# Moving Up to Middle School

Procedures, Programs and Services

Curriculum and Courses: Overview

6th Grade

7th Grade

8th Grade

Parents as Partners

What's Next? High School

## MIDDLE SCHOOLS DIRECTORY

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<thead>
<tr>
<th>MIDDLE SCHOOLS</th>
<th>Other Schools</th>
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<tbody>
<tr>
<td>Ballenger Creek Middle</td>
<td>Carroll Creek Montessori School</td>
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<td>5525 Ballenger Creek Pike, Frederick, MD 21703</td>
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<tr>
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<tr>
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<tr>
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<tr>
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<td>Monocacy Middle</td>
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<td>Walkersville Middle</td>
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<td>55 Frederick Street, Walkersville, MD 21793</td>
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<td>Counselor Fax: 240-236-4942</td>
<td>Counselor Fax: 240-236-4249</td>
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Preparing Students for Success in Middle School and Beyond

In this rapidly changing world, this generation of middle school students will live and work in an increasingly interdependent, global society. To do so successfully, students will need to be culturally competent, critical, creative thinkers, and skilled problem solvers. With this reality in mind, Frederick County Public Schools have developed a Middle School Program of Studies that is designed to promote:

- **Academic Excellence** - challenging all students with robust curriculum, instruction, assessment, and supports needed to meet rigorous achievement standards.

- **Cultural and Developmental Responsiveness** – creating learning communities of adults and students in which stable, close, and mutually respectful relationships support the intellectual, ethical, and social growth of all students.

- **College and Career Readiness** – providing a variety of experiences that encourage students to begin to look to their future to explore various career options, including Science, Technology, Engineering and Mathematics (STEM) jobs, and the preparation necessary to produce high quality work and achieve success in the world of college and work.

In addition to the core subjects of language arts, mathematics, science and social studies, the Middle School Program of Study provides students with a variety of applied academic courses as well as the opportunity to study a world language. The program also includes:

- Academic supports for students not meeting grade-level standards in reading and mathematics

- Extension activities for students who demonstrate the need for further challenge

- Multiple learning and teaching approaches to meet the needs of all learners

- Access to counseling and support services that promote health and wellness

Without question, the time period between 10-14 years of age is one of incredible growth and change. In order to support your child through this important developmental stage, the partnership between home and school cannot be understated. We believe in the:

- Importance of parents being knowledgeable about the characteristics of young adolescents and being actively involved in their child's life;

- Understanding that healthy bodies plus healthy minds equal healthy young adolescents;

- Realization that the education your child experiences during this formative period of life will, in large measure, determine his/her success in high school and beyond; and

- Knowledge that every young adolescent should have the opportunity to pursue his or her dreams and aspirations, and post-secondary education should be a possibility for all.

**TIPS FOR SUCCESS**

- Encourage your child to challenge himself or herself by working up to his or her ability in all classes.

- Recognize study habits as a necessity for academic achievement. Your child will need to learn to organize his or her materials, write down homework assignments, and complete homework assignments independently.

- Encourage your child to take advantage of opportunities to explore interests. Well-rounded students are the happiest students.

- Continue to attend parent conferences and stay involved in your child's academic success. Do not hesitate to contact your child's teachers or school counselor if you have questions or concerns.

- Help your child set short- and long-term goals. Praise your child for successes and provide support when needed.

- Be patient. Adolescence is a time of great growth and change.
MOVING UP TO MIDDLE SCHOOL

Frederick County’s middle and elementary school administrators, teachers and counselors work together to ease students’ transitions to the next level of their public education experience. The following activities provide consistency throughout the county and promote communication among teachers, students and parents.

ELEMENTARY AND MIDDLE SCHOOL STAFF COLLABORATE TO

- Develop plans for a smooth transition.
- Review student data to make appropriate placement recommendations.

MIDDLE SCHOOL PARENT/GUARDIAN MEETING TO

- Provide information about the Middle School Program of Studies.
- Review and clarify the middle school scheduling process.
- Explain course sequences and options.
- Answer questions about how staff supports students with their transition to middle school.

5TH GRADE STUDENTS VISIT MIDDLE SCHOOLS TO

- Tour the school and meet the staff.
- Learn about the academic program, behavioral expectations and extra-curricular opportunities available to sixth graders.

BACK-TO-SCHOOL NIGHT TO

- Welcome parents of all sixth, seventh and eighth graders.
- Provide specific information about the Middle School Program of Studies.
- Answer parent questions related to the middle school.
- Introduce the staff.

WHAT IS EXTENDED LEARNING TIME (ELT)?

Within each FCPS middle school, students benefit from a 30-minute period of time that allows them to receive individualized instruction that meets their academic needs. This 30-minute extended learning time increases instructional time for students and teachers and allows teachers to provide enrichment, extension and intervention within their respective curriculum and area of expertise.

Also during ELT a school wide “pull-out” tutoring program is offered. Teachers have the ability to pull small groups of students to receive more intensive support, again allowing them to meet individual student needs. ELT is delivered in a rotational model allowing teachers of each and every content area to provide small group tutoring and support. In addition, ELT provides HAL students with opportunities to participate in co-curriculum and other talent development activities.

Finally, the ELT period within the middle school schedule allows for staff to meet the needs of adolescent learners in a less formal setting. An advisory time is provided in order for students to develop a positive relationship with a trusted adult at the school. This time period allows students to receive support and encouragement academically and socially, to develop positive habits such as goal setting and time management, and to celebrate personal achievements and appreciate differences and similarities in others. School counselors use ELT as an avenue to educate all students about bullying, internet safety and college and career readiness. Additional lessons are presented based on the needs of the students and the school.
ADVANCED ACADEMICS

"Advanced Academics" describes the FCPS processes and programs that identify and serve both advanced and gifted and talented students. The Advanced Academics Office works with district-level elementary and middle school-based advanced academics specialists to support the FCPS Middle School Highly Able Learner (HAL) Program.

Advanced Academics Definitions

ADVANCED ACADEMICS SPECIALISTS
See “SPECIALISTS” section for a description.

CODE OF MARYLAND REGULATIONS FOR GIFTED & TALENTED EDUCATION (COMAR 13A.04.07; COMAR FOR GTE): Approved by the MD State Board of Education in 2019, these regulations mandate the processes and services around equitable gifted and talented education in Maryland. COMAR for GTE established gifted and talented students as an accountability group. These COMAR dictate GT identification, service delivery, professional learning, and reporting requirements. Every school district in Maryland reports on its progress towards alignment with these COMAR through its Local ESSA Consolidated Plan.

CLUSTER GROUPING: Abbreviated from "Schoolwide Cluster Grouping Model (SCGM), cluster grouping is a research-based gifted service delivery model that addresses the academic needs of gifted and advanced learners. Groups of identified students (varying in number from 3 to no more than 10) are placed together in the core content classroom(s). In this model, every core content class in the school has a "top" group, the range of ability levels in classrooms are reduced, and both gifted and talented students and HALs receive appropriate instruction to meet their needs. In FCPS the HAL Program employs cluster grouping.

GIFTED & TALENTED (GT): A GT learner is defined by Maryland's Annotated Code § 8-201 as an elementary or secondary student who is identified by professionally qualified individuals as:

1. Having outstanding talent and performing, or showing the potential for performing, at remarkably high levels of accomplishment when compared with other students of a similar age, experience, or environment;
2. Exhibiting high performance capability in intellectual, creative, or artistic areas;
3. Possessing an unusual leadership capacity; or
4. Excelling in specific academic fields.


HIGHLY ABLE LEARNER (HAL): “Highly able learner” is an umbrella term used to describe students who demonstrate above average ability and/or students who perform at advanced levels in one or more content areas. "HAL," is inclusive of gifted and talented students and advanced learners.

HIGHLY ABLE PLAN: Students who are entering into FCPS middle schools having had a highly accelerated course of study may be placed on a HAL Plan which maps out the course of study, as well as the specific curriculum requirements to be completed by the student.

HIGHLY ABLE PROGRAM: This specialized middle school program provides advanced academics services through one or more core content areas to HALs who demonstrate readiness to learn at accelerated rates and deeper levels of understanding. The HAL Program provides academic rigor and challenge at a pace designed to meet the unique academic needs of these students. HAL Program participants follow the FCPS Essential Curriculum; however, learning experiences may be "extended" to emphasize greater depth and complexity within course content and address HALs’ abilities and interests. Students engage in a variety of instructional experiences that include, but are not limited to: hands-on exploratory activities; problem-based challenges, and projects that require research and application of knowledge (such as through National History Day participation). Additional talent development opportunities may occur during the Extended Learning Time (ELT) in some schools, but all middle schools implement the HAL Program through cluster grouping in the general education setting.

Gifted and Talented Education in FCPS’ Middle Schools

Gifted and Talented Identification: In accordance with Code of Maryland Regulations for Gifted and Talented Education (COMAR 13A.04.07; COMAR for GTE), FCPS screens rising Grade 6 students for gifted and talented services. Measures that determine the need for these specialized education services include those for ability, performance, and potential. Percentiles from nationally-normed ability and performance measures—as well as state testing data—are referenced. Local norms are used to identify students who are academic outliers and, as such, require gifted and talented services as they transition to middle school. However, any student who demonstrates advanced academic need(s) may access advanced-level course content via the FCPS Middle School HAL Program.

While the FCPS Middle School HAL Program has been in place for several years, Spring 2021 marks the phasing in formal gifted and talented identification, a continuation of the process that is currently initiated in elementary schools for Grades 3-5. The Elementary Advanced Academics Teacher Specialists work with the Middle School Advanced Academics Specialists to ensure the continuity of GT services from the intermediate to middle school levels, as well as those additional
students who may require gifted and talented services. Gifted and talented identification is inclusive of students who are English Language learners and students with Individualized Education or 504 Plans.

**Gifted and Talented Service Delivery:** Every FCPS middle school provides both advanced, as well as gifted and talented services via the FCPS Middle School HAL Program (see “HIGHLY ABLE LEARNER (HAL) PROGRAM” above) in language arts, math, science, and/or social studies. HAL Program Teachers receive ongoing, specialized professional development in the instructional strategies and practices shown to be the most effective in meeting the cognitive and social emotional needs of gifted and talented learners. Gifted and talented students may participate in HAL for one or, or all four of the content areas. Identification for inclusion in specific middle school HAL course clusters is ongoing. HAL Cluster Teachers regularly work with their school’s Advanced Academics Specialist to review students’ progress and make HAL placements accordingly.

Additionally, two separate trajectories exist for advanced mathematics students through the FCPS HAL Program: the Math Pathway and the HAL Math Program. Math Pathway participants are identified during Grade 4 based on exceptional scores in the following areas: quantitative ability, norm-referenced math assessments, and county and state-level performance-based math assessments. Math Pathway is also the course progression for students who are new to FCPS and have either successfully participated in advanced mathematics opportunities or met program placement criteria upon entry. For more information regarding the Math Pathway course sequence, please reference the course overview chart included in the “Curriculum and Courses” section of this guide.

The HAL Math Program provides another advanced mathematics course sequence for high performing students with demonstrated academic need. The HAL Math Program begins through cluster group differentiation in Math Grade 6 Honors. In Grade 7, HAL Math Program participants take Math Grade 7 Accelerated, which covers the entire Grade 7 curriculum and half of the Grade 8 curriculum. In Grade 8, HAL Math Program students complete the advanced middle school math sequence with Algebra 1. Algebra 1 includes the rest of the Grade 8 math curriculum and the entire Algebra 1 course. It incorporates many topics from the higher-level mathematics courses that are taught in high school. Grade 8. HAL Math Program students must pass the Algebra 1 course to earn high school credit and pass the Algebra 1 assessment to fulfill the Algebra graduation requirement.

For further information about the HAL Program, contact your middle school’s Advanced Academic Specialist.

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**ACHIEVEMENT AND EQUITY**

Every student deserves an education that prepares him or her for lifelong learning and success in the world today. Educational equity means every student has access to the resources and educational rigor they need at the right moment; and that personal and social identifiers [such as ability, age, ethnicity, gender, gender expression, gender identity, language, national origin, race, religion, sexual orientation, and socioeconomic status] are valued as an asset.

If we are successful in driving greater educational equity, each and every FCPS student will have access to educational opportunities that meet their needs and prepares them to become empowered learners.

(For more information regarding the Math Pathway course sequence, please reference the course overview chart included in the “Curriculum and Courses” section of this guide.)

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**CULTURAL PROFICIENCY**

Cultural proficiency is a key component of FCPS’ commitment to educational excellence and to ensure an equitable work environment for all FCPS staff. A primary goal of the Accelerating Achievement and Equity (AAE) Department’s Initiative is to promote student achievement and equity through culturally responsive classroom practices and resources that best meet the needs of a diverse student population. An accelerated and equitable learning environment enables students to become empowered learners and to understand and appreciate our community’s diverse cultures. It prepares students to live, learn and participate productively in our increasingly diverse society. Being culturally aware is a continuous, integrated, multi-ethnic, multi-disciplinary process necessary for all students to become college and career ready. Cultural factors and equity include but are not limited to race, ethnicity, region, religion, gender/gender identity, sexual orientation, language, socioeconomic status, age, disabilities and family structures.

All FCPS staff will advocate in ways that honor the differences among cultures, value diversity, and interact knowledgeably and respectfully among a variety of cultural groups. This pursuit will require the recognition of any existing biases and the need for advancement towards cultural proficiency.
ENGLISH LEARNER PROGRAM

The English Learner (EL) program is designed to support students whose native or home language is a language other than English. The program leverages the assets of multilingualism to help EL students learn to read, write, speak, and understand English. The overarching program goal is to help children achieve academic success and be prepared for high school through rigorous coursework, family engagement, and transparent communication all while respecting their diverse cultures.

EL students and their families are welcomed at the International Office. The EL registrars will give the families information about FCPS and the necessary paperwork if enrollment did not occur online. The registrar will use an MSDE approved language screener to assess the English Language Proficiency level of the student. They will collect and review necessary records and documents which will be sent to the schools’ guidance counselors for final enrollment.

FINANCIAL ASSISTANCE

Students or parents/guardians may contact the school principal if assistance is needed in paying for supplies or materials or fees associated with any class offered at a Frederick County Public School.

GRADING AND REPORTING

The purpose of grades is to provide feedback to students, parents, and educators about student performance and achievement in the standards. Grades help inform teachers, students, and parents about the academic areas in which students approach, meet or exceed expectations. To support students in meeting or exceeding expectations, classroom teachers organize and structure learning activities to evaluate evidence of student learning in the standards. A variety of options are available for teachers to use to support students in mastering the standards. Administrators, teachers, other staff, and parents work as partners to ensure students receive needed support.

Grades (letters, numbers or symbols) are assigned during each term for assignments, projects, quizzes, and tests. Term grades are also assigned on report cards at the end of each nine week interval to represent achievement for the entire marking period with the end of year report card reflecting both term and final course grade averages.

FCPS uses an online grade book to give parents and students access to grades from any Internet-connected computer. After grading tests and assignments, teachers enter the grades in their electronic grade books. Missing assignments are also noted. The electronic grade book organizes the data for convenient online viewing anytime, day or night. All students receive login information. Contact your school for more information.

HEALTH SERVICES

The middle school health services program is intended to help children stay healthy and in school. The Frederick County Health Department hires and supervises the school health services team.

A registered nurse who works in more than one school performs health assessments, assists families in finding medical or other needed services, and serves as a resource to school personnel regarding health concerns. The nurse also serves on a multidisciplinary school team whose purpose is to promote a healthy environment, health instruction, improved nutrition, and early identification and intervention for special needs.

Under the direction of the nurse, a school-based health technician provides emergency treatment of accidents and illnesses, administers medications, and performs selected treatments. There is no charge for school health services.

School personnel and parents are encouraged to talk with the school health staff about student health concerns.

HIGH SCHOOL CREDIT EARNED IN MIDDLE SCHOOL

The Maryland State Board of Education allows local boards of education to grant high school credit to middle school students who take high school courses in middle school. These courses must have the same expectations, curriculum and exams as the equivalent courses taught in high school.

The following FCPS middle school courses have been identified for high school credit:

- Algebra 1
- English as a World Language 1, 2
- French 1, 2
- Geometry
- German 1, 2
- Latin 1, 2
- Spanish 1, 2
- Spanish for Bilingual Speakers 1, 2

Students who pass these courses will automatically be granted high school credit. No action is necessary by a student for high school credit to be issued. While these courses do count for high school credit, the student will want to discuss with the counselor his/her overall academic plan for meeting graduation and college entrance requirements. Families are encouraged to consult the “What’s Next?” section of this guide, along with the FCPS High School Course Offerings Guide.

A student whose middle school course achievement is low may wish to repeat the course in high school. This is a decision that the student and parent, along with the teacher and school counselor, should make when selecting courses for the school year.
All courses are one credit unless otherwise indicated. Many four-year colleges and universities now require that additional study of world language (beyond those courses in middle school) take place at the high school level.

*Note: Because Algebra 1 and Geometry are honors level high school courses they are considered weighted high school credits.

**HOMEWORK**

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<td>Grade 6</td>
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<td>*60 minutes maximum per evening for all combined subjects. In addition, students are encouraged to allot time to read for pleasure. Reading for pleasure and music practice times are not included in the time parameters shown.</td>
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<tr>
<td>Grades 7 &amp; 8</td>
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<td>*75 minutes maximum per evening for all combined subjects. In addition, students are encouraged to allot time to read for pleasure. Reading for pleasure and music practice times are not included in the time parameters shown.</td>
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<td>No more than two (2) hours of homework per night for combined subjects. Note: Exceptions may apply for students participating in dual enrollment courses.</td>
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<tr>
<td>Weekends/Holidays</td>
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<td>Weekends and holidays are primarily reserved for family time.</td>
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*For an accelerated course designed to be equivalent to a course at a more advanced grade level, students should expect homework for that class to be consistent with a time expectation for the higher grade level.

Educators and parents share one common goal—to help each student in our schools be successful. Each group plays an important role in student achievement. Students learn best when they, their parents, and their schools work together. Parents are encouraged to communicate with teachers should questions arise concerning homework, and teachers should contact parents when the student's homework is not satisfactory.

The four general categories of homework are:

- **Practice** — The student refines and strengthens skills previously taught in class.
- **Preparation** — The completion of this type of assignment makes the next day’s lesson more meaningful and easier to master. The flipped classroom and preparatory reading assignments are examples of this type.
- **Application** — Successful completion of the assignment requires coordinating and combining several skills and concepts. This type requires more time and a greater variety of resources.
- **Extensions** — This is the application of skills and concepts to more complicated situations. It requires higher levels of thinking skills, problem-solving and use of abstract ideas. Short essays, projects, and reports are examples of this type.

Parents are encouraged to:

- Create a home environment that makes studying each night a priority.
- Set and maintain a daily homework time.
- Provide necessary supplies.
- Assist your child in establishing a system for recording homework assignments.
- Plan an order of study: for example, save the most enjoyable study until last, plan breaks and use a timer to segment difficult tasks.
- Encourage a buddy system to get homework when absent from class.
- Be an advocate for your child and his/her learning.
- Communicate with teachers when you have questions or concerns about homework assignments.
- Provide praise, support and assistance when necessary.

**HONOR ROLL**

The honor roll recognizes students who have demonstrated outstanding academic achievements in credited courses. To be included on the school’s academic honor roll, the student must:

- Have at least a B average
- Not have earned an Incomplete or below a C
- Have earned no more than one C
- Balance any C with an A, course for course

The honor roll has two categories:

- First Honors - Grade Point Average of 4.0
- Second Honors - Grade Point Average of 3.0-3.9
**INTERVENTIONS FOR MATHEMATICS**

In addition to the essential curriculum for mathematics, FCPS offers academic interventions for students who are demonstrating the need for additional instruction in these subject areas. The goal of these programs is to provide short-term, intensive teaching to help students meet grade-level standards as quickly as possible. The intervention course offerings include:

- **Mathematics Workshop – Middle School**: is an intervention course that provides instruction to students who are below grade level in mathematics, and who need supports beyond their grade level math classroom. Skills and objectives that are identified to be weak areas for the student are addressed. Research validated and evidence based instructional strategies are utilized. These strategies include: explicit instruction, the use of manipulatives, small group instruction, and frequent formative assessments and feedback.
  
  **Course Numbers**: Grade 6 – 6410, Grade 7 – 7410, Grade 8 – 8410

- **Skills Enrichment – Middle School MATH**: is an intervention course that provides instruction to students who need supports beyond their core math instruction. Students enrolled in this course participate in mathematics interventions in consultation with FCPS intervention specialists.
  
  **Course Numbers**: Grade 6 – 6510, Grade 7 – 7510, Grade 8 – 8510

**INTERVENTIONS FOR READING**

In addition to the essential curriculum for language arts, FCPS offers academic interventions for students who are demonstrating the need for additional instruction in these subject areas. The goal of these programs is to provide short-term, intensive teaching to help students meet grade-level standards as quickly as possible. The intervention course offerings include:

- **Reading and Writing Workshop**: Students enrolled in this course access a primary reading comprehension intervention, which incorporates small group instruction, computer-adaptive instructional software, and independent reading with a focus on improving comprehension of complex texts.
  
  **Course Numbers**: Grade 6 – 6980, Grade 7 – 7980, Grade 8 – 8980

- **Foundational Reading**: Students enrolled in this course access an intensive, foundational reading intervention, which uses a structured literacy approach to teaching reading.
  
  **Course Numbers**: Grade 6 – 6981, Grade 7 – 7981, Grade 8 – 8981

- **Skills Enrichment - LA**: Students enrolled in this course would participate in reading interventions in consultation with FCPS intervention specialists.
  
  **Course Numbers**: Grade 6 – 6511, Grade 7 – 7511, Grade 8 – 8511

**LEARNING MANAGEMENT SYSTEM**

Schoology provides course management, mobile learning, and communication tools. It enables students, parents and teachers to engage with learning materials in a safe, secure, single-sign-on environment. Teachers use Schoology to engage students in learning and to enhance connectivity and communication.

*All middle schools and high schools use Schoology for day to day communication, course management and grades.*

For more information about Schoology, please visit www.fcps.org/schoology

**SCHOOL COUNSELORS**

School counselors are professional educators with a mental health perspective who understand and respond to the challenges students face as they transition from adolescence into adulthood. School counselors support all students as they search for a place to belong, evaluate their personal strengths, skills and abilities and ponder the many concrete and compounded decisions they must make. To help ensure that they are prepared for life after high school, every student requires support, guidance and opportunities. Middle school counselors work with students, parents, school staff members and community agencies to provide personal/social, academic and career development opportunities for students.

As emphasized in the American School Counseling Association (ASCA) national standards, middle school counseling services are meant to address the barriers students have to learning, both educational learning and life-long learning. Middle school counseling adopts techniques for addressing all students’ various and many issues that affect their abilities to perform both academically and socially in an educational environment. Counselors provide services to students, parents/guardians and school staff in the following areas:

- **School Counseling Curriculum**: The curriculum consists of structured lessons designed to help students achieve the desired competencies and provide them with knowledge, skills and support. The curriculum may be taught to students in large and small group settings.

- **Individual Student Planning**: Counselors meet with students to discuss current courses, progress, goals and planning.

- **Responsive services**: Counselors are constantly working with students and families to meet immediate and future needs. These needs may be necessitated by events or conditions in students’ personal lives and/or the school climate. Counselors may provide individual or group counseling, consultation with parents, teachers and administrators, referrals to community resources, and/or crisis intervention as needed.
SPECIAL EDUCATION

Special Education is specially designed instruction to meet the unique needs of a student with a disability, including instruction conducted in classrooms, in homes, in hospitals or institutions. Special education may encompass related services needed to complete the student’s individualized program, such as speech/ language pathology services, occupational therapy, physical therapy, assistive technology, special transportation, and adapted physical education.

Through the Child Find process, every child suspected of having an educational disability that requires special education and related services is entitled by law to an educational evaluation. Each area of suspected disability is assessed by a qualified examiner.

Every Frederick County public school has an Individualized Education Program (IEP) team. The team includes a school administrator, the student’s parent or guardian, the special education teacher, general classroom teacher, related service provider(s), and other individuals who have knowledge or special expertise regarding the student. The student may also attend team meetings, as appropriate. A child may be referred to the team by a parent or guardian, a school administrator, an educator, or a health professional. A screening meeting determines if assessments are needed. After the parent or guardian has given consent for an initial evaluation, the school has 60 days from the date of consent to complete the evaluation and reconvene. If the team determines that a child is eligible for special education services, the team develops an IEP.

The IEP contains annual goals and short-term instructional objectives for the student’s special education program. It also describes the student’s continued participation in the general education curriculum. The IEP is reviewed at least annually at an IEP team meeting.

Beginning when a student is 14, or younger if appropriate, and updated annually, the IEP must include a Transition Plan that focuses on the student’s post-secondary goals, transition activities, and interagency linkages.

SPECIALISTS: ADVANCED ACADEMICS, LITERACY, MATH, AND MEDIA

ADVANCED ACADEMICS SPECIALISTS

Advanced Academics Specialists participate in ongoing professional learning that prepares them to support caregivers and teachers of both gifted and talented students and advanced/highly able learners, not to mention, the students themselves. Under the guidance of the Secondary Advanced Academics Teacher Specialist and the school principal, they:

- Collaborate staff to analyze data for the purpose of appropriate intervention(s), course placement, and curriculum planning, and HAL Plan coordination
- Coordinate, organize, and facilitate curricular, co-curricular, and extra-curricular activities for advanced, gifted and talented, and highly motivated students
- Provide staff development to build HAL teachers’ capacity to meet the needs of their advanced and gifted and talented students
- Work on a short-term basis with HAL students for the purpose of academic interventions and social-emotional goal setting, and other specialized supports

LITERACY SPECIALISTS

Literacy Specialists have advanced training in reading and assist teachers, students, and parents with promoting that skill. Under the guidance of the curriculum specialist for secondary English/language arts and the school principal, they:

- Coordinate, organize, and facilitate school-wide reading achievement
- Provide reading-related staff development test for reading interventions
- Work on a short-term basis with targeted students
- Assist in the development of IEP and ILP goals in reading
- Serve as reading “expert” and liaison throughout each school community

MATHEMATICS SPECIALISTS

Middle School Mathematics Specialists have advanced training and significant experience understanding the teaching and student learning of mathematics at the middle school level. Under the guidance of the curriculum specialist for Secondary Mathematics and the school principal, they:

- Coordinate, organize, and facilitate school-wide mathematics achievement
- Provide mathematics-related staff development
- Coordinate testing and analysis of testing results for mathematics
- Work on a short-term basis with targeted students
- Serve as the mathematics “expert” and as the liaison between the school and the central office as well as between the school and the school community
- Assist in the development of IEP goals in mathematics

MEDIA SPECIALISTS

Middle School Media Specialists have a masters degree from a college or university that has led to State certification. This advanced training equips them to ensure their school library is the hub of the school and that it is an innovative, vibrant and flexible space that inspires students to become lifelong learners. Under the guidance of the supervisor of media services they:

- Coordinate, organize and facilitate school-wide literacy goals
- Develop a robust print and digital collection to support student and staff needs
- Collaborate with staff to design lessons
• Help infuse instructional technology within content lessons
• Partners with Frederick County Public Library to expand our resources
• Recommends high quality, age-appropriate materials for students
• Works with staff to help infuse lessons on digital citizenship

STUDENT SERVICE LEARNING (SSL)
Student Service Learning — a Maryland graduation requirement — enriches learning by engaging students in meaningful service to their communities. It also reinforces the values of caring, responsibility, and good citizenship and is compatible with the Character Counts! initiative. SSL comprises preparation, action, and reflection and may include direct service (face to face), indirect service (channeling resources), or advocacy (lending support for a cause). In Frederick County, SSL is integrated into both the middle and high school core academic curriculum (language arts, math, social studies, and science).

MIDDLE SCHOOL COURSES WITH INFUSED SERVICE LEARNING ACTIVITIES
Frederick County's middle schools also provide opportunities for students to fulfill service-learning requirements by incorporating activities into the following courses.

<table>
<thead>
<tr>
<th>COURSE #</th>
<th>COURSE TITLE</th>
<th>GRADE TAKEN</th>
</tr>
</thead>
<tbody>
<tr>
<td>6011</td>
<td>6th Grade Language Arts (Honors)</td>
<td>6</td>
</tr>
<tr>
<td>6012</td>
<td>6th Grade Language Arts</td>
<td>6</td>
</tr>
<tr>
<td>6331C</td>
<td>Math Grade 6 (Honors)</td>
<td>6</td>
</tr>
<tr>
<td>6332C</td>
<td>Math Grade 6</td>
<td>6</td>
</tr>
<tr>
<td>6207</td>
<td>Science (Outdoor School)</td>
<td>6</td>
</tr>
<tr>
<td>6107</td>
<td>History of the Ancient World</td>
<td>6</td>
</tr>
<tr>
<td>1440</td>
<td>EL English Foundations 1</td>
<td>6-8</td>
</tr>
<tr>
<td>1640</td>
<td>EL English Foundations 2</td>
<td>6-8</td>
</tr>
<tr>
<td>1840</td>
<td>EL English Foundations 3</td>
<td>6-8</td>
</tr>
<tr>
<td>7011</td>
<td>7th Grade Language Arts (Honors)</td>
<td>7</td>
</tr>
<tr>
<td>7012</td>
<td>7th Grade Language Arts</td>
<td>7</td>
</tr>
<tr>
<td>7330CA</td>
<td>Math Grade 7 Accelerated</td>
<td>7</td>
</tr>
<tr>
<td>7331C</td>
<td>Math Grade 7 (Honors)</td>
<td>7</td>
</tr>
<tr>
<td>7332C</td>
<td>Math Grade 7</td>
<td>7</td>
</tr>
<tr>
<td>7107</td>
<td>History of the Medieval World</td>
<td>7</td>
</tr>
<tr>
<td>8011</td>
<td>8th Grade Language Arts (Honors)</td>
<td>8</td>
</tr>
<tr>
<td>8012</td>
<td>8th Grade Language Arts</td>
<td>8</td>
</tr>
<tr>
<td>8330CA</td>
<td>Algebra 1</td>
<td>8</td>
</tr>
<tr>
<td>8331C</td>
<td>Math Grade 8 (Honors)</td>
<td>8</td>
</tr>
<tr>
<td>8332C</td>
<td>Math Grade 8</td>
<td>8</td>
</tr>
<tr>
<td>8108</td>
<td>American Studies 1</td>
<td>8</td>
</tr>
</tbody>
</table>

FCPS recognizes Volunteer and Community Service for individual student service that takes place beyond the traditional school day. A middle school student who performs 25 hours of service outside the classroom prior to leaving 8th grade may earn a meritorious service certificate. Additionally, these hours transfer to high school and are credited toward the 75 hour high school Volunteer and Community Service award. Each middle school has a Student Service Learning contact person who facilitates the Volunteer and Community Service program.

SUPPORT SERVICES
Support services are available to middle school students who need additional support throughout the day. The Behavioral Support Specialist is available to students who need daily interventions and support to improve academic work habits, make positive choices and experience success. The Behavioral Support Specialist works with teachers, administrators, the student and parents/guardians to determine academic and behavioral goals and to develop a clear, consistent plan for achieving the goals.

TRANSDISCIPLINARY TEAMS
Frederick County middle schools are organized by transdisciplinary, grade-level teams. Teams have time during the school day to create learning experiences that integrate skills and content disciplines, and to collaborate with counselors, student support, special education teachers, and administrators to plan strategies that address individual student needs.

504
A Section 504 Plan is designed to assist an eligible student with a physical or mental impairment by listing the accommodations the student will need in order to access the general education program. A 504 Plan is not the same as an Individualized Education Program (IEP). A student may not have both a 504 plan and an IEP. Section 504 provides access in the educational environment for students with disabilities.
The FCPS middle school curriculum aligns to the Maryland College and Career Ready Standards and its emphasis on developing students who are critical thinkers, creative problem-solvers, fluent readers, and skillful writers within the context of a variety of disciplines (English Language Arts, Mathematics, Science, Social Studies, STEM and applied academics courses). Middle school courses promote the ability to:

- Listen, speak, read, write, perform, observe and problem-solve
- Learn to gather and use information more easily and analyze ideas more critically
- Explore individual interests and talents in music, art and world languages
- Understand and value the contributions of others in this diverse and interdependent global society
- Use technology and develop skills to be an ethical digital citizen

Students who take courses required for high school graduation during their middle school years may earn high school credit provided they pass the course and any required state testing. For Mathematics (specifically, for Algebra 1), it is not true that students must pass the “required state testing” in order for them to earn a high school credit. In the case of Algebra 1, the “required state testing” is the MCAP Algebra 1 Exam. Students must take this exam, and the exam will be counted toward 20% of final course grade. The grade earned in the high school course will be recorded on the student’s high school transcript and is calculated as a weighted credit in their GPA.

### COURSE OVERVIEW

<table>
<thead>
<tr>
<th>6TH GRADE REQUIRED COURSES</th>
<th>7TH GRADE REQUIRED COURSES</th>
<th>8TH GRADE REQUIRED COURSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Arts</td>
<td>Language Arts</td>
<td>Language Arts</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Mathematics</td>
<td>Mathematics</td>
</tr>
<tr>
<td>Physical Education (3 Terms)</td>
<td>Physical Education (3 Terms)</td>
<td>Physical Education (3 Terms)</td>
</tr>
<tr>
<td>Health (1 Term)</td>
<td>Health (1 Term)</td>
<td>Health (1 Term)</td>
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<tr>
<td>Science</td>
<td>Science</td>
<td>Science</td>
</tr>
<tr>
<td>Social Studies</td>
<td>Social Studies</td>
<td>Social Studies</td>
</tr>
<tr>
<td>Learn, Apply and Build 21st Century Skills (LAB 21) (2 Terms)</td>
<td>Creative Arts (2 Terms)</td>
<td></td>
</tr>
<tr>
<td>Food Science (2 Terms)</td>
<td>Invention and Innovation (2 Terms)</td>
<td></td>
</tr>
</tbody>
</table>

### ELECTIVE OPTIONS

<table>
<thead>
<tr>
<th>Band</th>
<th>Band</th>
<th>Band</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning Band</td>
<td>Chorus</td>
<td>Chorus</td>
</tr>
<tr>
<td>Chorus</td>
<td>Computer Science Investigation</td>
<td>French 1 and 2</td>
</tr>
<tr>
<td>Music Performance Lab</td>
<td>French 1</td>
<td>Latin 1 and 2</td>
</tr>
<tr>
<td>Orchestra</td>
<td>Latin 1</td>
<td>Life Skills in Society</td>
</tr>
<tr>
<td>Technology Exposition</td>
<td>Life Skills in the Family</td>
<td>Music Performance Lab</td>
</tr>
<tr>
<td>Theatre Arts</td>
<td>Music Performance Lab</td>
<td>Orchestra</td>
</tr>
<tr>
<td>Visual Arts</td>
<td>Orchestra</td>
<td>Pre-Engineering</td>
</tr>
<tr>
<td>World Language Exploratory</td>
<td>Spanish 1</td>
<td>Spanish 1 and 2</td>
</tr>
<tr>
<td></td>
<td>Spanish for Bilingual Speakers 1</td>
<td>Spanish for Bilingual Speakers 1 and 2</td>
</tr>
<tr>
<td></td>
<td>Theatre Arts</td>
<td>Theatre Arts</td>
</tr>
<tr>
<td></td>
<td>Visual Arts</td>
<td>Visual Arts</td>
</tr>
<tr>
<td></td>
<td>World Language Exploratory</td>
<td>World Language Exploratory</td>
</tr>
</tbody>
</table>

- Students take all required courses.
- World Language Exploratory in grades 6, 7, and 8 is the same course and may be taken only once.
- Some non-required courses may not be offered if there is insufficient enrollment and/or staffing.
- Students who require interventions in English or Mathematics may be scheduled to receive support during an elective, exploratory course and/or extending learning time.
Special Note about accelerated mathematics course sequencing:

To address the unique academic needs of our advanced learners who may be part of the advanced Math Pathway or the HAL Math Program, a specific course sequence has been designed. A thorough identification and articulation process is used to determine placement in either of these accelerated course sequence options as noted on pg. 3 of this guide.

The course sequence for each of these programs allows our advanced learners to compact mathematics learning at an accelerated pace in order to earn credit for high school mathematics courses while still in middle school. Specific course sequencing for each program of study is outlined in the chart below. Each of these course sequences ultimately allows students to advance to higher-level mathematics including Calculus and other dual enrollment options while in high school.

<table>
<thead>
<tr>
<th>HAL MATH PROGRAM</th>
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<tbody>
<tr>
<td><strong>GRADE 5</strong></td>
<td><strong>GRADE 6</strong></td>
<td><strong>GRADE 7</strong></td>
<td><strong>GRADE 8</strong></td>
</tr>
<tr>
<td>Math Grade 5</td>
<td>Math Grade 6 Honors</td>
<td>Math Grade 7 Accelerated</td>
<td>Algebra 1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MATH PATHWAY</th>
<th></th>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td><strong>GRADE 5</strong></td>
<td><strong>GRADE 6</strong></td>
<td><strong>GRADE 7</strong></td>
<td><strong>GRADE 8</strong></td>
</tr>
<tr>
<td>Math Pathway Grade 5 (5th grade curriculum and priority standards from 6th grade curriculum)</td>
<td>Math Grade 7 Honors</td>
<td>Math Grade 8 Honors</td>
<td>Semester Algebra 1 AND Semester Geometry</td>
</tr>
</tbody>
</table>
6TH GRADE COURSES

ARTS: VISUAL AND PERFORMING

6503 BAND
This course is for students who have successfully completed prior instrumental instruction at the elementary-school level. Students continue to develop the basic skills and knowledge necessary to perform music (on instruments commonly found in bands) in unison and in an ensemble. Each student is responsible for obtaining his/her instrument before school starts; in addition, each student must obtain required music books and supplies as announced by the director. Students are required to attend and participate in school programs where grades may be assigned. The band practices, rehearses, and performs a variety of Grade I band music. In addition to developing high levels of performance quality, students experience balanced instruction that includes studying music from the historical, aesthetic, and critical perspectives.

Students with no prior instruction in instrumental music should enroll in Beginning Band (6506). If that course is not available, they may enroll in Band (6503).

6506 BAND: BEGINNING
This course is offered to students who want to begin studying instrumental music, perhaps after some exploration at the elementary school. The band director guides each student in selecting an appropriate instrument. Students are responsible for obtaining the instrument before school begins; in addition, each student must obtain required music books and supplies as announced by the director. Besides ensuring that a student knows about techniques needed to perform music accurately and effectively, the band director helps each student to develop the specific skills required to play music on a woodwind, brass, or percussion instrument. All students are required to practice daily so that they can master the 6th-grade essential curriculum for instrumental music. They are required to attend and participate in school programs where grades may be assigned. In addition to developing high levels of performance quality, students experience balanced instruction that includes studying music from the historical, aesthetic, and critical perspectives.

6505 CHORUS
This course is available to students who have successful prior experience with vocal music from their elementary school music instruction, as well as students who are interested in beginning vocal music instruction. Students develop the basic skills and knowledge necessary to perform music in unison and in an ensemble; they focus on proper breathing, posture, enunciation, intonation, and expression. They also concentrate on two-part singing, simple sight-reading, and rhythm reading. Each student is responsible for obtaining required music books, supplies, and items necessary for concert dress as announced by the director. Students are required to attend and participate in school programs where grades may be assigned. The chorus practices, rehearses, and performs a variety of choral music and styles, including classical, jazz, spiritual, and pop. In addition to developing high levels of performance quality, students experience balanced instruction that includes studying music from the historical, aesthetic, and critical perspectives.

6508 MUSIC PERFORMANCE LABORATORY
This yearlong elective course covers the elements of music and applies this information through the use of hands-on experiences with a variety of classroom instruments. These instruments may include guitar, electronic keyboards, hand bells, recorders, Orff instruments (i.e., xylophone, marimba), computers, world percussion, and other musical media. Performance quality is reinforced through balanced instruction that includes studying music from a historical, aesthetic, and critical perspective.

6504 ORCHESTRA
This course is available to students who have successful prior experience with string instruments from their elementary school music instruction, as well as students who are interested in beginning string instruction. Students develop the basic skills and knowledge necessary to perform music (on string instruments commonly found in orchestras) in unison and in an ensemble. Each student is responsible for obtaining his/her instrument before the opening of school; in addition, each student must obtain required music books and supplies as announced by the director. Students are required to attend and participate in school programs where grades may be assigned. The orchestra practices, rehearses, and performs a variety of Grade I orchestral music. In addition to developing high levels of performance quality, students experience balanced instruction that includes studying music from the historical, aesthetic, and critical perspectives.

6520 THEATRE ARTS
Students experience a variety of the performing arts. They are expected to participate in a number of activities that may include singing, dancing, acting, announcing, stage crafts, improvisation, mime, and scenes. Students may be expected to participate in one or more productions that integrate all of the material learned during the course.

6530 VISUAL ARTS
Students create and explore art techniques, styles, cultures, and visual qualities of two and three-dimensional artworks. Students develop fundamental art skills in areas such as drawing, painting, printmaking, graphics, crafts, sculpture, and architecture. Projects may allow students to integrate visual art skills with academic themes. Originality, effective communications,
problem solving, critical thinking, social cooperation, self-discipline, and community/environmental issues are involved in lessons. Students participate in portfolio and communication assessments and develop personal expression through their enjoyment of art. Students may be asked to provide a small fee ($3-$5) for unique project materials.

**Course materials fee:** $6.

### CAREER AND TECHNICAL EDUCATION

**6922 FOOD SCIENCE**

Food Science is a 6th grade exploratory Family and Consumer Sciences course. Hands-on activities in this course provide opportunities for students to understand principles of food preparation, nutrition, and the food system. Food Science will also engage students in activities designed to practice decision-making strategies in the areas of nutrition and financial literacy that promote personal wellness.

**Course materials fee:** $10.

**6942 LEARN, APPLY AND BUILD 21ST CENTURY SKILLS (LAB 21)**

Learn, Apply, and Build 21st Century Skills (LAB 21) is a 6th grade exploratory course developed to support transdisciplinary STEM instruction. LAB 21 is focused on Project-Based Learning and 21st century skill development in connection with the Elementary level “Project LAB.” In this course, students will prepare for post-secondary studies and careers by working on projects designed to improve skills such as communication, collaboration, creative problem solving and computational thinking skills.

**6971 TECHNOLOGY EXPOSITION**

This activity-based course explores technology systems. Student’s foster problem solving and computational thinking skills through design briefs while integrating math and science utilizing Problem Based Learning. Unit topic and possible projects include; communications – Digital Communication Tools and 3-D modeling, manufacturing – assembly line projects, transportation – gravity racer and rockets, construction – toothpick bridge design, and energy and power – balloon sled, and Biotechnology.

**Course materials fee:** $10.

### ENGLISH LEARNER PROGRAM (EL)

#### BEGINNER/ADVANCED BEGINNER

**1440 EL ENGLISH FOUNDATIONS I**

This course is offered to all middle school students with little or no English Language proficiency based upon state-mandated language proficiency assessments. These classes offer intensive instruction in oral and written English language and reading skills. They are aligned with the FCPS mainstream curriculum to the extent possible and WIDA’s (World Class Instructional Design & Assessment) five English Language Development Standards. At this level, WIDA Standard 1 (Social and Instructional Language) and Standard 2 (The language of Language Arts) are emphasized.

**1441 EL SCIENCE/SOCIAL STUDIES FOUNDATIONS**

This course is offered to middle school EL students with little or no proficiency in English, based upon state-mandated language proficiency assessments, and who have background knowledge gaps in Science and Social Studies. EL students will learn the four language domains in English through science and social studies content enabling them to simultaneously learn language and fill in background knowledge gaps. The content is based on FCPS science and social studies standards and uses SIOP-sheltered instruction observation protocol, as an instructional approach.

**8450A EL FOUNDATIONAL READING I**

Using highly interactive materials, students will build fundamental reading and spelling skills. Students will master the fundamental reading and writing skills required for success with the new standards, and college and career readiness standards through explicit instruction in phonics, comprehension, and writing.

**8450B EL FOUNDATIONAL READING II**

Using highly interactive materials, students will build fundamental reading and spelling skills. Students will master the fundamental reading and writing skills required for success with the new standards, and college and career readiness standards through explicit instruction in phonics, comprehension, and writing.

**9911 EL CCR MATH FOUNDATIONS 1**

This course is offered to all EL students that have significant skill gaps in mathematics. The course will focus on developing students’ mathematical and language proficiencies through research based and evidenced based instructional strategies. Instruction will strengthen conceptual and procedural knowledge to close an existing gap so that students can easily transition to grade level experiences in future mathematical coursework. Students will focus on content within the CCSS domains of Operations and Algebraic Thinking, Number and Operations in Base Ten, Number and Operations-Fractions, Measurement and Data, and Geometry.

**9912 EL CCR MATH FOUNDATIONS 2**

This course is offered to all EL students that have significant skill gaps in mathematics. The course will focus on developing students’ mathematical and language proficiencies through research based and evidenced based instructional strategies. Instruction will strengthen conceptual and procedural knowledge to close an existing gap so that students can easily transition to grade level experiences in future mathematical coursework. Students will focus on content within the CCSS domains of Ratios and Proportional Relationships, The Number System, Expressions and Equations, Geometry, and Statistics and Probability.
## INTERMEDIATE

**1640  EL ENGLISH FOUNDATIONS 2**

These classes build on the English language skills acquired in the EL English Foundations 1 class. They focus on developing the students’ cognitive academic language proficiency in speaking, listening, reading and writing. These language skills support success in academic content classes. They are aligned with the FCPS mainstream curriculum to the extent possible and WIDA’s five English Language Development Standards. At this level, the WIDA Standards focus on both English language development and academic language development necessary for success in mainstream classes.

## ADVANCED

**1840  EL ENGLISH FOUNDATIONS 3**

These classes prepare students for transition and complete immersion into mainstream academic classes. They are aligned with the essential curricula in related areas and WIDA’s five English Language Development Standards. This course emphasizes the academic language of mathematics, science, language arts, and social studies necessary for success in mainstream classes. Special attention to state-mandated assessments is emphasized.

## LANGUAGE ARTS

**6011  6TH GRADE LANGUAGE ARTS (HONORS)**

Emphasis in this College and Career Ready Standards based course is on increasing student facility with strategic reading processes to promote reading comprehension and critical thinking skills when students read for information and for literary experience. Students also focus on improving writing and language skills through completion of multiple compositions in a variety of genres and for a multitude of purposes (with an emphasis on narrative, argumentative and informative writing). Language usage, spelling, vocabulary, research, speaking, and listening skills also are taught and practiced throughout the course. Students read and write daily, with a balance of brief and extended texts read and composed.

## MATHEMATICS

**6331C  MATH GRADE 6 (HONORS)**

**6332C  MATH GRADE 6**

In this course the focus is on four critical areas with opportunities for extension as students are: (1) connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; (2) completing the understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; (3) writing, interpreting, and using expressions and equations; and (4) developing understanding of statistical thinking. Experiences with these four critical areas merge with experiences that seek to develop mathematical processes and proficiencies including: problem solving, reasoning, communication, strategic competence, conceptual understanding, flexibility and a productive disposition.

*Grade 6 students who are part of the advanced Math Pathway will enroll in the Math Grade 7 Honors course.*

*Placement in the advanced Math Pathway is by the identification and recommendation process beginning in elementary school only.*

## PHYSICAL EDUCATION/HEALTH

**6801  PHYSICAL EDUCATION**

Students learn how to develop an acceptable level of fitness through an understanding of the components of fitness and an appreciation of the lifelong value of fitness. Students are involved in active, positive learning experiences with a focus on goals that are challenging but attainable. They develop physical skills and acquire knowledge of and an appreciation for efficient and creative movement through participation in a sequential program of varied activities.

Activities are designed to improve individual fitness levels, and students are tested periodically according to Frederick County fitness standards. Students gain an understanding of physical fitness benefits and values. In addition, they learn, practice, and execute basic skills specific to a wide range of sporting experiences. The students also learn rules and strategies of sports and fitness activities.

Physical education classes emphasize and expect students to demonstrate good sportsmanship, self-control, and respect for others. Students set goals, apply fitness concepts to daily lives, and solve tasks through independent thinking.
6802  HEALTH EDUCATION

Middle school health education provides for the continued development of attitudes and behaviors related to becoming a health-literate individual. This course is part of a planned, sequential, comprehensive health education curriculum to support student development of essential health skills within health content areas. In grade six, students focus on continued skill development and skill applications that assist in building competencies for health literacy. These may include decision-making skills, goal setting, accessing information, interpersonal communication, self-management, and advocacy. Developmentally appropriate concepts of personal and community health; safety and injury prevention; nutrition and physical activity; mental health; alcohol, tobacco and other drug use; and family life and human sexuality are areas used for skill development. Participation in the Family Life component requires parental permission. The adolescent student has instructional opportunities to investigate how health behaviors impact health, well-being, and disease prevention and to accept personal responsibility for health related decisions.

All family life curricular materials are reviewed by a Family Life Advisory Committee.

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SCIENCE

6207  SCIENCE

This course begins the integrated study of life, Earth, and physical sciences through four overarching strands: change, movement, organization, and systems. Each of the four 6th grade modules lays the foundation of concepts for middle school science. In Our Extreme Planet module (Change), students identify and explore weather, natural hazards, and human and natural impact on the planet. The Water module (Movement) explores the chemistry and physics of water on our planet. The Ecosystems module (Systems) examines abiotic and biotic factors, populations, nutrient recycling, water quality and human impact on ecosystems. The Balanced Body module (Organization) explores how cells, tissues, organs, and organ systems work together to keep the human body in balance as an entire system. Science and engineering practices, disciplinary core ideas and cross cutting practices are integrated in all modules to provide a comprehensive, hands-on laboratory experience in middle school science. Students also participate in field-based experiences facilitated through the Outdoor School Program where classroom investigations are applied to real-world settings.

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SOCIAL STUDIES

6107  HISTORY OF THE ANCIENT WORLD

This course is structured chronologically from the Neolithic Period to the Roman Empire and includes units on Mesopotamia, Ancient Egypt, India, China, Greece, and Rome. Students explore the social, political, economic, and cultural structures made by societies during each of these time periods, as well as their accomplishments, impact over time, and contributions to the history of our world. Geography concepts taught include types of maps, elements of maps, regions, etc. Skills infused throughout the course include constructing time lines; interpreting maps, charts, and graphs; analyzing forms and the roles institutions play in culture; analyzing settlement patterns; summarizing issues; evaluating viewpoints; drawing conclusions; and using cause and effect, sequence, and correlation as tools for examining historic events.

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WORLD LANGUAGE

6650  WORLD LANGUAGE EXPLORATORY

This course provides students the opportunity to explore, on a limited basis, the five world languages that are offered in high school. During the course, students (a) acquire an understanding of how to be a successful world language student, (b) learn to communicate in each language on a minimal level, (c) learn important cultural information about the people who speak/spoke each language, (d) discuss how their own language developed and how each of the five world languages studied has influenced English, and (e) explore some basic elements of sign language. Throughout the course, students also have the opportunity to complete a project pertaining to each language studied.
ARTS: VISUAL AND PERFORMING

7503 BAND

This course is available to students who have successfully completed prior instrumental instruction at the 6th-grade level. Students continue to develop an increased range of musical skills and knowledge, concentrate on individual part playing, and continue to develop refined solo and ensemble performance skills. Each student is responsible for obtaining his/her instrument before the opening of school; in addition, each student must obtain required music books and supplies as announced by the director. Students are required to attend and participate in school programs where grades may be assigned. The band practices, rehearses, and performs a variety of Grade II band music. In addition to developing high levels of performance quality, students experience balanced instruction that includes studying music from the historical, aesthetic, and critical perspectives.

Students without prior instruction in instrumental music must obtain written permission from the band director before enrolling. Students enrolled in this course are exempt from enrolling in .5 Creative Arts and .5 Invention and Innovation. (I&I)

7504 ORCHESTRA

This course is available to students who have successfully completed prior orchestral instruction at the 6th-grade level. Students continue to develop an increased range of musical skills and knowledge, concentrate on individual part playing, and continue to develop refined solo and ensemble performance skills. Each student is responsible for obtaining his/her instrument before the opening of school; in addition, each student must obtain required music books and supplies as announced by the director. Students are required to attend and participate in school programs where grades may be assigned. The orchestra practices, rehearses, and performs a variety of Grade II orchestral music. In addition to developing high levels of performance quality, students experience balanced instruction that includes studying music from the historical, aesthetic, and critical perspectives.

Students without prior instruction in orchestra must obtain written permission from the orchestra director before enrolling. Students enrolled in this course are exempt from enrolling in .5 Creative Arts and .5 Invention and Innovation. (I&I)

7505 CHORUS

This course is available to students who have successfully completed prior instruction in chorus in the 6th grade. Students continue to develop a full range of vocal skills including proper breathing, posture, enunciation, intonation, and expression. They also concentrate on three-part singing, more complex sight-reading, and advanced rhythm and melody reading. Each student is responsible for obtaining required music books, supplies, and items necessary for concert dress as announced by the director. Students are required to attend and participate in school programs where grades may be assigned. The chorus practices, rehearses, and performs a variety of choral music and styles (typically at Grades I and II), including classical, jazz, spiritual, and pop. In addition to developing high levels of performance quality, students experience balanced instruction that includes studying music from the historical, aesthetic, and critical perspectives.

Students without prior instruction in chorus must obtain written permission from the choral director before enrolling. Students enrolled in this course are exempt from enrolling in .5 Creative Arts and .5 Invention and Innovation. (I&I)

7508 MUSIC PERFORMANCE LABORATORY

This yearlong elective course covers the elements of music and applies this information through the use of hands-on experiences with a variety of classroom instruments. These instruments may include guitar, electronic keyboards, hand bells, recorders, Orff instruments (i.e., xylophone, marimba), computers, world percussion, and other musical media. The course reinforces performance quality through balanced instruction that includes studying music from historical, aesthetic, and critical perspectives.

This is a stand-alone course and is not sequential with other 6th or 8th grade courses.

7520 THEATRE ARTS

Students experience a variety of performing arts and are expected to participate in a number of activities that may include improvisations, mime, and scenes. This course may require participation in one or more productions that integrate all of the material learned. Careers in the arts will also be studied.

This is a stand-alone course and is not sequential with other 6th or 8th grade courses.

7530 VISUAL ART

Students create independent and challenging projects including drawing, painting, graphics, crafts, ceramics, sculpture, and architecture. While developing their own sense of artistic style, students also learn about design terms and art criticism. Originality, effective communications, problem solving, integration, critical thinking, social cooperation, self-discipline, and community/environmental issues are involved in the lessons. Students participate in portfolio and communication assessments and develop personal expression through their enjoyment of art. Students may be asked to provide a small fee ($3-$5) for unique project materials.

This is a stand-alone course and is not sequential with other 6th or 8th grade courses.

Course materials fee: $6.
**7905 CREATIVE ARTS**

In this required 18-week course, 7th grade students explore major art forms such as visual art, music, theatre, media arts, and dance as they relate to the human experience. They develop an understanding of the arts as important parts of history, culture, and society. Students will utilize traditional and digital artistic tools to produce original work and nurture their individual creative potential, transitioning from consumers of culture to creators. This course emphasizes learning and using core knowledge through a balanced instructional approach. Some traditional reading, writing, and research strategies, using print and audiovisual sources as well as the full range of available technology, are balanced with a variety of integrated production and performance experiences in one or more of the major art forms.

*Students enrolled in 7th grade band, chorus, or orchestra are exempt from enrolling in .5 Creative Arts and .5 Invention and Innovation.*

(1641)

*Course materials fee: $4-$6.*

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**CAREER AND TECHNICAL EDUCATION**

**7020 COMPUTER SCIENCE INVESTIGATION**

Computer science is an integral part of our lives, shaping virtually everything from the objects around us to the ways in which we communicate, travel, work, and play. The computer revolution has just begun, Computer Science is now a key enabler for discovery and innovation in most other fields of endeavor. We know that giving students choice in their learning is a powerful tool for creating fun, engaging, and lasting learning experiences. Computer Science Investigation focuses on the skills that enable students to create and express themselves in a variety of contexts and media. Whether they are developing their own website, designing an app, building a game, or creating a physical computing device, students are empowered to bring their ideas to life and work on their computational thinking skills.

*This is a stand-alone course and is not sequential with 8th grade courses.*

**7221 LIFE SKILLS IN THE FAMILY**

This course is activity based, applying academics to real-life situations. Students explore Family and Consumer Science topics such as financial literacy, family, child development, living environments, nutrition, food preparation, clothing, and textiles. They use a variety of technologies including the construction of a machine-sewn textile project. Planning and implementing projects as a team using problem-solving skills for family and living environments to promote critical-thinking skills. This class is recommended for all students, regardless of educational or career goals, because all individuals are faced with the challenges of managing their personal, home, family, and work lives.

*This is a stand-alone course and is not sequential with other 6th or 8th grade courses.*

*Course materials fee: $15.*

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**7972 INVENTION AND INNOVATION**

Students apply the design process in the invention or innovation of a new product, process, or system. Students study the history of inventions and innovations, including their impacts on society. Students learn the core concepts of technology, computational thinking, and practice various approaches to solving problems. They participate in engineering design activities to understand how criteria, constraints, and processes affect designs. Students also develop skills in researching and communicating design information and reporting results.

*Course materials fee: $5.*

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**ENGLISH LEARNER PROGRAM (EL)**

**1440 EL ENGLISH FOUNDATIONS I**

This course is offered to all middle school students with little or no proficiency in English based upon state-mandated language proficiency assessments. These classes offer intensive instruction in oral and written English language and reading skills. They are aligned with the FCPS mainstream curriculum to the extent possible and WIDA’s (World Class Instructional Design & Assessment) five English Language Development Standards. At this level, WIDA Standard 1 (Social and Instructional Language) and Standard 2 (The language of Language Arts) are emphasized.

**1441 EL SCIENCE/SOCIAL STUDIES FOUNDATIONS**

This course is offered to middle school EL students with little or no proficiency in English, based upon state-mandated language proficiency assessments, and who have background knowledge gaps in Science and Social Studies. EL students will learn the four language domains in English through science and social studies content enabling them to simultaneously learn language and fill in background knowledge gaps. The content is based on FCPS science and social studies standards and uses SIOP-sheltered instruction observation protocol, as an instructional approach.

**8450A EL FOUNDATIONAL READING I**

Using highly interactive materials, students will build fundamental reading and spelling skills. Students will master the fundamental reading and writing skills required for success with the new standards, and college and career readiness standards through explicit instruction in phonics, comprehension, and writing.

**8450B EL FOUNDATIONAL READING II**

Using highly interactive materials, students will build fundamental reading and spelling skills. Students will master the fundamental reading and writing skills required for success with the new standards, and college and career readiness standards through explicit instruction in phonics, comprehension, and writing.
9911  EL CCR MATH FOUNDATIONS 1
This course is offered to all EL students that have significant skill gaps in mathematics. The course will focus on developing students’ mathematical and language proficiencies through research based and evidenced based instructional strategies. Instruction will strengthen conceptual and procedural knowledge to close an existing gap so that students can easily transition to grade level experiences in future mathematical coursework. Students will focus on content within the CCSS domains of Operations and Algebraic Thinking, Number and Operations in Base Ten, Number and Operations-Fractions, Measurement and Data, and Geometry.

9912  EL CCR MATH FOUNDATIONS 2
This course is offered to all EL students that have significant skill gaps in mathematics. The course will focus on developing students’ mathematical and language proficiencies through research based and evidenced based instructional strategies. Instruction will strengthen conceptual and procedural knowledge to close an existing gap so that students can easily transition to grade level experiences in future mathematical coursework. Students will focus on content within the CCSS domains of Operations and Algebraic Thinking, Number and Operations in Base Ten, Number and Operations-Fractions, Measurement and Data, and Geometry.

7440  ENGLISH AS A WORLD LANGUAGE 1
This course consistently addresses all four language domains and the importance of social language in student interaction with peers and teachers in school. The language that students encounter across instructional settings are a primary focus. This course satisfies one credit towards a world language completer.

ADVANCED

1840  EL ENGLISH FOUNDATIONS 3
These classes prepare students for transition and complete immersion into mainstream academic classes. They are aligned with the essential curricula in related areas and WIDA’s five English Language Development Standards. This course emphasizes the academic language of mathematics, science, language arts, and social studies necessary for success in mainstream classes. Special attention to state-mandated assessments is also emphasized.

LANGUAGE ARTS

7011  7TH GRADE LANGUAGE ARTS (HONORS)
7012  7TH GRADE LANGUAGE ARTS
Emphasis in this College and Career Ready Standards based course is on further increasing student facility with strategic reading processes to promote reading comprehension and critical thinking skills when students read for information and for literary experience. Students also focus on improving writing and language skills through completion of multiple compositions in a variety of genres and for a multitude of purposes (with an emphasis on narrative, argumentative and informative writing). Language usage, spelling, vocabulary, research, speaking and listening skills also are taught and practiced throughout the course. Students read and write daily, with a balance of brief and extended texts read and composed.

MATHEMATICS

7330CA  MATH GRADE 7 ACCELERATED
Placement in this accelerated course is by school recommendation only. This is the first year of a two-year, two-course sequence during which time students will receive mathematics instruction in Grade 7, Grade 8, and Algebra 1. This two-year sequence only occurs during the student’s 7th grade and 8th grade years.

This course differs from the non-accelerated 7th Grade course in that it contains content from 8th grade. While coherence is retained, in that it logically builds from the 6th Grade, the additional content when compared to the non-accelerated course demands a faster pace for instruction and learning.

During the 7th grade year, instructional time will focus on developing understanding and applying of proportional relationships, developing understanding of operations with rational and irrational numbers, including work with positive and negative exponents. Instruction will also focus on examining relationships with proportions, expressions, lines, and linear equations including solving pairs of linear equations simultaneously. Students will solve problems involving scale drawings and
informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume of cylinders, cones, and spheres. Additional mathematical concepts studied throughout this course include understanding congruence, similarity, and angle relationships, making inferences based on samples, and using probability models for making predictions. Experiences with these critical concepts merge with experiences that seek to develop mathematical processes and proficiencies including: problem solving, reasoning, communication, strategic competence, conceptual understanding, flexibility and a productive disposition.

7331C  MATH GRADE 7 (HONORS)
7332C  MATH GRADE 7

In this course the focus is on four critical areas with opportunities for extension as students are: (1) developing understanding and applying of proportional relationships; (2) developing understanding of operations with rational numbers and working with expressions and linear equations; (3) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and (4) drawing inferences about populations based on samples. Experiences in these four critical areas merge with experiences that seek to develop mathematical processes and proficiencies including: problem solving, reasoning, communication, strategic competence, conceptual understanding, flexibility and a productive disposition.

Grade 6 students who are part of the advanced Math Pathway will enroll in the Math Grade 7 Honors course.

Placement in the advanced Math Pathway is by the identification and recommendation process beginning in elementary school only.

PHYSICAL EDUCATION/HEALTH

7801  PHYSICAL EDUCATION

Students learn how to develop an acceptable level of fitness through an understanding of the components of fitness and an appreciation of the lifelong value of fitness. Students are involved in regular activities designed to improve and challenge individual fitness levels. These levels are tested periodically in accordance with Frederick County fitness standards. In addition, students learn, practice, and execute basic skills specific to a wide range of sporting experiences. Students also learn rules and strategies of sports and fitness activities. Physical education classes emphasize and expect students to demonstrate good sportsmanship, self-control, and respect for others. Students will apply fitness concepts to daily lives and solve tasks through independent thinking.

7802  HEALTH EDUCATION

This course encourages students to develop knowledge, skills, attitudes, and behaviors that enable them to make responsible decisions about health. In addition to learning about personal and consumer health, students learn how personal issues, others, culture, media, and other factors influence their decisions and the consequences that these decisions may have. Students study the physical and psychological effects and potential dangers of medicine misuse, tobacco, alcohol, and marijuana along with ways to resist and refuse peer pressure. During the family life sexually transmitted infections (STI) prevention unit (parental permission required), students learn about the changes that occur in adolescence (including human reproduction), that can occur at different times, and that are normal and experienced by everyone. Students identify abstinence as the surest way to prevent pregnancy and STIs, and become aware of the existence of birth control. Through this course students will understand sexual harassment and sexual assault, including prevention skills, appropriate intervention, and be able to demonstrate effective advocacy skills. All family life curricular materials are reviewed by a Family Life Advisory Committee.

SCIENCE

7207  SCIENCE

This course continues the integrated study of life, Earth, and physical sciences through four overarching strands: change, movement, organization, and systems. Each of the four 7th grade modules builds upon and extends the concepts developed in the 6th grade modules. In the Human Impact on Earth module (Change), students explore natural resources, how they are obtained, transported, recycled and sustained. The Earth’s Processes module (Movement) focuses on the geology of Earth including minerals, rocks, geologic time and the structure of Earth’s interior. The Flow of Energy module (Systems) examines potential and kinetic energy, electricity and magnetism as well as matter and energy cycles. The Chemistry and Matter module (Organization) explores atoms, the periodic table, conservation of mass and compounds and mixtures. Science and engineering practices, disciplinary core ideas and cross cutting practices are integrated in all modules to provide a comprehensive, hands-on laboratory experience in middle school science. All four modules of study emphasize the understanding and application of classroom concepts to real world settings.
SOCIAL STUDIES

7107 HISTORY OF THE MEDIEVAL WORLD THROUGH EARLY MODERN TIMES (476-1750 C.E.)

Seventh-grade social studies is a survey course beginning with consequences of the fall of the Roman Empire. The content is not strictly chronological. The period of medieval history through early modern times is studied in the following areas: the rise of the Byzantine Empire; the conflict between Western Europe and the Byzantine Empire; Europe during the Middle Ages through the Enlightenment; the medieval Arabian Peninsula; the decline of Feudalism; the kingdoms and societies of early West Africa; the medieval Asian world; and the medieval Americas. The Age of Exploration and first era of globalization through 1750 are also studied. Students explore the social, political, economic, and cultural structures of a variety of cultural regions across the world. The accomplishments, impact over time, and contributions of these major societies as well as the outcome of cross culture contact are also studied. Infused skills include constructing time lines; interpreting maps, charts, and graphs; analyzing forms and roles that institutions play in cultures; analyzing settlement patterns; summarizing issues; evaluating viewpoints; drawing conclusions; and using cause and effect, sequence, and correlation as tools for examining historic events.

WORLD LANGUAGES

7650 WORLD LANGUAGE EXPLORATORY

This course provides students the opportunity to explore, on a limited basis, the five world languages that are offered in high school. During the course, students (a) acquire an understanding of how to be a successful world language student, (b) learn to communicate in each language on a minimal level, (c) learn important cultural information about the people who speak/spoke each language, (d) discuss how their own language developed and how each of the five world languages studied has influenced English, and (e) explore some basic elements of sign language. Throughout the course, students also have the opportunity to complete a project pertaining to each language studied.

Students who took World Language Exploratory in 6th grade are not eligible to take this course.

The following courses are the same as those offered in high school. Students should expect a rigorous academic class with daily homework. They should also be aware that their final course grade will appear on their high school transcript and will be figured into their cumulative grade point average. It is recommended that all students have at least one world language experience during middle school.

7632 FRENCH 1
7633 GERMAN 1
7631 SPANISH 1

These courses begin the development of the skills needed for proficiency in French, German, or Spanish. The target language is the principal means of communication between teacher and students. Linguistic skills are taught within the context of the culture of the people who speak the target language. Students acquire a better understanding of their own language and have the opportunity to apply some of what they have learned in their world language class to other subjects. The goal of a multi-year world language program is to prepare students to communicate and interact in the target language.

Students completing the course with a passing final grade are awarded high school credit.

With sufficient enrollment and adequate staffing, schools may offer Level 2 World Language classes in the 8th grade.

7634 LATIN 1

Latin 1 familiarizes students with the beginning elements of Latin vocabulary and grammar, enabling them to develop the ability to read short passages, to write simple sentences, and to translate brief selected passages. Time is devoted to increasing students’ English vocabulary through the study of derivatives from Latin words and their exposure to expressions and abbreviations commonly used in English. Mythology as well as Greek and Roman culture and civilization are also important components of the curriculum.

Students who complete the course with a passing final grade receive high school credit.

With sufficient enrollment and adequate staffing, schools may offer Latin 2 classes in the 8th grade.

7630 SPANISH FOR BILINGUAL SPEAKERS 1

The purpose of this course is to enhance the proficiency of students who are heritage speakers of Spanish and persons who have had significant exposure to the language. Via the use of literature, readings, and other authentic materials, the goal is to ensure a fundamental understanding of grammar, writing, spelling, speaking, and general literacy. This class may take the place of Spanish 1 to satisfy one of the two credits required for the WL completer.
ARTS: VISUAL AND PERFORMING

8503 BAND
This course is open to students who have successfully completed prior instrumental instruction at the 7th-grade level. Students continue to develop an increased range of comprehensive musical skills and knowledge. Each student is responsible for obtaining his/her instrument before the opening of school; in addition, each student must obtain required music books and supplies as announced by the director. Students are required to attend and participate in school programs where grades may be assigned. The band practices, rehearses, and performs a variety of grade II and III band music. In addition to developing high levels of performance quality, students experience balanced instruction that includes studying music from the historical, aesthetic, and critical perspectives.

Students with no prior instruction in instrumental music may participate with written permission of the band director.

8504 ORCHESTRA
This course is open to students who have successfully completed prior orchestral instruction at the 7th-grade level. Students continue to develop an increased range of comprehensive musical skills and knowledge. Each student is responsible for obtaining his/her instrument before the opening of school; in addition, each student must obtain required music books and supplies as announced by the director. Students are required to attend and participate in school programs where grades may be assigned. The orchestra practices, rehearses, and performs a variety of Grade II and III orchestral music. In addition to developing high levels of performance quality, students experience balanced instruction that includes studying music from the historical, aesthetic, and critical perspectives.

Students with no prior instruction in orchestra may enroll with written permission of the orchestra director.

8505 CHORUS
This course is open to students who have successfully completed prior instruction in chorus in the 7th grade, as well as students who are interested in beginning vocal music instruction and have written approval from the choral director. Students continue to develop a full range of vocal skills including proper breathing, posture, enunciation, intonation, and expression. They also concentrate on three-part and four-part singing, more complex sight-reading, and advanced rhythm and melody reading. Each student is responsible for obtaining required music books, supplies, and items necessary for concert dress as announced by the director. Students are required to attend and participate in school programs where grades may be assigned. The chorus practices, rehearses, and performs a variety of choral music and styles (typically at Grades II and III), including classical, jazz, spiritual, and pop. In addition to developing high levels of performance quality, students experience balanced instruction that includes studying music from historical, aesthetic, and critical perspectives.

This is a stand-alone course and is not sequential with other 6th or 7th grade courses.

8508 MUSIC PERFORMANCE LABORATORY
This yearlong elective course covers the elements of music and applies this information through the use of hands-on experiences with a variety of classroom instruments. These instruments may include guitar, electronic keyboards, hand bells, recorders, Orff instruments (i.e., xylophone, marimba), computers, world percussion, and other musical media. The course reinforces performance quality through balanced instruction that includes studying music from historical, aesthetic and critical perspectives.

This is a stand-alone course and is not sequential with other 6th or 7th grade courses.

8520 THEATRE ARTS
Students experience a variety of performing arts and are expected to participate in a number of activities that may include improvisations, mime, and scenes, and they study careers in the arts. This course may require participation in one or more productions that integrate all of the material learned in the course.

This is a stand-alone course and is not sequential with other 6th or 7th grade courses.

8530 VISUAL ART
Students focus on advancement of their art skills, develop personal expression through their enjoyment of art, and learn to develop and refine their own sense of style, originality, and application of problem-solving skills in the art production and criticism process. The course also emphasizes effective verbal/written communication skills, critical thinking, integration, social cooperation, self-discipline, and community/environmental issues. Students participate in portfolio and communication assessments and develop personal expression through their enjoyment of art. Students may be asked to provide a small participation fee ($3-$5) in order to complete any 3-D project in which the materials are unique and the student will be taking the object home at the conclusion of the assignment.

This is a stand-alone course and is not sequential with other 6th or 7th grade courses.

Course materials fee: $6.
CAREER AND TECHNICAL EDUCATION

8922  LIFE SKILLS IN SOCIETY
Life Skills in Society is designed to develop leadership and interpersonal skills. Projects are planned with an emphasis on preparation, action, and reflection. Students use a variety of technologies to complete realistic projects that will empower them with the skills and knowledge to live in a competitive and rapidly changing society. Topics include financial literacy, consumer education, money management, clothing and textiles, construction of a machine-sewn project, nutrition, and food preparation. Students also have the opportunity to earn an FCPS Babysitter’s Training Certificate.

This is a stand-alone course and is not sequential with other 6th or 7th grade courses.
Course materials fee: $15.

8931  PRE-ENGINEERING
Hands on application of computers, tools, materials, and processes are used throughout this course to define and solve problems. Projects integrate science, technology, engineering and mathematics to challenge students to be inventive and apply their ingenuity. Web 2.0 tools and 3-D modeling are used as students solve design briefs ranging from straw bridge and hovercraft to aeronautics.

This is a stand-alone course and is not sequential with other 6th or 7th grade courses.
Course materials fee: $10.

ENGLISH LEARNER PROGRAM (EL)

BEGINNER/ADVANCED BEGINNER

1440  EL ENGLISH FOUNDATIONS I
This course is offered to all middle school students with little or no proficiency in English based upon state-mandated language proficiency assessments. These classes offer intensive instruction in oral and written English language and reading skills. They are aligned with the FCPS mainstream curriculum to the extent possible and WIDA’s (World Class Instructional Design & Assessment) five English Language Development Standards. At this level, WIDA Standard 1 (Social and Instructional Language) and Standard 2 (The language of Language Arts) are emphasized.

1441  EL SCIENCE/SOCIAL STUDIES FOUNDATIONS
This course is offered to middle school EL students with little or no proficiency in English, based upon state-mandated language proficiency assessments, and who have background knowledge gaps in Science and Social Studies. EL students will learn the four language domains in English through science and social studies content enabling them to simultaneously learn language and fill in background knowledge gaps. The content is based on FCPS science and social studies standards and uses SIOP-sheltered instruction observation protocol, as an instructional approach.

8450A  EL FOUNDATIONAL READING I
Using highly interactive materials, students will build fundamental reading and spelling skills. Students will master the fundamental reading and writing skills required for success with the new standards, and college and career readiness standards through explicit instruction in phonics, comprehension, and writing.

8450B  EL FOUNDATIONAL READING II
Using highly interactive materials, students will build fundamental reading and spelling skills. Students will master the fundamental reading and writing skills required for success with the new standards, and college and career readiness standards through explicit instruction in phonics, comprehension, and writing.

9911  EL CCR MATH FOUNDATIONS 1
This course is offered to all EL students that have significant skill gaps in mathematics. The course will focus on developing students’ mathematical and language proficiencies through research based and evidenced based instructional strategies. Instruction will strengthen conceptual and procedural knowledge to close an existing gap so that students can easily transition to grade level experiences in future mathematical coursework. Students will focus on content within the CCSS domains of Operations and Algebraic Thinking, Number and Operations in Base Ten, Number and Operations-Fractions, Measurement and Data, and Geometry.

9912  EL CCR MATH FOUNDATIONS 2
This course is offered to all EL students that have significant skill gaps in mathematics. The course will focus on developing students’ mathematical and language proficiencies through research based and evidenced based instructional strategies. Instruction will strengthen conceptual and procedural knowledge to close an existing gap so that students can easily transition to grade level experiences in future mathematical coursework. Students will focus on content within the CCSS domains of Ratios and Proportional Relationships, The Number System, Expressions and Equations, Geometry, and Statistics and Probability.

8440  ENGLISH AS A WORLD LANGUAGE 1
This course consistently addresses all four language domains and the importance of social language in student interaction with peers and teachers in the school. The language that students encounter across instructional settings are primary focus. This course satisfies one credit towards a world language completer.
8460  ENGLISH AS A WORLD LANGUAGE 2
Increasingly higher-level reading, writing, listening, and speaking skills are taught and assessed in this course. Increased emphasis is placed on assisting beginner students to acquire oral language proficiency and language usage skills. This course satisfies one credit towards a world language completer.

INTERMEDIATE
1640  EL ENGLISH FOUNDATIONS 2
These classes build on the English language skills acquired in the EL English Foundations 1 class. They focus on developing the students' cognitive academic language proficiency in speaking, listening, reading and writing. These language skills support success in academic content classes. They are aligned with the FCPS mainstream curriculum to the extent possible and WIDA's five English Language Development Standards. At this level, the WIDA Standards focus on both English language development and academic language development necessary for success in mainstream classes.

ADVANCED
1840  EL ENGLISH FOUNDATIONS 3
These classes prepare students for transition and complete immersion into mainstream academic classes. They are aligned with the essential curricula in related areas and WIDA's five English Language Development Standards. This course emphasizes the academic language of mathematics, science, language arts, and social studies necessary for success in mainstream classes. Special attention to state-mandated assessments is also emphasized.

LANGUAGE ARTS
8011  8TH GRADE LANGUAGE ARTS (HONORS)
8012  8TH GRADE LANGUAGE ARTS
Emphasis in this College and Career Ready Standards based course is on further increasing student facility with strategic reading processes to promote reading comprehension and critical thinking skills when students read for information and for literary experience. Students also focus on improving writing and language skills through completion of multiple compositions in a variety of genres and for a multitude of purposes (with an emphasis on narrative, argumentative and informative writing). Language usage, spelling, vocabulary, research, speaking, and listening skills also are taught and practiced throughout the course. Students read and write daily, with a balance of brief and extended texts read and composed.

MATHMATICS
23120* ALGEBRA 1 – SINGLE SEMESTER
This course is only for students who are in the Advanced Math Pathway. These students will take Algebra 1 in the fall semester and Geometry in the spring semester.
This course formalizes and extends the mathematics that students learned in middle grades mathematics. Each critical area deepens and extends 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 engages students in methods for analyzing, solving, and using quadratic functions. These critical areas include: analyze and explain the process of solving an equation; develop fluency writing, interpreting, and translating between various forms of linear equations and inequalities; use the laws of exponents to create and solve simple exponential equations; learn function notation; explore many examples of functions, including sequences; interpret functions given graphically, numerically, symbolically, and verbally, and translate between representations; build on previous understanding of integer exponents to consider exponential functions; interpret arithmetic sequences as linear functions and geometric sequences as exponential functions; use graphical representations and knowledge of the context to make judgments about the appropriateness of linear models; create and solve equations, inequalities, and systems of equations involving quadratic expressions; compare the key characteristics of quadratic functions to those of linear and exponential functions; identify the real solutions of a quadratic equation as the zeros of a related quadratic function.

Students completing the course with a passing final grade are awarded weighted high school credit.

*Course culminates with a state-mandated assessment.

23111C GEOMETRY – SINGLE SEMESTER
This course is only for students who are in the Advanced Math Pathway. These students will take Algebra 1 in the fall semester and Geometry in the spring semester.
Geometry with Reasoning teaches basic geometric concepts as well as logic and reasoning skills through the use of deductive and inductive reasoning. Topics include deductive/inductive reasoning, lines and angles, basic postulates and theorems, congruent triangles, transformations, inequalities, parallel lines, coordinate geometry, quadrilaterals, area, similarity, right triangles, circles, regular polygons and the circle, and geometric solids. In addition, Geometry with Reasoning (Honors) includes advanced topics such as transformational geometry.

Students who take Geometry as their only math class during the school year, will have to take the MCAP Geometry test.

Students completing the course with a passing final grade are awarded weighted high school credit.
**8330CA*ALGEBRA 1**

*Prerequisite: Successful completion of Math Grade 7 Accelerated*

This course is the culmination of the HAL Math program and incorporates not only the high school Algebra 1 course content, but additional 8th grade mathematics content standards (see pg. 3 of this course guide for a more detailed understanding of this course sequence). The additional content when compared to the non-accelerated course demands a faster pace for instruction and learning.

This is the second year of a two-year, two-course sequence during which time students will receive mathematics instruction in Grade 7, Grade 8, and Algebra 1. This two-year sequence only occurs during the student's 7th grade and 8th grade years. In this second year of this two-year sequence, students essentially complete the remainder of the Grade 8 standards and the entirety of the Algebra 1 course. The additional content when compared to the non-accelerated course demands a faster pace for instruction and learning.

During the 8th grade year, instructional time will focus on extensive work with understanding functions and using function notation including using functions to model relationships between quantities which may include absolute value, step, and piecewise functions; understanding and using the Pythagorean Theorem; using properties of rational and irrational numbers and then connecting ideas from work with radicals, rational exponents, and irrational numbers; investigating patterns in bivariate data; understand the structure of linear, quadratic, and exponential expressions and equations including writing such expressions and equations to solve problems; operations on linear and quadratic polynomials; recognize that solving equations is a process of reasoning; solving equations and inequalities both algebraically and graphically; solving systems of equations including linear-quadratic systems; interpret data on two categorical and quantitative variables.

*Students completing the course with a passing final grade are awarded weighted high school credit.*

*Course culminates with a state-mandated assessment.*

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**8331C  MATH GRADE 8 (HONORS)**

**8332C  MATH GRADE 8**

In this course the focus is on three critical areas with opportunities for extension as students are: (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem. Experiences in these three critical areas merge with experiences that seek to develop mathematical processes and proficiencies including: problem solving, reasoning, communication, strategic competence, conceptual understanding, flexibility and a productive disposition.

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**8801  PHYSICAL EDUCATION**

Students learn how to develop an acceptable level of fitness through an understanding of the components of fitness and an appreciation of the lifelong value of fitness. Students are involved in regular activities designed to improve and challenge individual fitness. These levels are tested periodically in accordance with Frederick County fitness standards. In addition, students learn, practice, and execute basic skills specific to a wide range of sporting activities. They also learn rules and strategies of sports and fitness activities. Physical education classes emphasize and expect students to demonstrate good sportsmanship, self-control, and respect for others. Students will apply fitness concepts to daily lives and solve tasks through independent thinking.

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**8802  HEALTH EDUCATION**

The class focus is on the prevention of major adolescent health problems of depression and suicide, body image, eating disorders, and family life components. Students will learn to apply the components of personal well-being to develop lifelong wellness skills and strategies. Students will demonstrate the ability to apply prevention and treatment knowledge, skills, and strategies to reduce susceptibility and manage disease. Students will develop the ability to use nutrition and fitness knowledge, skills, and strategies to promote a healthy lifestyle. Students will exhibit the ability to use drug knowledge, decision-making skills, and health enhancing strategies to address the non-use, use, and abuse of drugs including steroids, as well the classification of drugs. During the Family Life/STI Prevention Unit (parental permission required) students will evaluate the components of healthy relationships, identify abstinence as the surest way to prevent pregnancy and STIs, and describe methods of contraception, including their effectiveness. Students will identify techniques to avoid being sexually harassed/assaulted, the consequences of sexually harassing/assaulting others, and understand the responsibilities of a witness to sexual assault/harassment. All family life curricular materials are reviewed by a Family Life Advisory Committee.
SCIENCE

8207 SCIENCE
This course concludes the integrated study of life, Earth, and physical sciences through four overarching strands: change, movement, organization, and systems. Each of the four 8th grade modules builds upon and extends the concepts developed in earlier grades. In the Biotic Diversity module (Change), students explore traits in populations, natural selection and the fossil record. The Motions module (Movement) focuses on waves, transfer of energy and Newton's Laws. The Interactions of the Solar System (Systems) explores space, gravity, properties of objects in the solar system as well as interactions between the sun, earth and moon. The Inheritance module (Organization) explores cell division, mitosis and meiosis, and inheritance patterns. Science and engineering practices, disciplinary core ideas and cross cutting practices are integrated in all modules to provide a comprehensive, hands-on laboratory experience in middle school science. In each module of study, emphasis is placed on applying classroom concepts to real world settings.

SOCIAL STUDIES

8108 AMERICAN STUDIES 1
This chronological approach to United States history examines the social, economic, and political forces that shaped America from the colonial period through the Second Industrial Revolution in the late 1800s. The foundation of American Government and the related struggle to maintain the nation are emphasized beginning in 1750. Topics include the American Revolution, Federal Period, Westward Expansion, Civil War, Reconstruction, settlement of the West, and Industrialization. Students learn about the Native American experience, the growth of slavery and efforts of African Americans and others to end it, the changing role of women, and the Constitutional rights and responsibilities of citizens.

WORLD LANGUAGES

8650 WORLD LANGUAGE EXPLORATORY
This course provides students the opportunity to explore, on a limited basis, the five world languages that are offered sequentially for high-school credit starting in 7th and 8th grades: ASL, French, German, Latin, and Spanish. Students (a) acquire an understanding of how to be a successful world language student, (b) learn to communicate in each language on a minimal level, (c) learn important cultural information about the people who speak/spoke each language, (d) discuss how their own language developed and how each of the five world languages studied has influenced English, and (e) explore some basic elements of sign language. Students also have the opportunity to complete a project pertaining to each language studied.

Students who took World Language Exploratory in 6th or 7th grade are not eligible to take this course.

8632 FRENCH 1
8635 FRENCH 2
8633 GERMAN 1
8636 GERMAN 2
8631 SPANISH 1
8637 SPANISH 2

These courses begin and extend the development of the skills needed for proficiency in French, German, and Spanish. The target language is the principal means of communication between teacher and students. Linguistic skills are taught within the context of the culture of the peoples who speak the target language. Students acquire a better understanding of their own language and have the opportunity to apply some of what they have learned in their world language class to other subjects. The goal of a multi-year world language program is to prepare students to communicate and interact in the target language.

Students completing the course with a passing final grade are awarded high school credit. It is recommended that students earn a “B” or better (as a final grade) in order to be successful in Levels II and III.

8634 LATIN 1
8638 LATIN 2

These courses acquaint students with the beginning elements of Latin vocabulary and grammar. Persons develop the ability to read short passages, write simple sentences, and translate selected passages into English. Time is devoted to increasing students’ English vocabulary through the study of derivatives from Latin words and exposure to Latin expressions and abbreviations. Mythology, as well as Greek and Roman culture and civilization, are also important components of the curriculum.

Students completing the course with a passing final grade are awarded high school credit. It is recommended that students earn a “B” or better (as a final grade) in order to be successful in Levels II and III.

8630 SPANISH FOR BILINGUAL SPEAKERS 1
8730 SPANISH FOR BILINGUAL SPEAKERS 2

The purpose of these courses is to enhance the proficiency of students who are heritage speakers of Spanish and persons who have had significant exposure to the language. Via the use of literature, readings, and other authentic materials, the goal is to ensure a fundamental understanding of grammar, writing, spelling, speaking, and general literacy.

8630 and 8730 may be used respectively for levels I and II to satisfy a student’s world language completer.
PARENTS AS PARTNERS

Parent involvement is as important during the middle school years as it was in elementary school. The most important way to be involved is to emphasize the importance of education and take an active interest in what your child is doing in school. To succeed in school, your child needs your support.

Tips for Success:

- Encourage your child to challenge him or herself by working up to his or her ability in all classes.
- Recognize study habits as an important part of academic achievement. Your child will need to learn to organize his/her materials, and write down and complete homework assignments independently.
- Encourage your child to take advantage of opportunities to explore interests. Well-rounded students are the happiest students.
- Continue to attend parent conferences and stay involved in your child’s academic success. Do not hesitate to contact your child’s teachers or school counselor if you have questions or concerns.
- Help your child set short and long term goals. Praise your child for successes and provide support when needed.
- Be patient. Adolescence is a time of great growth and change.

5 WAYS TO BE INVOLVED IN YOUR CHILD’S EDUCATION

- CLICK WWW.FCPS.ORG
- VISIT SCHOOL
- TALK WITH TEACHERS
- ENCOURAGE LEARNING
- VOLUNTEER
WHAT’S NEXT?

HIGH SCHOOL
To obtain a Maryland High School Diploma, FCPS students must earn **25 credits** and fulfill the state and local graduation requirements outlined on this page. Note: Course availability depends on class enrollment and staffing. Graduation requirements are subject to change.

<table>
<thead>
<tr>
<th>SUBJECT AREA</th>
<th>CREDITS</th>
<th>COURSES</th>
</tr>
</thead>
</table>
| English           | 4       | 1–English 9  
1–English 10  
1–English 11 AP Language and Composition or English 101 Dual Enrollment Option or IB  
1–English 12 or AP Language and Composition or AP Literature and Composition or Dual Enrollment Options or IB |
| Mathematics       | 4       | 1–Algebra  
1–Geometry  
2–Other courses                                                                                                                                                                                   |
| Science           | 3       | 1–Biology  
2–Other lab courses  
Maryland State Science Standards aligned lab courses (PES/ABP, Biology and Chemistry/Fundamentals of Chemistry or Environmental Science are recommended). |
| Social Studies    | 3       | 1–American Studies 2 or AP United States History Yearlong  
1–Government or AP Government & Politics  
1–Modern World History or AP World History Modern |
| Health            | 0.5     | Health (Students who entered the 9th grade before the 2021-2022 school year are required to take .5 credit of Health education)  
Health (Students who entered the 9th grade during the 2021-2022 school year or after are required to take 1 credit of Health education) |
| Physical Education| 0.5     | Fitness for Life                                                                                                                                                                                       |
| Fine Arts         | 1       | Courses marked with double asterisks [**] in Arts: Visual & Performing section of the High School Course Guide.                                                                                       |
| Computer Science  | 1       | Engineering Design Applications, Foundations of Computer Science, Pre-Engineering (OHS) or Introduction to Engineering Design (LHS, THS, WHS).                                                   |
| Career Pathways   | 3-4     | Complete these credits in courses that match your career interest.                                                                                                                                    |

**FULFILL THE ADDITIONAL FIVE (5) COURSE CREDITS REQUIRED FOR GRADUATION VIA ONE OF THE FOLLOWING OPTIONS:**

<table>
<thead>
<tr>
<th>Option 1</th>
<th>Option 2</th>
<th>Option 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>World Language/American Sign Language–2 credits in the same language AND Three (3) elective credits</td>
<td>Effective 2022-23, MSDE will no longer recognize Advanced Tech as a completer. Students who started the program prior to 21-22 or prior are able to finish the completer for a graduation requirement.</td>
<td>Successful completion of a state approved CTE program of study AND One (1) elective credit</td>
</tr>
</tbody>
</table>

**ENVIRONMENTAL LITERACY**  
Meet the state requirement (infused into the FCPS curriculum).

**GRADUATION ASSESSMENTS**  
During school year 22-23, state assessments are to be counted as 20% of a student's course grade in Algebra 1, English 10, Government and Biology. See step 4 of the High School Planning Guide.

**STUDENT SERVICE LEARNING**  
Meet the state requirement of 75 hours (infused into the FCPS curriculum).
Completer programs are a series of courses in a specialized career area. A Dual Completer is earned when a student completes the requirements for admission to the University System of Maryland and earns the required number of credits in an approved CTE program. Choose and follow one of these three completer programs to help you prepare for further study, a career and a rewarding life after high school. See the High School Course Offerings Guide for descriptions of courses to meet the requirements.

1 **USM — UNIVERSITY SYSTEM OF MARYLAND COMPLETER**

Graduate with the course credits that the University System of Maryland (a consortium of Maryland colleges and universities) deems essential for entering college:

- □ 1 credit in Mathematics at the Algebra 2 level or beyond and
- □ A Mathematics course during senior year
- □ 2 credits in the same World Language

(Completion does not automatically qualify students for acceptance at the University of Maryland.)

2 **CTE — CAREER AND TECHNICAL EDUCATION COMPLETER**

Gain work-ready skills in a concentrated career or technical area by completing:

- □ The required number of credits in an approved CTE Completer program.

See the Career & Technical Education section in the High School Course Offerings Guide for more information. Talk with your counselor about the options outlined in the CTE Program Completer Requirement List or access the list online: http://goo.gl/rXYjom

3 **DUAL COMPLETER (USM + CTE)**

Increase your options for success after high school by successfully completing the credit requirements for both of the above programs:

- □ The required number of credits in an approved CTE Completer program and
  
  1 credit in Mathematics at the Algebra 2 level or beyond
- □ A Mathematics course during senior year and
- □ 2 credits in the same World Language
Career Pathways are like road maps of learning that help students plan for and pursue further education and careers. The Career Pathways direct students toward focused programs of study that make the high school experience more meaningful. Similar to choosing a subject major in college, Career Pathways give students the opportunity to select a career field of interest to explore while they are still in high school. Career Pathways provide clear educational direction young people can follow from kindergarten through grade twelve and beyond. For these reasons, Career Pathways should be strongly considered as appropriate options for advanced and gifted and talented students as they are planning a high school course of study.

Aligned with the Maryland Career Clusters, FCPS offers six Career Pathways. The Career Pathways include a range of career opportunities. Because each is broadly defined, there is overlapping and common content across Pathways, allowing for flexibility.

**Career Pathway Electives:**

School counselors, teachers and administrators help students understand the correlation between coursework and their future. As coursework is completed, students will be able to connect courses and career pathways. Students will have multiple opportunities to meet the Career Pathway credit requirement, with the understanding that career interests may change throughout their school experiences.

**FCPS Pathways**

- Arts, Media and Communications
- Business and Information Technology
- Health and Biosciences
- Human and Consumer Services
- Engineering, Construction and Transportation Technologies
- Environmental, Agricultural and Natural Resources Systems

**NAVIANCE**

Naviance is a college and career readiness program that provides students multiple opportunities to connect academic achievement to post-secondary goals. Now available to all FCPS middle and high school students, Naviance guides students through the discovery of their individual strengths and learning styles through career planning and assessment tools. Students learn what is needed to make good academic decisions required to pursue and attain their college and career goals. College planning tools allow parents and students to compare colleges and universities, explore scholarship opportunities, and track the status of application documents. Contact your school counselor for Naviance registration information.
Maryland Graduation Assessment Requirements:
During school year 22-23, state assessments are to be counted as 20% of a student’s course grade in Algebra 1, English 10, Government and Biology. Information on graduation assessment requirements can be found at the following link:
https://www.fcps.org/student-services/graduation-requirements

Opportunities for Advanced and Gifted & Talented Learners
Knowing what comes next for HALs allows families to consider their students’ course of study and course work performance while in middle school. The challenging and competitive high school programs are varied, and students will want to spend time researching which pathway is best suited to their aptitudes and interests.

FCPS Completer Programs and Career Pathways should be strongly considered as appropriate options for advanced and gifted and talented students when planning a high school course of study. Additionally, the application-based FCPS’ Academies and Signature Programs are designed with focused instruction for highly motivated students, and enrollment opportunities may be limited. Further, an FCPS partnership with Frederick Community College means that high school students can engage in many dual enrollment options, including High School Based, Open Campus, Career Pathways, and Early College at FCC. Families are encouraged to consult both the High School Planning Guide and the High School Course Offerings Guide and begin the conversation with their students sooner, rather than later.

The following parent/student-facing website will also be helpful as students chart their course of study towards college and career readiness:
https://sites.google.com/fcps.org/county-widecollegecareerprogra/home