, brass, and percussion students*

*Must have successfully completed at least one year of Band in elementary or middle school*

*Credits:* 1.0

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

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

Textbook(s): See curriculum for approved texts

## **Band 8**

*Course Code:* 634813

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

*Credits:* 1.0

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

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

Textbook(s): See curriculum for approved texts

## **Introductory Band**

*Course Code:* 635003

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

*Credits:* 1.0

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

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

Textbook(s): See curriculum for approved texts

## **Intermediate Band**

*Course Code:* 635103

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

*Credits:* 1.0

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

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

Textbook(s): See curriculum for approved texts

## **Advanced Band**

*Course Code:* 635203

*Prerequisites:* Instrumental music teacher approval

*Open only to woodwind, brass, and percussion students in grades 6-8*

*Must have successfully completed at least one year of Band in middle school*

*Credits:* 1.0

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

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

Textbook(s): See curriculum for approved texts

## **Orchestra 6**

*Course Code:* 635603

*Prerequisites:* Instrumental music teacher approval

*Open only to string (violin, viola, cello, or bass) students*

*Credits:* 1.0

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

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

Textbook(s): See curriculum for approved texts

## **Orchestra 7**

*Course Code:* 635703

*Prerequisites:* Instrumental music teacher approval

*Open only to string (violin, viola, cello, or bass) students*

*Must have successfully completed at least one year of Orchestra in elementary or middle school*

*Credits:* 1.0

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

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

Textbook(s): See curriculum for approved texts



## **Orchestra 8**

*Course Code:* 635803

*Prerequisites:* Instrumental music teacher approval

*Open only to string (violin, viola, cello, or bass) students*

*Must have successfully completed at least one year of Orchestra in middle school*

*Credits:* 1.0

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

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

Textbook(s): See curriculum for approved texts

## **Introductory Orchestra**

*Course Code:* 635303

*Prerequisites:* Instrumental music teacher approval

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

*Credits:* 1.0

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

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

Textbook(s): See curriculum for approved texts

## **Intermediate Orchestra**

*Course Code:* 635403

*Prerequisites:* Instrumental music teacher approval

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

*Credits:* 1.0

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

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

Textbook(s): See curriculum for approved texts

## **Advanced Orchestra**

*Course Code:* 635503

*Prerequisites:* Instrumental music teacher approval

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

*Credits:* 1.0

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

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

Textbook(s): See curriculum for approved texts

## **FINE ARTS - VOCAL AND GENERAL MUSIC**

### **Chorus 6**

*Course Code:* 637603

*Prerequisites:* Teacher Recommendation

*Credits:* 1.0

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

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

### **Chorus 7**

*Course Code:* 637703

*Prerequisites:* Chorus 6 or teacher placement

*Credits:* 1.0

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

Materials: *Spotlight on Music*, ISBN 9780022956981; *The Singing Musician* Levels I and II; books & CD's; selected choral music; and *MusicFirst*

## **Chorus 8**

*Course Code:* 638803

*Prerequisites:* Chorus 7 or teacher placement

*Credits:* 1.0

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

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

## **Chorus Beginning**

*Course Code:* 639003

*Prerequisites:* None

*Credits:* 1.0

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

*Materials:* *Spotlight on Music*; *The Singing Musician Level I and II*; *MusicFirst*; and teacher selected choral music; and *MusicFirst*

## **Chorus Intermediate**

*Course Code:* 639013

*Prerequisites:* Middle School Beginning Chorus or teacher placement

*Credits:* 1.0

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

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

## **Chorus Advanced**

*Course Code:* 639023

*Prerequisites:* Intermediate Chorus or teacher placement

*Credits:* 1.0

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

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

## **Guitar**

*Course Code:* 637300

*Prerequisites:* None

*Credits:* .25

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

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

## **Introduction to Keyboard**

*Course Code:* 637000

*Prerequisites:* None

*Credits:* .25

Students taking this introductory class will begin to learn the skills necessary for playing keyboard instruments. Students will explore units in basic notation, pitch and its notation, manuscript writing and music symbols specific to reading and playing keyboard music. Students may use classroom melody instruments, including keyboards; computer software for music theory drill and practice. Students in this course should be performing at levels 1-6 as outlined in the new Piano Curriculum.

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

## **Keyboard**

*Course Code:* 637001, 637002, 637003

*Prerequisites:* Introduction to Keyboard or teacher placement

*Credits:* .50 or 1.0

Students taking this course will receive instruction on piano methods, theory, performance, technique, and artistry concepts. An integrated approach builds basic elements of piano technique, always directed toward an artistic goal. This facilitates the ability of the teacher to differentiate the instruction for multi-level piano students within the same class period. Students in this course should be performing at levels 1-6 as outlined in the new Piano Curriculum.

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

## **Intermediate Keyboard**

*Course Code:* 637100

*Prerequisites:* Introduction to Keyboard or teacher placement

*Credits:* .25

Students taking this course will further develop the skills necessary for playing keyboard instruments. Students will explore units reading bass clef, playing the melody line with bass chords, understanding scales, various rhythms and playing easy pieces in various styles. Students may use classroom melody instruments, including keyboards; computer software for music theory drill and practice. Students in this course should be performing at levels 1-6 as outlined in the new Piano Curriculum.

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

## **Advanced Keyboard**

*Course Code:* 637200

*Prerequisites:* Intermediate Keyboard or teacher placement

*Credits:* .25

Students will further develop the skills necessary for playing keyboard instruments. Students will play pieces in various styles with increasing levels of difficulty. Students will explore units playing music with complex rhythms, duets, expression, and music compositions. Students will participate in performance assessments. Students in this course should be performing at levels 1-6 as outlined in the new Piano Curriculum.

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

*Textbook(s):* Teacher selected materials and repertoire as outlined in the Curriculum Framework Overview.

## **Music 6**

*Course Code:* 600600, 600601, 600602

*Prerequisites:* Music 5

*Credits:* .25 or .50

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

*Textbook(s):* *Spotlight on Music*, ISBN 9780022956790; *Quaver World of Music*; books and CDs; teacher selected piano, guitar and/or recorder method books as identified in the Curriculum Framework Overview.

## **Music 7**

*Course Code:* 600700, 600701, 600702

*Prerequisites:* Music 6

*Credits:* .25 or .50

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

*Textbook(s):* *Spotlight on Music*, ISBNs 9780022960476 and 9780022964450; *Quaver World of Music*; teacher selected piano, guitar and/or recorder method books as identified in the Curriculum Framework Overview.

## **Music 8**

*Course Code:* 600800, 600801, 600802

*Prerequisites:* Music 7

*Credits:* .25 or .50

Students taking this course will further develop their ability to perceive, perform and respond to music. Students will develop skills on one or more of the instruments explored in Music 7 (guitar, piano, recorder, and/or voice). Students may explore units including music and technology, the evolution of popular music, music of different cultures, writing and performing music, and career development.

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

## **Piano Lab**

*Course Code:* 639000

*Prerequisites:* None

*Credits:* .25

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

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

## **World Percussion**

*Course Code:* 637201, 637202

*Prerequisites:* None

*Credits:* .50

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

*Textbook(s):* *Spotlight on Music*, ISBNs 9780022964443 and 9780022964467; *Quaver World of Music*; World Drumming repertoire as defined in the Curriculum Framework Overview

# **HEALTH EDUCATION**

## **Health Education 6**

*Course Code:* 712600, 712601, 712602

*Prerequisites:* None

*Credits:* .25 or .50

This required course, designed for sixth grade students, combines content and skills of the National Health Education Standards and Maryland Comprehensive Health Education Standards. Students acquire knowledge and skills through the topics of mental and emotional health, drug abuse prevention, and safety and injury prevention, healthy eating, and disease prevention and control.

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

## **Health Education 7**

*Course Code:* 712700 , 712701, 712702

*Prerequisites:* Grade 7 student

*Credits:* .25 or .50

In this seventh grade course, students acquire knowledge and skills needed to make healthy choices for life. Instruction will focus on building skills through the topics of mental and emotional health; drug abuse prevention; disease prevention and control; personal and consumer health; and, safety and injury prevention. This course, designed for seventh grade students, combines content and skills of the National Health Education Standards and Maryland Comprehensive Health Education Standards.

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

## **Health Education 8**

*Course Code:* 712800 , 712801, 712802

*Prerequisites:* Grade 8 student

*Credits:* .25 or .50

In this eighth grade course, students acquire knowledge and skills about healthy decision-making, communication, stress management, violence prevention, and substance abuse. This course, designed for eighth grade students, combines content and skills of the National Health Education Standards and Maryland Comprehensive Health Education Standards.

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

# **MATHEMATICS**

## **Math 6**

*Course Code:* 307603

*Prerequisites:* Completion of Grade 5 Mathematics

*Credits:* 1.0

This course covers the 6th Grade Maryland College and Career Mathematics Standards. The 6th grade standards focus on developing a solid foundation in ratios and proportional relationships; the number system; expressions and equations; geometry; and statistical variability and distributions. The Standards for Mathematical Practice are woven throughout the course.

307633 Supported Inclusion - This course is designed for general education and special education students in a small class environment that will incorporate instructional practices and strategies based on student learning styles and individual needs;

307673 Co-Teach - This course is designed to have a general education teacher work in collaboration with a special educator in order to ensure that both general education and special education students have access to the general education curriculum while incorporating instructional practices and strategies to meet the needs of all students;

307683 Intensive - This course is designed to be a small class environment for special education students enrolled in a designated special education program.

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

## **Accelerated Math 1**

*Course Code:* 308693

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

1. Score of 760 or above on most current Math MCAP;
2. Grades of A or B with respect to current and previous performance in mathematics; and
3. Teacher recommendation with respect to the Standards for Mathematical Practices; s/he is highly motivated and driven to succeed

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

*Credits:* 1.0 Weighted

Accelerated 1 compacts all 6th grade Maryland College and Career Mathematics Standards and half of the 7th grade Maryland College and Career Mathematics Standard into a one-year course. Students will build foundational skills of ratios and proportional relationships; the number system including all rational numbers; algebraic expressions and equations; geometry; and statistical variability and distributions. The Standards for Mathematical Practice are woven throughout the course.

Newly enrolled students to PGPCS must take a TAP Placement test to be considered for mathematics acceleration.

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

## **Math 7**

*Course Code:* 307703

*Prerequisites:* Math 6

*Credits:* 1.0

This course covers the 7th Grade Maryland College and Career Mathematics Standards. The 7th grade standards focus on developing an understanding of and applying proportional relationships; working with expressions and linear equations; applying geometry; and drawing inferences about populations based on samples. The Standards for Mathematical Practice are woven throughout the course.

307733 - Supported Inclusion -This course is designed for general education and special education students in a small class environment that will incorporate instructional practices and strategies based on student learning styles and individual needs;

307773 - Co Teach -This course is designed to have a general education teacher work in collaboration with a special educator in order to ensure that both general education and special education students have access to the general education curriculum while incorporating instructional practices and strategies to meet the needs of all students;

307783 - Intensive - This course is designed to be a small class environment for special education students enrolled in a designated special education program.

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



## **Accelerated Math 2**

*Course Code:* 308793

*Prerequisites:* Accelerated Math 1 or Math 6;

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

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

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

*Credits:* 1.0 Weighted

Accelerated 2 compacts all 8th grade Maryland College and Career Mathematics Standards and half of the 7th grade Maryland College and Career Mathematics Standard into a one-year course. Students will develop an understanding of irrational numbers; formulate and reasoning about expressions and solving linear equations and systems of linear equations; understand the concept of function and using functions to describe quantitative relationships; analyze geometrical figures; apply the Pythagorean Theorem; apply statistical variability and investigate chance processes and probability models. The Standards for Mathematical Practice are woven throughout the course.

Newly enrolled students to PGCPs must take a TAP Placement test to be considered for mathematics acceleration.

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

## **Math 8**

*Course Code:* 307803

*Prerequisites:* Math 7

*Credits:* 1.0 Math

This course covers the 8th Grade Maryland College and Career Mathematics Standards. The 8th grade standards focus on developing an understanding of irrational numbers; reasoning and solving linear equations and systems of linear equations; using functions to describe quantitative relationships; analyzing geometrical figures; understanding and applying the Pythagorean Theorem; and investigating patterns of association in bivariate data. The Standards for Mathematical Practice are woven throughout the course.

307833 - Supported Inclusion - This course is designed for general education and special education students in a small class environment that will incorporate instructional practices and strategies based on student learning styles and individual needs;

307873 - Co-Teach - This course is designed to have a general education teacher work in collaboration with a special educator in order to ensure that both general education and special education students have access to the general education curriculum while incorporating instructional practices and strategies to meet the needs of all students;

307883 - Intensive - This course is designed to be a small class environment for special education students enrolled in a designated special education program.

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

## **Foundations for Algebra**

*Course Code:* 308893

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

*Credits:* 1.0

This course covers the 8th Grade Maryland College and Career Mathematics Standards with extensions to High School conceptual categories that fully cover linear functions and equations. The standards focus on developing an understanding irrational numbers; reasoning and solving linear equations and systems

of linear equations, connect ratio and proportional reasoning to lines and linear functions; define, evaluate, compare, and model with functions; analyzing geometrical figures, and extend understanding of statistics and probability. The Standards for Mathematical Practice are woven throughout the course.

Newly enrolled students to PGCPS must take a TAP Placement test to be considered for mathematics acceleration.

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

## **Algebra 1**

Course Code: 323503

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

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

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

Newly enrolled students to PGCPS must take a TAP Placement test to be considered for mathematics acceleration.

Textbook(s): *enVision Algebra 1*, ISBN 9780328931545

## **Geometry**

Course Code: 344003

Prerequisites: *Algebra 1*

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

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

Textbook(s): *enVision Geometry*, ISBN 9780328931552

# **PHYSICAL EDUCATION**

## **Physical Education 6**

Course Code: 721600, 721601, 721602, 721603

Prerequisites: *None*

Credits: .25, .50, or 1.0

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

Materials: *Curriculum documents*

## **Physical Education 7**

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

*Prerequisites:* None

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

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

*Materials:* Curriculum documents

## **Physical Education 8**

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

*Prerequisites:* None

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

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

*Materials:* Curriculum documents

# **READING/ENGLISH LANGUAGE ARTS**

## **Reading/Writing Enrichment 6**

*Course Code:* 101600, 101601, 101602

*Prerequisites:* Teacher recommendation

*Credits:* .25, .50

Reading/ Writing Enrichment 6 is an additional quarter-length course for sixth graders that may be offered during the Creative Arts block or during a school-wide Enrichment period. The curriculum for this course is aligned with the Maryland College and Career-Ready Standards in order to improve reading and writing skills and strategies. The Standards of Reading Literature and Reading Informational Text and Writing are the key focus areas for instruction and learning with a variety of texts at differing levels of complexity. Analysis of texts are integral pieces of this course, as are the review and application of reading strategies, vocabulary instruction, and writing argumentation, informative/explanatory, and narrative essays.

*Textbook(s):* Reality Central - Grade 6 ISBN 9780133674354, Bridges I, novels as assigned

## **Reading/Writing Enrichment 7**

*Course Code:* 101700, 101701, 101702

*Prerequisites:* Teacher recommendation

*Credits:* .25, .50

Reading/ Writing Enrichment 7 is an additional quarter-length course for sixth graders that may be offered during the Creative Arts block or during a school-wide Enrichment period. The curriculum for this course is aligned with the Maryland College and Career-Ready Standards in order to improve reading and writing skills and strategies. The Standards of Reading Literature and Reading Informational Text and Writing are the key focus areas for instruction and learning with a variety of texts at differing levels of complexity. Analysis of texts are integral pieces of this course, as are the review and application of reading strategies, vocabulary instruction, and writing argumentation, informative/explanatory, and narrative essays.

*Textbook(s):* Reality Central - Grade 7 ISBN 9780133674361, Bridges II, novels as assigned

### **Reading/Writing Enrichment 8**

*Course Code:* 101800, 101801, 101802

*Prerequisites:* Teacher recommendation

*Credits:* .25, .50

Reading/ Writing Enrichment 8 is an additional quarter-length course for sixth graders that may be offered during the Creative Arts block or during a school-wide Enrichment period. The curriculum for this course is aligned with the Maryland College and Career-Ready Standards in order to improve reading and writing skills and strategies. The Standards of Reading Literature and Reading Informational Text and Writing are the key focus areas for instruction and learning with a variety of texts at differing levels of complexity. Analysis of texts are integral pieces of this course, as are the review and application of reading strategies, vocabulary instruction, and writing argumentation, informative/explanatory, and narrative essays.

*Textbook(s):* *Write Sources, Bridges III*, novels as assigned

### **Middle School Journalism**

*Course Code:* 121010

*Prerequisites:* Teacher recommendation preferred

*Credits:* .25

This is an introductory level Journalism course for middle school students. Students will study such topics as media literacy; newspapers as a media type; the role of newspapers in a democratic society; bias in the news; and generation of news publications. The course curriculum includes reading; writing; journalism skills; language conventions; linguistics; and visual literacy. This course may be used as an elective course.

*Textbook(s):* See curriculum for approved resources

### **Reading/English Language Arts 6**

*Course Code:* 131603

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

*Credits:* 1.0

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

131633 - Supported Inclusion - This course is designed for general education and special education students in a small class environment that will incorporate instructional practices and strategies based on student learning styles and individual needs;

131673 - Co-Teach - This course is designed to have a general education teacher work in collaboration with a special educator in order to ensure that both general education and special education students have access to the general education curriculum while incorporating instructional practices and strategies to meet the needs of all students;

131683 - Intensive - This course is designed to be a small class environment for special education students enrolled in a designated special education program.

*Textbook(s):* *My Perspectives Grade 6, ISBN 9780133339703*; novels as assigned

## **Reading/English Language Arts 6 Honors**

**Course Code:** 131293

**Prerequisites:** Successful completion of full year grade 5 Reading and Oral/Written Communication, Placement of Reading/English Language Arts students into this course is made using the following criteria:

1. Score of 750 or above on most current ELA MCAP;
2. Grades of A or B with respect to current and/or previous performance in Reading/English Language Arts;
3. Teacher recommendation with respect to the Standards for English Language Arts and Literacy.
4. TAG identified

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

**Credits:** 1.0 Weighted

The course will further develop student reading and writing skills (see Reading/English Language Arts 6) by enhancing the depth and complexity of the core curriculum. Students will use critical thinking skills in analyzing advanced/higher level texts and will be expected to complete rigorous, in-depth writing assignments.

Textbook(s): *My Perspectives Grade 6*, ISBN 9780133339703; novels as assigned; *Literature & Thought: Echoes from Mt. Olympus*, ISBN: 978153113054; and *Sci Fi Factor*, ISBN: 9781531130558; other novels as assigned

## **Reading/English Language Arts 7**

**Course Code:** 131703

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

**Credits:** 1.0

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

131733 - Supported Inclusion - This course is designed for general education and special education students in a small class environment that will incorporate instructional practices and strategies based on student learning styles and individual needs;

131773 - Co-Teach - This course is designed to have a general education teacher work in collaboration with a special educator in order to ensure that both general education and special education students have access to the general education curriculum while incorporating instructional practices and strategies to meet the needs of all students;

131783 - Intensive - This course is designed to be a small class environment for special education students enrolled in a designated special education program.

Textbook(s): *My Perspectives Grade 7*, ISBN 9780133339710, ISBN 9780618087341; novels as assigned

## **Reading/English Language Arts 7 Honors**

*Course Code:* 131393

*Prerequisites:* Successful completion of full year grade 6 Reading and Oral/Written Communication, Placement of Reading/English Language Arts students into this course is made using the following criteria:

1. Score of 750 or above on most current ELA MCAP;
2. Grades of A or B with respect to current and/or previous performance in Reading/English Language Arts;
3. Teacher recommendation with respect to the Standards for English Language Arts and Literacy.
4. TAG identified

*Credits:* 1.0 Weighted

The course will further develop student reading and writing skills (see Reading/English Language Arts 7) by enhancing the depth and complexity of the core curriculum. Students will use critical thinking skills in analyzing advanced/higher level texts and will be expected to complete rigorous, in-depth writing assignments.

*Textbook(s):* *My Perspectives Grade 7*, ISBN 9780133339710, ISBN 9780618087341; novels as assigned; *Literature & Thought: Family Matters*, ISBN 9781531130565; and *What on Earth?* ISBN 97818880323557; other novels as assigned

## **Reading/English Language Arts 8**

*Course Code:* 131803

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

*Credits:* 1.0

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

131833 - Supported Inclusion - This course is designed for general education and special education students in a small class environment that will incorporate instructional practices and strategies based on student learning styles and individual needs;

131873 - Co-Teach - This course is designed to have a general education teacher work in collaboration with a special educator in order to ensure that both general education and special education students have access to the general education curriculum while incorporating instructional practices and strategies to meet the needs of all students;

131883 - Intensive - This course is designed to be a small class environment for special education students enrolled in a designated special education program.

*Textbook(s):* *My Perspectives Grade 8 Student Edition*, ISBN 9780133339703

## **Reading/English Language Arts 8 Honors**

*Course Code:* 131493

*Prerequisites:* Successful completion of full year grade 7 Reading and Oral/Written Communication, Placement of Reading/English Language Arts students into this course is made using the following criteria:

1. Score of 750 or above on most current ELA MCAP;
2. Grades of A or B with respect to current and/or previous performance in Reading/English Language Arts;
3. Teacher recommendation with respect to the Standards for English Language Arts and Literacy.
4. TAG identified

*Credits:* 1.0 Weighted

The course will further develop student reading and writing skills (see Reading/English Language Arts 8) by enhancing the depth and complexity of the core curriculum. Students will use critical thinking skills in analyzing advanced/higher level texts and will be expected to complete rigorous, in-depth writing assignments.

*Textbook(s): My Perspectives Grade 8 Student Edition, ISBN 9780133339703; Literature and Thought: Who Am I? ISBN: 978151130589 & To Be a Hero ISBN: 9781531130596; other novels as assigned*

## **Writing Across Genres 6**

*Course Code:* 102610

*Prerequisites:* None

*Credits:* .25

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

*Textbook(s): Schoolwide Writing Fundamentals Units of Study Grade 6, Schoolwide, Inc. (2019)*

## **Writing Across Genres 7**

*Course Code:* 102710

*Prerequisites:* None

*Credits:* .25

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

*Textbook(s): Schoolwide Writing Fundamentals Units of Study Grade 7, Schoolwide, Inc. (2019)*

## **Writing Across Genres 8**

*Course Code:* 102810

*Prerequisites:* None

*Credits:* .25

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

*Textbook(s): Schoolwide Writing Fundamentals Units of Study Grade 8, Schoolwide, Inc. (2019)*

# SCIENCE

## Science 6

*Course Code:* 410603

*Prerequisites:* Grade 5

*Credits:* 1.0

This course is designed to engage students in a comprehensive program as they work to make sense of the natural world through phenomenon-based instruction and the Science and Engineering Practices (SEPs) and Crosscutting Concepts (CCCs) of the Next Generation of Science Standards (NGSS). The Disciplinary Core Ideas for sixth grade include: matter, conservation of energy, the relationship between energy and forces, the universe and solar system, Earth's history and materials, the role of water in Earth's surface processes, natural resources and hazards, human impact on Earth systems, and global climate change. In this course, students are expected to consistently apply the SEPs and demonstrate the correlation among the CCCs in order to make sense of and connect the DCIs across disciplines of science.

410673 - Co-Teach - This course is designed to have a general education teacher work in collaboration with a special educator in order to ensure that both general education and special education students have access to the general education curriculum while incorporating instructional practices and strategies to meet the needs of all students;

410683 - Intensive - This course is designed to be a small class environment for special education students enrolled in a designated special education program.

Textbook(s): *Discovery Education Grade 6*, ISBN 9781617087158

Digital Resource: Discovery Education Techbook™

## Science 7

*Course Code:* 417703

*Prerequisites:* Grade 6

*Credits:* 1.0

This course is designed to engage students in a comprehensive program as they work to make sense of the natural world through phenomenon-based instruction and the Science and Engineering Practices (SEPs) and Crosscutting Concepts (CCCs) of the Next Generation of Science Standards (NGSS). The Disciplinary Core Ideas for seventh grade include: structure and properties of matter, growth and development of organisms, matter and energy flow in organisms, structure and function in relation to cells, environmental and genetic factors affecting growth of organisms, and plant and animal reproduction. In this course, students are expected to consistently apply the SEPs and demonstrate the correlation among the CCCs in order to make sense of and connect the DCIs across disciplines of science.

417753 - Co-Teach - This course is designed to have a general education teacher work in collaboration with a special educator in order to ensure that both general education and special education students have access to the general education curriculum while incorporating instructional practices and strategies to meet the needs of all students;

417783 - Intensive - This course is designed to be a small class environment for special education students enrolled in a designated special education program.

Textbook(s): Textbook(s): *Discovery Education Grade 7*, ISBN 9781617087165

Digital Resource: Discovery Education Techbook™



## Science 8

Course Code: 417803

Prerequisites: Grade 7

Credits: 1.0

This course is designed to engage students in a comprehensive program as they work to make sense of the natural world through phenomenon-based instruction and the Science and Engineering Practices (SEPs) and Crosscutting Concepts (CCCs) of the Next Generation of Science Standards (NGSS). The Disciplinary Core Ideas for eighth grade include: chemical reactions, conservation of energy, energy transfer, thermal energy, forces and motion, weather and climate, and human impact on the environment. This course also includes review of sixth and seventh grade topics in preparation for the Grade 8 Maryland Integrated Science Assessment( MISA). In this course, students are expected to consistently apply the SEPs and demonstrate the correlation among the CCCs in order to make sense of and connect the DCIs across disciplines of science.

417873 - Co-Teach - This course is designed to have a general education teacher work in collaboration with a special educator in order to ensure that both general education and special education students have access to the general education curriculum while incorporating instructional practices and strategies to meet the needs of all students;

417883 - Intensive - This course is designed to be a small class environment for special education students enrolled in a designated special education program.

Textbook(s): Textbook(s): *Discovery Education Grade 8*, ISBN 9781617087172

## Biology

Course Code: 420603

Prerequisites: *The student selected must: Currently be enrolled in Honors/TAG as a 7th grade student, or highly recommended by a teacher based on evidence of student's demonstration of their potential to be successful in rigorous high school courses; be enrolled in at least Algebra 1 during the 8th grade year; have obtained an 'A' or 'B' grade every quarter in their 7th grade Science class; and read on or above grade level due to the technical nature and literacy levels of the High School Biology course. School planning must start with contact to the Science Office in the school year prior to offering Biology. Biology Honors will not be offered in middle school.*

Credits: 1.0 Life Science

This course is designed to emphasize the study of the interrelationships of living organisms with respect to their environment. Students will engage in laboratory investigations, scientific discussions, and phenomena based instruction in order to apply science and engineering practices and crosscutting concepts of the Next Generation Science Standards (NGSS) to explain cell structures and processes, ecosystem interactions, inheritance of traits, and evolution. Students will use observations, experiments, models, theories, and technology to make sense of the natural world. Emphasis is placed on important biological and geophysical phenomena that support the understanding of the cycling of matter and flow of energy in living organisms, gene expression, and biodiversity. This course will also involve students developing solutions to authentic problem-based life science issues and investigations, while exploring career opportunities in Science, Technology, Engineering, and Mathematics (STEM).

Textbook(s): *Science Dimensions: Biology*, ISBN 9780544861787

# SOCIAL STUDIES

## **Deliberate Talk**

*Course Code:* 291011, 291012

*Prerequisites:* None

*Credits:* .50

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

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

## **Student Government Association 101 (Year One Middle School)**

*Course Code:* 250413

*Prerequisites:* None

*Credits:* 1.0

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

Textbook(s): None

## **Student Government Association 102 (Year Two Middle School)**

*Course Code:* 250423

*Prerequisites:* None

*Credits:* 1.0

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

Textbook(s): None

## **World Cultures and Geography Part 1: Western Hemisphere**

*Course Code:* 208603

*Prerequisites:* Grade 6 student

*Credits:* 1.0

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

208673 - Co-Teach - This course is designed to have a general education teacher work in collaboration with a special educator in order to ensure that both general education and special education students have access to the general education curriculum while incorporating instructional practices and strategies to meet the needs of all students;

208683 - Intensive - This course is designed to be a small class environment for special education students enrolled in a designated special education program.

208893 Honors - Prerequisites: Student that meets 3 of the 6 following criteria: A/B average in previous year's Social Studies course; Advanced on previous year's SRI score; Social Studies Teacher recommendation and/or advocacy; 60% or greater on previous year's Social Studies Post SLO assessment; Student personal statement/letter of interest; Student expresses desire and motivation, work ethic; In most cases, students who are identified as TAG will be placed in an Honors course with these exceptions: there is not an interest in taking the course (perhaps domain-specific strength is in Math), student is reading significantly below reading level.

Textbook(s): *Western World Geography, ISBN: 9780544669383*

## **World Cultures and Geography Part 2: Eastern Hemisphere**

Course Code: 208703

Prerequisites: Grade 7 student

Credits: 1.0

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

208773 - Co-Teach - This course is designed to have a general education teacher work in collaboration with a special educator in order to ensure that both general education and special education students have access to the general education curriculum while incorporating instructional practices and strategies to meet the needs of all students;

208783 - Intensive - This course is designed to be a small class environment for special education students enrolled in a designated special education program.

208993 - Honors - Prerequisites: Student that meets 3 of the 6 following criteria: A/B average in previous year's Social Studies course; Advanced on current or previous year's MAP-R score; Social Studies Teacher recommendation and/or advocacy; 60% or greater on previous year's Social Studies Post SLO assessment; Student personal statement/letter of interest; Student expresses desire and motivation, work ethic; In most cases, students who are identified as TAG will be placed in an Honors course with these exceptions: there is not an interest in taking the course (perhaps domain-specific strength is in Math), student is reading significantly below reading level.

Textbook(s): *Eastern World Geography: ISBN: 9780544669338*

## **United States History 1, Beginnings to Reconstruction**

Course Code: 209803

Prerequisites: Grade 8 student

Credits: 1.0

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

209873 - Co-Teach - This course is designed to have a general education teacher work in collaboration with a special educator in order to ensure that both general education and special education students have access to the general education curriculum while incorporating instructional practices and strategies to meet the needs of all students;

209883 - Intensive - This course is designed to be a small class environment for special education students enrolled in a designated special education program.

209993 - Honors - Prerequisites: Student that meets 3 of the 6 following criteria: A/B average in previous year's Social Studies course; Advanced on previous year's SRI score; Social Studies Teacher recommendation and/or advocacy; 60% or greater on previous year's Social Studies Post SLO assessment; Student personal

statement/letter of interest; Student expresses desire and motivation, work ethic; In most cases, students who are identified as TAG will be placed in an Honors course with these exceptions: there is not an interest in taking the course (perhaps domain-specific strength is in Math), student is reading significantly below reading level.

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

## SPECIAL EDUCATION

### Academic Resource

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

Prerequisites: None

Credits: .25, .50, or 1.0

This course provides struggling special education and general education students with instructional supports and skill development to increase access to the general education curriculum in order to be successful in the academic environment. Curriculum will incorporate instructional practices and strategies based on student learning styles and individual needs and may include self advocacy organization and test taking skills that will enhance academic performance across all content areas.

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

### Academic Resource Support - Autism

Course Code: 790661, 790662, 790663, 790761, 790762, 790763, 790861, 790862, 790863

Prerequisites: IEP

Credits: .50, or 1.0

This course provides students with a disability of Autism, specific social skills instruction, in order to address goals and objectives on the student's Individual Education Program (IEP) thereby increasing access to the general education curriculum. Course curriculum covers various topics including Individual learning strategies, disability awareness, goal setting, self-advocacy, executive functioning strategies, organizational skills, managing anxiety and stress, resiliency, and test taking strategies, that will enhance academic performance across all content areas. This class is delivered in a small class environment.

Textbook(s): None

### Hearing Resource

Course Code: 41001, 41002

Prerequisites: IEP

Credits: .50

In the Hearing Resource room, deaf and hard of hearing students will have an opportunity to learn and develop critical academic skills (reading, writing, vocabulary, and math) which are needed in order to access the general education curriculum and learn self-advocacy skills related to their hearing loss.

Textbook(s): None

## **Art Alt**

*Course Code:* 602120

*Prerequisites:* IEP and Instruction Based on Alternate Academic Learning Outcomes

*Credits:* 0

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

Textbook(s): None

## **Health Education 6 Alt**

*Course Code:* 747011, 747012, 74760

*Prerequisites:* IEP and Instruction Based on Alternate Academic Learning Outcomes

*Credits:* 0

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

Textbook(s): None

## **Health Education 7 Alt**

*Course Code:* 747021, 747022

*Prerequisites:* IEP and Instruction Based on Alternate Academic Learning Outcomes

*Credits:* 0

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

Textbook(s): None

## **Health Education 8 Alt**

*Course Code:* 747031, 747032

*Prerequisites:* IEP and Instruction Based on Alternate Academic Learning Outcomes

*Credits:* 0

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

Textbook(s): None

### **Math 6 Alt**

*Course Code:* 307033

*Prerequisites:* IEP and Instruction based on Alternate Academic Learning Outcomes

*Credits:* 0

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

Textbook(s): None

### **Math 7 Alt**

*Course Code:* 307043

*Prerequisites:* IEP and Instruction based on Alternate Academic Learning Outcomes

*Credits:* 0

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

Textbook(s): None

### **Math 8 Alt**

*Course Code:* 307053

*Prerequisites:* IEP and Instruction based on Alternate Academic Learning Outcomes

*Credits:* 0

This course will expose students to the understanding of rational numbers, proportional reasoning to lines and linear functions; understanding of statistics and probability. This course is designed to facilitate alternate academic learning outcomes appropriate to the instructional needs of the student, as documented in the Individualized Education Program (IEP). This course is linked to the general education curriculum; however, the student will require a different scope and sequence, adapted and modified materials.

Textbook(s): None

### **Music Alt**

*Course Code:* 623020

*Prerequisites:* IEP and Instruction Based on Alternate Academic Learning Outcomes

*Credits:* 0

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

Textbook(s): *Spotlight on Music; Quaver World of Music;* and teacher selected materials

## **Adapted Physical Education**

*Course Code:* 712103

*Prerequisites:* IEP and Instruction based on Alternate Academic Learning Outcomes

*Credits:* 0

The adapted physical education program is based on the Maryland Physical Education Content Standards delivered through adapted physical education services as documented in an individual student's IEP. The program components develop physically literate students in the acquisition of motor skills and movement patterns as well as the application of knowledge of concepts, principles, strategies and tactics related to movement and performance. Students will demonstrate their knowledge and skills in order to achieve and maintain a health-enhancing level of physical activity and fitness with the recognition of the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction. Students will be introduced to an array of components, themes, and activities which address each of the content standards aligned to the grade level general education curriculum; however, the student will require a different scope and sequence, adapted and modified, instruction, materials and equipment.

Textbook(s): None

## **Reading/English Language Arts 6 Alt**

*Course Code:* 139043

*Prerequisites:* IEP and Instruction based on Alternate Academic Learning Outcomes

*Credits:* 0

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

Textbook(s): None

## **Reading/English Language Arts 7 Alt**

*Course Code:* 139103

*Prerequisites:* IEP and Instruction based on Alternate Academic Learning Outcomes

*Credits:* 0

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

Textbook(s): None

## **Reading/English Language Arts 8 Alt**

*Course Code:* 139113

*Prerequisites:* IEP and Instruction based on Alternate Academic Learning Outcomes

*Credits:* 0

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

Textbook(s): None

### **Science 6 Alt**

*Course Code:* 418613

*Prerequisites:* IEP and Instruction based on Alternate Academic Learning Outcomes

*Credits:* 0

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

Textbook(s): None

### **Science 7 Alt**

*Course Code:* 418623

*Prerequisites:* IEP and Instruction based on Alternate Academic Learning Outcomes

*Credits:* 0

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

Textbook(s): None

### **Science 8 Alt**

*Course Code:* 418633

*Prerequisites:* IEP and Instruction based on Alternate Academic Learning Outcomes

*Credits:* 0

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

Textbook(s): None

### **Social Studies 6 Alt**

*Course Code:* 207123

*Prerequisites:* IEP and Instruction based on Alternate Academic Learning Outcomes

*Credits:* 0

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

Textbook(s): None



**Social Studies 7 Alt**

Course Code: 207133

Prerequisites: IEP and Instruction based on Alternate Academic Learning Outcomes

Credits: 0

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

Textbook(s): None

**Social Studies 8 Alt**

Course Code: 207143

Prerequisites: IEP and Instruction based on Alternate Academic Learning Outcomes

Credits: 0

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

Textbook(s): None

**Writing Focus 6 Alt**

Course Code: 139053

Prerequisites: IEP and Instruction based on Alternate Academic Learning Outcomes

Credits: 0

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

Textbook(s): None

**Writing Focus 7 Alt**

Course Code: 139063

Prerequisites: IEP and Instruction based on Alternate Academic Learning Outcomes

Credits: 0

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

Textbook(s): None

## **Writing Focus 8 Alt**

*Course Code:* 139073

*Prerequisites:* IEP and Instruction based on Alternate Academic Learning Outcomes

*Credits:* 0

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

Textbook(s): None

# **TECHNOLOGY EDUCATION**

## **Computer Science Discoveries**

*Course Code:* 867310

*Prerequisites:* None

*Credits:* .25

Computer Science Discoveries is a highly interactive and collaborative introductory course that is designed to empower students to create authentic artifacts and engage with computer science as a medium for creativity, communication, problem solving, and fun. In this nine-week course, students will learn how computers input, output, store, and process information to help humans solve problems. They will also learn how to create and share content on their own personal website.

This course satisfies the MSDE Computational Thinking/Learning requirement.

Textbook(s): Online Resources

## **Computer Science Discoveries**

*Course Code:* 867311, 867312

*Prerequisites:* None

*Credits:* .50

Computer Science Discoveries is a highly interactive and collaborative introductory course that is designed to empower students to create authentic artifacts and engage with computer science as a medium for creativity, communication, problem solving, and fun. In this semester course, students will use a problem-solving process to address a series of puzzles, challenges, and real-world scenarios. They will learn how computers input, output, store, and process information to help humans solve problems. Students will also learn how to create and share the content on their own web pages, and they will practice valuable programming skills such as debugging and commenting. In the final unit, students will build on their coding experience as they program animations, interactive art, and games in Game Lab.

This course satisfies the MSDE Computational Thinking/Learning requirement.

Textbook(s): Online Resources

## **STEM Integrations 1**

*Course Codes:* 751001, 751002

*Prerequisites:* None

*Credits:* .50

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

Textbook(s): N/A

## **STEM Integrations 2**

*Course Code:* 751003

*Prerequisites:* STEM Integrations 1

*Credits:* 1.0 Elective

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

Textbook(s): None

## **STEM Integrations 3**

*Course Code:* 751013

*Prerequisites:* STEM Integrations 2

*Credits:* 1.0 Elective

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

This course satisfies the MSDE Computational Thinking/Learning requirement.

Textbook(s): None

## **Technology Concepts 6**

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

*Prerequisites:* None

*Credits:* .25 or .50

The middle school Technology Concepts courses are focused on the state and international technology standards for students with the additional of Media Arts standards. The course material focuses on digital citizenship, digital literacy, and creating with technology. Students participate in practical applications that incorporate an array of interdisciplinary skills from math, language arts, fine arts, social studies, science and technology. Students learn how tools work and are able to select the right tool to be productive and creative.

Materials: *Microsoft Suite (software), Web-based applications, Google Suite, Computers/Portable Devices*

## **Technology Concepts 7**

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

*Prerequisites:* None

*Credits:* .25 or .50

The middle school Technology Concepts courses are focused on the state and international technology standards for students with the additional of Media Arts standards. The course material focuses on digital citizenship, digital literacy, and creating with technology. Students participate in practical applications that incorporate an array of interdisciplinary skills from math, language arts, fine arts, social studies, science and technology. Students learn how tools work and are able to select the right tool to be productive and creative. Materials: *Microsoft Suite (software), Web-based applications, Google Suite, Computers/Portable Devices*

## **Technology Concepts 8**

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

*Prerequisites:* None

*Credits:* .25 or .50

The middle school Technology Concepts courses are focused on the state and international technology standards for students with the additional of Media Arts standards. The course material focuses on digital citizenship, digital literacy, and creating with technology. Students participate in practical applications that incorporate an array of interdisciplinary skills from math, language arts, fine arts, social studies, science and technology. Students learn how tools work and are able to select the right tool to be productive and creative.

Materials: *Microsoft Office Suite (software); Web-based applicationd, Google Suites, Computers/Prottable Devices*

## **Technology, Media and Design 6**

*Course Code:* 761901, 761902

*Prerequisites:* None

*Credits:* .50

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

Textbook(s): Online

## **Technology, Media and Design 7**

*Course Code:* 761911, 761912

*Prerequisites:* None

*Credits:* .50

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

Textbook(s): Online

## **Technology, Media and Design 8**

*Course Code:* 761921, 761922

*Prerequisites:* None

*Credits:* .50

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

Textbook(s): Online

# **WORLD LANGUAGES**

## **Introduction to American Sign Language**

*Course Code:* 194003

*Prerequisites:* None

*Credits:* 1.0

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

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

## **American Sign Language 1**

*Course Code:* 194103

*Prerequisites:* *Introduction to American Sign Language*

*Credits:* 1.0 High School Completer

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

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

## **American Sign Language 2**

*Course Code:* 194203

*Prerequisites:* *American Sign Language 1*

*Credits:* 1.0 High School Completer

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

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

## **Introduction to Chinese**

*Course Code:* 187003

*Prerequisites:* None

*Credits:* 1.0

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

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

## **Chinese 1**

*Course Code:* 188103

*Prerequisites:* *Introduction to Chinese*

*Credits:* 1.0 *High School Completer*

In the first year of Chinese, communication and the sounds of the language are learned through dialogues, learning scenarios, repetition, practice exercises, and real-life situations (student performances). The students learn to understand, speak, read and write a limited amount of material. Students will learn the principles of Chinese writing and cultural information about Chinese-speaking countries.

Textbook(s): *Zhen Bang! Level 1*, ISBN 9780821946473

## **Chinese 2**

*Course Code:* 188203

*Prerequisites:* *Chinese 1*

*Credits:* 1.0 *High School Completer*

The communication skills begun in the first year are continued. Greater emphasis is placed on oral proficiency, listening, reading and writing Chinese using the characters. Students must learn the grammatical principles of the language to write a limited amount of material.

Textbook(s): *Zhen Bang! Level 2*, ISBN 9780821968024

## **Introduction to French**

*Course Code:* 151103

*Prerequisites:* None

*Credits:* 1.0

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

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

## **French 1**

*Course Code:* 152003

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

*Credits:* 1.0 *High School Completer*

In the first year of world language, most students learn to communicate orally through selected functions and topics. The sounds of language are learned through situations and practice activities. The students learn to communicate through the three modes of communication: interpersonal, interpretive, and presentational

modes in real world situations. Students who would like to take high school Advanced Placement (AP) courses in a world language must begin level 1 by grade 7 or 8. To advance to the next level in the language, students need to pass the end of the year assessment.

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

## **French 2**

*Course Code:* 155003

*Prerequisites:* French 1; Grade 8 student

*Credits:* 1.0 High School Completer

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

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

## **German 1**

*Course Code:* 173003

*Prerequisites:* None

*Credits:* 1.0 High School Completer

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

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

## **German 2**

*Course Code:* 174003

*Prerequisites:* German 1

*Credits:* 1.0 High School Completer

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

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

## **Introduction to Italian**

*Course Code:* 190003

*Prerequisites:* Grade 6 or 7 student

*Credits:* 1.0

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

Textbook(s): *Amici d'Italia Level I*, ISBN: 1000000000036

## **Italian 1**

*Course Code:* 190103

*Prerequisites:* *Introduction to Italian*

*Credits:* 1.0 High School Completer

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

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

## **Italian 2**

*Course Code:* 190203

*Prerequisites:* *Italian Level 1*

*Credits:* 1.0 High School Credit

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

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

## **Japanese 1**

*Course Code:* 150003

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

*Credits:* 1.0 High School Completer

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

Textbook(s): *The Japan Times*

## **Japanese 2**

*Course Code:* 150103

*Prerequisites:* *Japanese 1*

*Credits:* 1.0 High School Completer

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

Textbook(s): *The Japan Times*



## **Introduction to Korean**

*Course Code:* 193033

*Prerequisites:* Grade 6 or 7 student

*Credits:* 1.0

In the Introduction to Korean course students will be taught to speak the language contextually in terms of greetings, counting, food, fashion, and sports in a real life situation scenarios. The students will learn the principles of Korean writing and cultural customs and traditions of Korean speaking countries.

*Textbook(s):* None

## **Korean 1**

*Course Code:* 193003

*Prerequisites:* Introduction to Korean

*Credits:* 1.0 High School Completer

In the first year of Korean students will be taught to speak the language contextually in terms of greetings, school activities, limited social situations, counting, food, fashion and sports. The students will learn to understand speak, read and write limited amount of materials in the Novice level (Proficiency levels by ACTFL). Students will learn the principles of Korean writing and cultural costumes and traditions of Korean speaking countries.

*Textbook(s):* *Dynamic Korean 1*, ISBN 9788955187595

## **Introduction to Latin**

*Course Code:* 142003

*Prerequisites:* Grade 6 or 7 student

*Credits:* 1.0

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

*Textbook(s):* *Discovering Latin*

## **Latin 1**

*Course Code:* 143003

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

*Credits:* 1.0 High School Completer

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

*Textbook(s):* *Latin Cambridge 5e*

## **Latin 2**

*Course Code:* 144003

*Prerequisites:* Latin 1

*Credits:* 1.0 High School Completer

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

*Textbook(s): Latin Cambridge 5e*

## **Introduction to Russian**

*Course Code:* 180003

*Prerequisites:* Grade 6 or 7 student

*Credits:* 1.0

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

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

## **Russian 1**

*Course Code:* 183003

*Prerequisites:* None

*Credits:* 1.0 High School Completer

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

*Textbook(s): Golosa, ISBN 9780205741359*

## **Russian 2**

*Course Code:* 184003

*Prerequisites:* Russian 1

*Credits:* 1.0 High School Completer

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

*Textbook(s): Golosa, ISBN 9780205741359*

## **Introduction to Spanish**

*Course Code:* 161003, 161103

*Prerequisites:* Grade 6 or 7 student

*Credits:* 1.0

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

Textbook(s): *Descubre*, Vista Higher Learning ISBN 9781680043198

## **Spanish 1**

*Course Code:* 162003

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

*Credits:* 1.0 High School Completer

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

Textbook(s): *Senderos*, Vista Higher Learning ISBN 9781680041902

## **Spanish 2**

*Course Code:* 165003

*Prerequisites:* *Spanish 1*; Grade 8 student

*Credits:* 1.0 High School Completer

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

Textbook(s): *Senderos*, Vista Higher Learning ISBN 9781680051926

## **Spanish for Native Speakers Level 2**

*Course Code:* 165203

*Prerequisites:* *Spanish proficiency test*

*Credits:* 1.0 High School Completer

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

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

### **Spanish for Native Speakers Level 3**

*Course Code:* 166203

*Prerequisite:* Spanish proficiency test

*Credits:* 1.0 High School Completer

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

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

## **PROGRAMS BY APPLICATION**

### **WORLD LANGUAGES/IMMERSION**

#### **Chinese Language Arts 6**

*Course Code:* 172603

*Prerequisites:* Grade 6 Chinese Immersion student

*Credits:* 1.0

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

*Textbook(s): Better Immersion Grade 6*

#### **Chinese Language Arts 7**

*Course Code:* 172703

*Prerequisites:* Grade 7 Chinese Immersion student

*Credits:* 1.0

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

*Textbook(s): Better Immersion New Edition Level 7 Workbook and Handwriting, ISBN 9781681947549*

#### **French Language Arts 6**

*Course Code:* 157903

*Prerequisites:* Grade 6 French Immersion student

*Credits:* 1.0

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

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

## **French Language Arts 7**

*Course Code:* 157913

*Prerequisites:* Grade 7 French Immersion student

*Credits:* 1.0 World Language (High School Completer)

French Immersion courses prepare students to communicate authentically in French by interpreting (reading, listening, viewing), exchanging (speaking and listening; reading and writing), and presenting (speaking, writing) information about standards-based academic content and incorporate the relationships among the products, practices, and perspectives of French-speaking cultures. Additionally, this course covers the world language standards and students will receive 1 high school credit for successfully completing this course.

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

## **French Language Arts 8**

*Course Code:* 157923

*Prerequisites:* Grade 8 French Immersion student

*Credits:* 1.0 World Language (High School Completer)

French Immersion courses prepare students to communicate authentically in French by interpreting (reading, listening, viewing), exchanging (speaking and listening; reading and writing), and presenting (speaking, writing) information about standards-based academic content and incorporate the relationships among the products, practices, and perspectives of French-speaking cultures. Additionally, this course covers the world language standards and students will receive 1 high school credit for successfully completing this course.

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

## **Spanish Language Arts 6**

*Course Code:* 168603

*Prerequisites:* Grade 6 Spanish Immersion student

*Credits:* 1.0

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

*Textbook(s):* *Arriba la Lectura*, ISBN 9780359216568

## **Spanish Language Arts 7**

*Course Code:* 168703

*Prerequisites:* Grade 7 Spanish Immersion student

*Credits:* 1.0

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

*Textbook(s):* *Galería A*, ISBN 9781543324211

# PROGRAMS BY APPLICATION

## CREATIVE AND PERFORMING ARTS COURSES

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

### Advanced Band

Course Code: 635203

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

Credits: 1.0

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

Textbook(s): None

### Advanced Dance

Course Code: 723203

Prerequisites: Successful Completion of Level 2 CPA Dance & Teacher recommendation

Credits: 1.0

Course Description: Students will work towards mastery in several forms of dance including, but not limited to Classical Ballet, Modern, Jazz and Introduction of Dance Composition. Courses are leveled according to ability and the instructors will decide placement. Various performance opportunities are part of the curriculum.

Textbook(s): *Dance Anatomy*: ISBN 9780736081931; *Dance Composition: An Interrelated Arts Approach* ISBN: 9780736067904; *Discovering Dance*, ISBN 9781450468862; *Experiencing Dance*, ISBN 9781450421904, *History of Dance*, ISBN 9781492536697; and *Writing About Dance*, ISBN 9780736076104

### Advanced Orchestra

Course Code: 635503

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

Credits: 1.0

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

Textbook(s): None

## **Advanced Visual Art**

*Course Code:* 673203

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

*Credits:* 1.0

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

*Materials:* *None*

## **Chorus Major**

*Course Code:* 624003

*Prerequisites:* *Grade 7 or 8 student; successful audition as indicated by the ability to match pitches vocally, recognize musical symbols and read basic rhythmic and melodic patterns*

*Credits:* 1.0

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

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

## **Creative Writing**

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

*Prerequisites:* *None*

*Credits:* .25, .50 or 1.0

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

*Materials:* *Teacher selected*

## **Drama CPA Only**

*Course Code:* 128000

*Prerequisites:* *None*

*Credits:* .25

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

*Textbook(s): Basic Drama Projects, ISBN 9780789188960*

## **Experimenting with Drama**

*Course Codes:* 128903

*Prerequisites:* None

*Credits:* 1.0

This course is designed to meet the requirements of the Maryland State Theatre Arts Standards and the National Core Theatre Arts Standards. Content is designed for students to experience elements that go into creating a play. Using critical thinking and ensemble skills, students will create monologues and short plays while engaging in theatre games and skill drills.

Textbook(s): Theatre in Your Life, ISBN 9781285463483

## **Interdisciplinary Music Lab Experience**

*Course Code:* 623110, 623120, 623201

*Prerequisites:* None

*Credits:* 0.25, 0.5

Students will explore music with an approach where they construct and demonstrate understanding through an art form. Students engage in a creative process which connects an art form and another subject area and meets evolving objectives in both.

Textbook(s): *Quaver World of Music, Spotlight on Music*, teacher selected materials

## **Intermediate Dance**

*Course Code:* 723103

*Prerequisites:* Successful Completion of CPA Level 1 Dance and Teacher Recommendation

*Credits:* 1.0

Students will refine dance techniques of Classical Ballet, Jazz/Contemporary, Modern, and Musical Theatre. Students will also continue to align aspects of Dance History, Dancer Wellness and Injury Prevention to the progression of their ongoing learning as a dancer. Courses are leveled according to ability and the instructors will decide placement. Various performance opportunities are part of the curriculum.

Materials: *Dance Anatomy* ISBN 9780736081931; *Dance Composition: An Interrelated Arts Approach*, ISBN 9780736067904; *Discovering Dance*, ISBN 9781450468862; *Experiencing Dance*, ISBN 978145042190; *History of Dance*, ISBN 9781492536697; and *Writing About Dance*, ISBN 9780736076104

## **Intermediate Visual Art**

*Course Code:* 673103

*Prerequisites:* Introductory Visual Art

*Credits:* 1.0

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

Textbook(s): None

## **Introductory Band**

*Course Code:* 635003

*Prerequisites:* 1 year of experience on their instrument

*Credits:* 1.0

Introduction to Band is designed as a “booster” for band majors. The class will focus on fundamentals of playing, how to produce and maintain a good sound, instrument maintenance, musical leadership, sight-reading abilities, and independent playing. The class will be taught in both large group and small group



settings. Class time may also be used for individual practice to refine certain skills. Students must have all equipment necessary for the maintenance of their instrument and must have their music at all times. Some supplies will be available for purchase at the school (reeds, cork grease, valve oil, etc).

Textbook(s): *None*

### **Introductory Dance**

Course Code: 723003

Prerequisites: *Acceptance into the CPA program and Assessment placement*

Credits: 1.0

This course is designed to provide students with an appreciation and exposure to various dance techniques including, but not limited to Classical Ballet, Jazz/Contemporary, Modern and various World Dance styles. Students will also learn Dance History, Dancer Wellness and Injury Prevention. Courses are leveled according to ability and the instructors will decide placement. Various performance opportunities are part of the curriculum.

### **Introductory Visual Art**

Course Code: 673003

Prerequisites: *None*

Credits: 1.0

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

Textbook(s): *Dance Anatomy, ISBN 9780736081931; Dance Composition: An Interrelated Arts Approach, ISBN 9780736067904; Discovering Dance, ISBN 9781450468862; Experiencing Dance, ISBN 9781450421904, History of Dance, ISBN 9781492536697; and Writing About Dance, ISBN 9780736076104*

### **Literary Arts – Science Fiction**

Course Code: 113000

Prerequisites: *None*

Credits: .25

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

Textbook(s): *Teacher selected*

### **Media Arts**

Course Code: 776003

Prerequisites: *Admission into the Media Arts Program*

Credits: 1.0

The primary emphasis of the media arts education is the exploration of artistic contexts and content relevant to students and which allow them to explore their creativity and acquire new knowledge and skills. Media arts are art forms including digital animation, graphic design, film kinetic art, generative art, television, interactive media, biotechnology as art, three-dimensional printing, light art, digital poetry and recording and sound technology.

Materials: Microsoft Suite (software), Web-based applications, Google Suite, Computers/Portable Devices, makerspace supplies, video/audio recording equipment

## **Scene Study**

*Course Code:* 128603

*Prerequisites:* None

*Credits:* 1.0

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

Textbook(s): *Theatre in Your Life and Basic Drama Projects, ISBN 9780789188960 and 9781285463483*

## **Theatre Lab**

*Course Code:* 128503

*Prerequisites:* Scene Study

*Credits:* 1.0

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

Materials: *Theatre in Your Life and Basic Drama Projects, ISBN 9780789188960 and 9781285463483*

# **PROGRAMS BY APPLICATION**

## **INTERNATIONAL BACCALAUREATE**

### **Foundations of Middle Years Programme**

*Course Code:* 804301, 804302

*Prerequisites:* None

*Credits:* .50

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

Textbook(s): None

# PROGRAMS BY APPLICATION

## ONLINE CAMPUS

### **Blended Math 7**

*Course Code:* 793703

*Prerequisites:* Math 6

*Credits:* 1.0

This course covers the 7th Grade Maryland College and Career Mathematics Standards. The 7th grade standards focus on developing an understanding of and applying proportional relationships; working with expressions and linear equations; applying geometry; and drawing inferences about populations based on samples. The Standards for Mathematical Practice are woven throughout the course.

This course is for use with Online Campus.

Textbook(s): *None*

### **Blended Math 8**

*Course Code:* 793803

*Prerequisites:* Math 7

*Credits:* 1.0

This course covers the 8th Grade Maryland College and Career Mathematics Standards. The 8th grade standards focus on developing an understanding of irrational numbers; reasoning and solving linear equations and systems of linear equations; using functions to describe quantitative relationships; analyzing geometrical figures; understanding and applying the Pythagorean Theorem; and investigating patterns of association in bivariate data. The Standards for Mathematical Practice are woven throughout the course.

This course is for use with Online Campus.

Textbook(s): *None*

### **Blended Reading/English Language Arts Grade 7**

*Course Code:* 791703

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

*Credits:* 1.0

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

This course is for use with Online Campus.

Textbook(s): *None*

### **Blended Reading/English Language Arts Grade 8**

*Course Code:* 791803

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

*Credits:* 1.0

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

This course is for use with Online Campus.

Textbook(s): *None*

## **Blended Science 7**

*Course Code:* 794703

*Prerequisites:* Grade 6

*Credits:* 1.0

This course is designed to engage students in a comprehensive program as they work to make sense of the natural and designed world through phenomenon-based instruction and the Science and Engineering Practices (SEPs) and Crosscutting Concepts (CCCs) of the Next Generation of Science Standards (NGSS). The Disciplinary Core Ideas for seventh grade include: atomic composition, chemical processes, photosynthesis and respiration, reproduction and genetic variation, interactions in ecosystems, and weather and climate. In this course, students are expected to consistently apply the SEPs and demonstrate the correlation among the CCCs in order to make sense of and connect the DCIs across disciplines of science.

This course is for use with Online Campus.

Textbook(s): *None*

## **Blended Science 8**

*Course Code:* 794803

*Prerequisites:* Grade 7

*Credits:* 1.0

This course is designed to engage students in a comprehensive program as they work to make sense of the natural and designed world through phenomenon-based instruction and the Science and Engineering Practices (SEPs) and Crosscutting Concepts (CCCs) of the Next Generation of Science Standards (NGSS). The Disciplinary Core Ideas for eighth grade include: waves and their applications in technologies, genetic mutations and variation, artificial selection, the fossil record, developmental relationships among organisms, adaptation, growth of organisms, survival and natural selection, Earth's history, Earth's systems, and Earth and human activity. In this course, students are expected to consistently apply the SEPs and demonstrate the correlation among the CCCs in order to make sense of and connect the DCIs across disciplines of science. This course also includes review of sixth and seventh grade topics in preparation for the Grade 8 Maryland Integrated Science Assessment (MISA).

This course is for use with Online Campus.

Textbook(s): *None*

## **Blended World Cultures & Geography 2 Grade 7**

*Course Code:* 792713

*Prerequisites:* *World Cultures & Geography 1*

*Credits:* 1.0

"World Cultures and Geography is a two-year course in Prince George's County Public Schools that is taught in the sixth and seventh grades. In seventh grade students learn about the ancient civilizations and contemporary world cultural geography of the eastern hemisphere. Students learn about the world outside of the United States. Students use a variety of sources and perspectives to analyze the characteristics and structure of political and economic systems around the world. Students study the growth and the development of contemporary nations of the eastern hemisphere by looking at the expansion and changes in nations and empires. Ultimately, students in Social Studies classes engage in a series of units of study that shape their ideas through a continuum of voice to build school and community leaders. The continuum allows students to use voice as expression, consultation, participation, activism and leadership."

This course is for use with Online Campus.

Textbook(s): *Online Course Materials*

## **Blended United States History 1 Grade 8**

*Course Code:* 792703

*Prerequisites:* Successful completion of World Cultures & Geography 2

*Credits:* 1.0

“In eighth grade students learn United States History from 1790 through the Reconstruction Era. Students investigate the evolution of the political system as expressed in the Constitution. They also explore the importance of civic participation in the political process. Students analyze how America became a diverse society as a result of immigration and the consequences of cultural interactions. Additionally, students use geographic tools to examine issues associated with settlement patterns and regional growth. They examine interdependence, trade, and economic growth during this period and how changes in technology affected production and consumption. Students also study the emerging foreign policy, industrialization, the western movement, and the policies and people responsible for the abolition of slavery. They use historical thinking skills to study the events, places, and people within the historical period of 1790 through the Reconstruction Era. Ultimately, students in Social Studies classes engage in a series of units of study that shape their ideas through a continuum of voice to build school and community leaders. The continuum allows students to use voice as expression, consultation, participation, activism and leadership.”

This course is for use with Online Campus.

Textbook(s): *None*

## **Blended Introduction to Spanish**

*Course Code:* 791603

*Prerequisites:* *None*

*Credits:* 1.0

This course is the first course for the sequencing of Spanish courses.

This course is for use with Online Campus.

Textbook(s): *Descubre*, Vista Higher Learning ISBN 9781680043198

## MIDDLE SCHOOLS

Accokeek Academy . . . . .	301-203-3200
Andrew Jackson Academy . . . . .	301-817-0310
Beltsville Academy. . . . .	301-572-0630
Benjamin Foulois Creative and Performing Arts . . . . .	301-817-0300
Benjamin Stoddert Middle . . . . .	301-702-7500
Benjamin Tasker Middle . . . . .	301-805-2660
Buck Lodge Middle . . . . .	301-431-6290
Charles Carroll Middle . . . . .	301-918-8640
Dora Kennedy French Immersion . . . . .	301-918-8660
Drew Freeman Middle . . . . .	301-817-0900
Dwight D. Eisenhower Middle . . . . .	301-497-3620
Ernest Everett Just Middle. . . . .	301-808-4040
G. James Gholson Middle . . . . .	301-883-8390
Greenbelt Middle . . . . .	301-513-5040
Green Valley Academy . . . . .	301-702-3840
Gwynn Park Middle . . . . .	301-372-0120
Hyattsville Middle. . . . .	301-209-5830
Isaac J. Gourdine Middle. . . . .	301-449-4940
James Madison Middle . . . . .	301-599-2422
John Hanson Montessori School. . . . .	301-749-4052
Judy P. Hoyer Montessori School . . . . .	301-808-4420
Kenmoor Middle . . . . .	301-925-2300
Kettering Middle. . . . .	301-808-4060
Martin Luther King Jr. Middle. . . . .	301-572-0650
Maya Angelou French Immersion . . . . .	301-702-3950
Nicholas Orem Middle . . . . .	301-853-0840
Oxon Hill Middle . . . . .	301-749-4270
Robert Goddard Montessori School . . . . .	301-918-3515
Samuel Ogle Middle . . . . .	301-805-2641
Samuel P. Massie Academy . . . . .	301-669-1120
Stephen Decatur Middle . . . . .	301-449-4950
Tanglewood School . . . . .	301-599-2530
Thomas G. Pullen K-8 Arts Focus School. . . . .	301-808-8160
Thomas Johnson Middle . . . . .	301-918-8680
Thurgood G. Marshall Middle . . . . .	301-702-7540
Walker Mill Middle . . . . .	301-808-4055
William W. Hall Academy. . . . .	301-817-2933
William Wirt Middle . . . . .	301-985-1720

# PHONE DIRECTORY

Business Education . . . . .	.301-669-6012
Career Technical Education (PLTW) . . . . .	.301-669-6012
Code of Maryland Regulations . . . . .	<a href="http://www.dsd.state.md.us/COMAR/ComarHome.html">http://www.dsd.state.md.us/COMAR/ComarHome.html</a> ; 800-633-9657
Contextual Learning Environments/Expanded Learning Opportunities (ELO) . . . . .	.301-952-6044
Counseling Services . . . . .	.301-567-8669
Creative and Performing Arts . . . . .	.301-808-8317
Curriculum and Instruction. . . . .	.301-808-8240
Dance . . . . .	.301-808-8317
Department of Test Administration. . . . .	.301-702-3860
Drama . . . . .	.301-808-8317
Family and Consumer Sciences . . . . .	.301-669-6012
Health Education . . . . .	.301-808-4080
Immersion Programs . . . . .	.240-455-5899
Maryland State Department of Education . . . . .	<a href="http://marylandpublicschools.org">marylandpublicschools.org</a> ; 888-246-0016
Mathematics . . . . .	.301-749-5610
Media Arts/Television Production. . . . .	.301-808-8317
Military Science . . . . .	.301-669-6012
Music (Vocal/General) . . . . .	.301-333-0961
Music (Instrumental) . . . . .	.301-333-0963
Physical Education . . . . .	.301-333-0970
Prince George’s County Public Schools . . . . .	<a href="http://www.pgcps.org">www.pgcps.org</a> ; 301-952-6000
Reading/English Language Arts . . . . .	.301-808-8284
Science . . . . .	.301-808-8256
Service Learning . . . . .	.301-808-8240
Social Studies . . . . .	.301-808-8246
Special Area Programs . . . . .	.301-808-2594
Special Education . . . . .	.301-618-8300
Talented and Gifted (TAG). . . . .	.301-322-1729
Technology Education . . . . .	.301-669-6012
Visual Arts . . . . .	.301-333-0966
World Language . . . . .	.301-808-8265



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