

Middle School

COURSE GUIDE

2021-2022



FREDERICK COUNTY PUBLIC SCHOOLS
REACH • CHALLENGE • PREPARE

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MIDDLE SCHOOL DIRECTORY

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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 students with opportunities to participate in enrichment 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.

THE HIGHLY ABLE LEARNER PROGRAM: MEETING THE NEEDS OF GIFTED AND ADVANCED MIDDLE SCHOOL STUDENTS

Every FCPS middle school offers the Highly Able Learner (HAL) Program to students with advanced academic abilities in language arts, math, science, and/or social studies. The HAL Program provides academic rigor and challenge at a rapid pace to meet the unique academic needs of these students. HAL Program participants follow the FCPS curriculum; however, learning experiences emphasize greater depth and complexity within course content and address HAL students' abilities and interests. Students engage in a variety of instructional activities that include, but are not limited to: hands-on exploratory activities; problem-solving challenges, and projects that require research and application of knowledge. Additional learning opportunities may occur during the Extended Learning Time (ELT) in some schools, but all middle schools implement the HAL Program through cluster grouping.

Cluster grouping is a research-based 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. This allows teachers to plan and provide challenging learning opportunities, while, when appropriate, setting a more rapid pace for the HAL cluster. HAL Program Teachers receive ongoing, specialized professional development in the instructional strategies and practices shown to be the most effective in meeting the needs of highly able learners.

Each middle school's articulation committee reviews all students to determine appropriate placement in one or more HAL clusters. Placement is based on advanced performance on multiple FCPS data measures, as well as students' demonstrated ability and readiness to learn at accelerated rates and deeper levels of understanding. Grade 5 students who are in the Elementary Magnet Program and are performing at advanced levels will be enrolled in the HAL Program. Students may be identified as highly able in one, several, 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 in FCPS: Math Pathways and the HAL Math Program. Math Pathways 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 Pathways 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 Pathways 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 with enrollment 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.

CURRICULUM AND COURSES

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, BUT THEY NEEDN’T PASS IT IN ORDER TO EARN A HIGH SCHOOL CREDIT. 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. Passing the Algebra 1 MCAP assessment is necessary, however, to fulfill the Algebra 1 graduation requirement.

COURSE OVERVIEW		
6TH GRADE REQUIRED COURSES	7TH GRADE REQUIRED COURSES	8TH GRADE REQUIRED COURSES
Language Arts	Language Arts	Language Arts
Mathematics	Mathematics	Mathematics
Physical Education (3 Terms)	Physical Education (3 Terms)	Physical Education (3 Terms)
Health (1 Term)	Health (1 Term)	Health (1 Term)
Science	Science	Science
Social Studies	Social Studies	Social Studies
Learn, Apply and Build 21st Century Skills (LAB 21) (2 Terms)	Creative Arts (2 Terms)	
Food Science (2 Terms)	Invention and Innovation (2 Terms)	
ELECTIVE OPTIONS		
Band	Band	Band
Beginning Band	Chorus	Chorus
Chorus	Computer Science Investigation	French 1 and 2
Music Performance Lab	French 1	Latin 1 and 2
Orchestra	German 1	Life Skills in Society
Technology Exposition	Latin 1	Music Performance Lab
Theatre Arts	Life Skills in the Family	Orchestra
Visual Arts	Music Performance Lab	Problem-Solving Skills
World Language Exploratory	Orchestra	Spanish 1 and 2
	Spanish 1	Spanish for Bilingual Speakers 1 and 2
	Spanish for Bilingual Speakers 1	Theatre Arts
	Theatre Arts	Visual Arts
	Visual Arts	World Language Exploratory
	World Language Exploratory	

- 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.

HAL MATH PROGRAM			
GRADE 5	GRADE 6	GRADE 7	GRADE 8
Math Grade 5	Math Grade 6 Honors	Math Grade 7 Accelerated	Algebra 1
MATH PATHWAY			
GRADE 5	GRADE 6	GRADE 7	GRADE 8
Math Pathway Grade 5 (5th grade curriculum and priority standards from 6th grade curriculum)	Math Grade 7 Honors	Math Grade 8 Honors	Semester Algebra 1 AND Semester Geometry

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. 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. 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. 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. 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: \$9.

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 trans-disciplinary 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: \$8.

ENGLISH LEARNER PROGRAM (EL)

BEGINNER/ADVANCED BEGINNER

1440 EL ENGLISH LANGUAGE 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 NEWCOMER CALP SC

This course is offered to all middle school students with little or no proficiency in English based upon state-mandated language proficiency assessments. Students will learn language through science content. The science content is based on the Next Generation Science Standards and uses the SIOP-sheltered instruction observation protocol program.

8450 A 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. Students will also receive instruction in guided reading and project based learning.

8450 B 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. Students will also receive instruction in guided reading and project based learning.

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 1

These classes build on the English language skills acquired in the EL English Language 1 class. They focus on developing the students' cognitive academic language proficiency; these language skills are crucial for success in academic classes. They are aligned with the FCPS mainstream curriculum to the extent possible and WIDA's (World Class Instructional Design and Assessment) 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.

6012E LANGUAGE ARTS 6

This is a sheltered Language Arts class offered to students who need more support as they are learning the English language.

ADVANCED

1840 EL ENGLISH 2

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)

6012 6TH GRADE LANGUAGE ARTS

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)

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.

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.

6332C MATH GRADE 6

This course will concentrate on student understanding of concepts related to ratio and rate, whole number multiplication and division, solving problems involving ratio and rate, understanding of division of fractions, extending the notion of number to the system to rational numbers (including negative numbers), writing, interpreting, and using expressions and equations, and developing an understanding of statistical thinking. Students are provided opportunities for deep understanding via multiple representations of concepts.

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.

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.

SOCIAL STUDIES

6107 HISTORY OF THE ANCIENT WORLD (TO FALL OF ROME 476 C.E.)

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, landforms, 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.

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.

7TH GRADE COURSES

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. The band practices, rehearses, and perform 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. 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. 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. (I&I)

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

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 other 6th or 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: \$16.

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.

ENGLISH LEARNER PROGRAM (EL)

BEGINNER/ADVANCED BEGINNER

1440 EL ENGLISH LANGUAGE 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 NEWCOMER CALP SC

This course is offered to all middle school students with little or no proficiency in English based upon state-mandated language proficiency assessments. Students will learn language through science content. The science content is based on the Next Generation Science Standards and uses the SIOP-sheltered instruction observation protocol program.

8450 A 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. Students will also receive instruction in guided reading and project based learning.

8450 B 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. Students will also receive instruction in guided reading and project based learning.

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.

7440 ENGLISH AS A WORLD LANGUAGE 1

This course addresses all four language domains; the importance of social language in student interaction with peers and teachers in school and the language that students encounter across instructional settings are primary focus. This course satisfies one credit towards a world language completer.

INTERMEDIATE**1640 EL ENGLISH 1**

These classes build on the English language skills acquired in the EL English Language 1 class. They focus on developing the students' cognitive academic language proficiency; these language skills are crucial for success in academic classes. 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, the WIDA Standards focus on both English language development and academic language development necessary for success in mainstream classes.

7012E LANGUAGE ARTS 7

This is a sheltered Language Arts class offered to students who need more support as they are learning the English language.

ADVANCED**1840 EL ENGLISH 2**

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. We will be 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. Also congruence, similarity, angle sum and exterior angle theorems will be explored. Angle relationships when parallel lines are cut by a transversal will be included. Drawing inferences about populations based on samples and probability models.

7331C MATH GRADE 7 (HONORS)

In this course the focus 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.

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.

7332C MATH GRADE 7

This course will concentrate on student understanding of concepts related to developing an understanding and applying of proportional relationships, developing understanding of operations with rational numbers and working with expressions and linear equations, 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 drawing inferences about populations based on samples. Students are provided opportunities for deep understanding via multiple representations of concepts.

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 STI's, 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.

8TH GRADE COURSES

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. 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. 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 also 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. 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: \$16.

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: \$11.

ENGLISH LEARNER PROGRAM (EL)

BEGINNER/ADVANCED BEGINNER

1440 EL ENGLISH LANGUAGE 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 NEWCOMER CALP SC

This course is offered to all middle school students with little or no proficiency in English based upon state-mandated language proficiency assessments. Students will learn language through science content. The science content is based on the Next Generation Science Standards and uses the SIOP-sheltered instruction observation protocol program.

8450 A 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. Students will also receive instruction in guided reading and project based learning.

8450 B 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. Students will also receive instruction in guided reading and project based learning.

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 addresses all four language domains; the importance of social language in student interaction with peers and teachers in the school and 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

Increasing 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 1**

These classes build on the English language skills acquired in the EL English Language 1 class. They focus on developing the students' cognitive academic language proficiency; these language skills are crucial for success in academic classes. 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, the WIDA Standards focus on both English language development and academic language development necessary for success in mainstream classes.

8012E LANGUAGE ARTS 8

This is a sheltered Language Arts class offered to students who need more support as they are learning the English language.

ADVANCED**1840 EL ENGLISH 2**

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.

MATHEMATICS

23120C* 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 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.*

8331C MATH GRADE 8 (HONORS)

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.

8332C MATH GRADE 8

This course will concentrate on student understand of concepts related to creating and reasoning about expressions and equations. This will include modeling an association in which two-variable data is used with a linear equation. Additionally, students will be solving linear equations and systems of linear equations. The concept of a function and using functions to describe quantitative relationships will be explored. Students will analyze two-dimensional figures and three-dimensional space and figures using distance, angle, similarity, and congruence. This will include using the Pythagorean Theorem. Students are provided opportunities for deep understanding via multiple representations of concepts.

PHYSICAL EDUCATION/HEALTH

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.

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 STI's, 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.

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.

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.

PROCEDURES, PROGRAMS AND SERVICES

ACADEMIC PLACEMENT AND GROUPING

Students are placed in language arts and math classes based on ability. Science and social studies are heterogeneous (mixed-level) classes. Students who are not performing at grade level receive extra assistance to achieve at grade level in social studies and science material.

Academic placements are determined through a collaborative process that involves teachers, counselors, administrators, and parents. Criteria include: work habits, common assessments in language arts and mathematics, term grades in core subjects, and performance on state assessments. Regardless of a student's placement, teachers support students by providing rigorous learning opportunities to meet each student's varying educational needs.

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.

(The Aspen Institute, CCSSC, www.ccsso.org/equity)

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 help students with a primary home language other than English learn to speak, understand, read, and write English. The overall program goal is to help children learn English as quickly as possible, participate successfully in mainstream classes, and achieve success on state-mandated assessments.

EL students are placed in one of five language proficiency groups based upon the WIDA (World Class Instructional Design & Assessment) English Language Development Standards. The EL registrar from the International Office (located at Rock Creek School) makes the appropriate grade placement with the aid of a language proficiency placement assessment and examination of previous school records.

Students spend a minimum of one period a day improving their skills in the English language and various content areas. The EL class may replace the language arts class initially, and the curriculum is closely aligned with the mainstream curricula and the WIDA English Language Development Standards. Students attend West Frederick Middle School, an EL center, or Monocacy Middle School, Governor Thomas Johnson Middle School, Crestwood Middle School or Ballenger Creek Middle School.

ENRICHMENT

Middle schools provide enrichment opportunities through daily instruction that is targeted to the individual learner and through the schoolwide enrichment program, which provides students opportunities to enrich and extend their regular classroom studies. All interested middle school students may participate in this program through a variety of learning activities, guest speaker programs, field trips, and exploratory activities designed to stimulate interests and develop thinking skills.

Middle school students who demonstrate advanced performance in a particular subject, or who wish to explore a special area of interest, may meet with the Advanced Academics Specialist to plan and conduct individual or small group investigations. These research-based investigations provide students with opportunities for intensive problem solving and exploration, while requiring a strong commitment to independent work and following through to a completed product.

Schools offer a variety of classroom visitations and orientation programs to familiarize students with the options available. For additional information, contact the school's Advanced Academics Specialist.

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.

GRADES ONLINE

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
- 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.

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

Homework fosters positive attitudes and good habits about learning and also enables students to acquire and deepen knowledge. The four general categories of homework are:

- **Practice** — Helps students refine and strengthen skills taught in class through drill of simple applications, reading, and writing.
- **Preparation** — Makes the next day's lesson more meaningful and easier to master. Reading and familiarization with facts and ideas characterize this type of homework.
- **Extension** — Applies skills and concepts to more complicated situations. Requires higher level thinking and use of abstract ideas. Examples are short essays and reports.
- **Integration** — Requires coordinating and combining several skills and concepts, more time, and a greater variety of resources. Research papers and projects are examples.

HOMEWORK GUIDELINES FOR FREQUENCY AND DURATION

Grade 6	60 minutes maximum per evening for all subjects combined
Grades 7 & 8	75 minutes maximum per evening for all subjects combined 1-2 long-term projects per term with the bulk of research completed in school
Weekends/ Holidays	Assignments at teachers' discretion

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 may choose to use Schoology to engage students in learning and/or enhance connectivity and communication. *All middle schools and high schools will use the Schoology gradebook. For more information about Schoology, please visit www.fcps.org/schoology*

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 CENTER

All students are welcome to use the library media center for classroom assignments and to find reading materials for enjoyment. Students should see their library media specialist to find out what hours their media center is open and the proper procedures for visiting. Most students visit the media center on a regular basis with their teacher for book selection. The library media specialist teaches classes on how to use the media center and its resources. The library media specialist can also recommend high-quality, age-appropriate materials for students.

Each library media center provides online research databases and other digital resources that students may use from home through their schools' media center's homepage. Their media specialist will provide logins and passwords for home use. The public access catalog to library materials is also online and may be accessed through the same website. The media specialist also provides book clubs, makerspace programs, and integration with programming through the Frederick County Public Library.

The library media program is designed to assist students in finding the information they need to be successful in the classroom. The program provides integrated instruction with classroom curricula centered on information literacy, independent learning, and socially responsible use of information and information technology. The program provides instruction, resources, and services to foster critical thinking, problem solving, and deep understanding. Digital Citizenship has become an important part of the curriculum.

REPORT CARDS

Report cards are issued four times during the year to communicate students' term grades and other classroom achievement information. Interim reports are to be used whenever a student's performance has dropped two (2) or more letter grades, is not satisfactory or the student is failing. Interim reports may be issued between report cards and at any time throughout the year to notify students and parents about classroom performance in order to allow time for correction and improvement.

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.

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.

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

FCPS recognizes meritorious 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 meritorious service award. Each middle school has a Student Service Learning contact person who facilitates the meritorious service program.

SUPPORT SERVICES

Support services are available to middle school students who are in need of additional support throughout the day. Student Support teachers or Behavioral Support Specialists may work with students to improve academic work habits and make positive choices.

The Student Support teacher or Behavioral Support Specialist is available to students who need daily interventions and support to experience success. The Student Support teacher or 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.

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



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SCHOOL**



**TALK WITH
TEACHERS**



**ENCOURAGE
LEARNING**



VOLUNTEER

WHAT'S NEXT?
HIGH SCHOOL

GRADUATION REQUIREMENTS

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.

SUBJECT AREA	CREDITS	COURSES
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 Students must enroll in a mathematics course each year of high school.
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
Physical Education	0.5	Fitness for Life
Fine Arts	1	Courses marked with double asterisks [**] in <i>Arts: Visual & Performing</i> section of the High School Course Guide.
Technology Education	1	Foundations of Technology, Foundations of Computer Science or Introduction to Engineering Design (LHS, THS, WHS).
Career Pathways	3-4 minimum	Complete these credits in courses that match your career interest.
Financial Literacy	.5	See page 4 of the High School Planning Guide for course options.
FULFILL THE ADDITIONAL FIVE (5) COURSE CREDITS REQUIRED FOR GRADUATION VIA ONE OF THE FOLLOWING OPTIONS:		
Option 1	Option 2	Option 3
World Language/American Sign Language-2 credits in the same language AND Three (3) elective credits	Advanced Technology-2 credits in the same area • Architectural Engineering Design OR • Pre-Engineering (OHS) AND Three (3) elective credits	Career & Technology Completer Program (state approved) - 4 credits (minimum) AND One (1) elective credit
ENVIRONMENTAL LITERACY	Meet the state requirement (infused into the FCPS curriculum).	
GRADUATION ASSESSMENTS	Meet the state requirements by passing or participating in graduation assessments in Algebra 1, English 10, Government and Science. See page 13, step 4 of the High School Planning Guide.	
STUDENT SERVICE LEARNING	Meet the state requirement of 75 hours (infused into the FCPS curriculum).	

FCPS COMPLETER PROGRAMS

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

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.

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.

STATE REQUIREMENTS

Maryland Graduation Assessment Requirements:

Maryland requires students to either pass or participate in graduation assessments in Algebra I, English 10, Government, or Integrated Science. Graduation assessment requirements are currently in transition. Information on graduation assessment requirements can be found at the following link:

<https://www.fcps.org/student-services/graduation-requirements>

Maryland College and Career Readiness Requirements:

Apart from the Maryland State Department of Education's graduation assessment requirements, Maryland law requires all students to take an assessment by the end of 11th grade to determine if they are "College and Career Ready" in English and mathematics. There are multiple assessments that students may take to demonstrate that readiness. Current information on college and career requirements can be found at the following link:

<https://www.fcps.org/student-services/college-career-readiness>