

Middle School

Course Guide

2016-2017



FREDERICK COUNTY PUBLIC SCHOOLS
REACH • CHALLENGE • PREPARE

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MIDDLE SCHOOL DIRECTORY

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Governor Thomas Johnson Middle 1799 Schifferstadt Blvd. Frederick, MD 21701 Main Office Phone: 240-236-4900 Main Office Fax: 240-236-4901 Counselor Phone: Counselor Fax: 240-236-4942	Thurmont Middle 408 East Main Street Thurmont, MD 21788 Main Office Phone: 240-236-5100 Main Office Fax: 240-236-5101 Counselor Phone: 240-236-5106 Counselor Fax: 240-236-5158		
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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 academics 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 guidance 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 middle school scheduling process.
- Explain course sequences and options.
- Answer questions about supporting students in 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.

WHAT IS THE HIGHLY ABLE LEARNER PROGRAM?

Frederick County Middle Schools offer a 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 specific learning styles and academic needs of highly able middle school students. Students enrolled in the HAL Program follow the FCPS curriculum, with an emphasis on greater depth and complexity based on students' abilities and interests. Students are exposed to a variety of instructional activities that include hands-on exploratory activities, problem-solving challenges and projects which require research and application of knowledge that promote a deeper understanding of content.

Cluster grouping is a research-based delivery model to address the academic needs of gifted and advanced learners. Groups of identified students (varying in number from 3 to more than 10) are placed together. This allows teachers to plan and provide challenging learning opportunities and set a more rapid pace if appropriate for this group of students. Teachers in the HAL Program receive ongoing, specialized professional development in instructional strategies which are proven to be most effective in meeting the needs of highly able learners.

Each middle school's articulation committee considers all students to determine if placement in one or more Highly Able

Learner clusters is appropriate based on advanced performance on a variety of FCPS data measures and demonstrated ability to learn at accelerated rates and deeper levels of understanding. Fifth grade students in the Elementary Magnet Program who are performing at expected 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. In addition, teachers are encouraged to identify students throughout their middle school experience for inclusion in the HAL program if and when they exhibit the interest and ability to participate.

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

A special note about course progression for advanced students in mathematics: In mathematics, advanced students enroll in the Math Grade 6-honors course. In 7th grade, these students enroll in Math Grade 7 Accelerated, which covers the entire 7th grade curriculum and half of the 8th grade curriculum. Finally, in 8th grade, these students enroll in Algebra I, during which they will complete the rest of the 8th grade curriculum and the entire Algebra I curriculum, which incorporates many topics from higher-level mathematics courses that are typically taught in high school.

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, the Criterion-Referenced Evaluation System (CRES) 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 PARCC 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.

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	Physical Education	Physical Education
Health	Health	Health
Science	Science	Science
Social Studies	Social Studies	Social Studies
Learn, Apply and Build 21st Century Skills (LAB 21)	Creative Arts	
Food Science	Invention and Innovation	
OTHER AVAILABLE COURSES		
Band	Band	Band
Beginning Band	Chorus	Chorus
Chorus	Communication Techniques	French 1 and 2
Music Performance Lab	French 1	German 1 and 2
Orchestra	German 1	Latin 1 and 2
Technology Exposition	Latin 1	Life Skills in Society
Theatre Arts	Life Skills in the Family	Music Performance Lab
Visual Arts	Music Performance Lab	Orchestra
World Language Exploratory	Orchestra	Problem-Solving Skills
	Spanish 1	Spanish 1 and 2
	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.

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, 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.

This is a stand-alone course and is not sequential with other 7th or 8th grade courses.

CAREER AND TECHNOLOGY 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 transdisciplinary STEM instruction. LAB 21 is focused on Project-Based Learning and 21st century skill development in connection with the Elementary level "Project LAB." In this course, students will prepare for post-secondary studies and careers by working on projects designed to improve skills such as communication, collaboration, and creative problem solving.

6971 TECHNOLOGY EXPOSITION

This activity based course explores technology systems. Students foster problem solving skills through design briefs while integrating math and science. Unit topic and possible projects include; communications – MS Office and 3-D modeling, manufacturing – assembly line projects, transportation – gravity racer and rockets, construction – toothpick bridge design, and energy and power – balloon sled.

Course materials fee: \$8.

ENGLISH LANGUAGE LEARNER (ELL)

BEGINNER/ADVANCED BEGINNER

1440 ELL 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.

8450 A ELL SYSTEM 44 NEXT GENERATION

System 44 Next Generation is the cornerstone for this course. It is designed for daily use with students rotating between the instructional technology, small-group differentiated instruction, and independent reading. System 44 NG is a foundational reading program that helps students master the fundamental reading skills required for success with the new standards, college, and career through explicit instruction in phonics, comprehension, and writing.

8450 B ELL SYSTEM 44 NEXT GENERATION

This course is offered to beginner language learners with some English language proficiency and decoding skills. System 44 Next Generation is the cornerstone for this course. It is designed for daily use with students rotating between the instructional technology, small-group differentiated instruction, and independent reading. System 44 NG is a foundational reading program that helps students master the fundamental reading skills required for success with the new standards, college, and career through explicit instruction in phonics, comprehension, and writing.

INTERMEDIATE

1640 ELL ENGLISH 1

These classes build on the English language skills acquired in the ELL 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.

ADVANCED

1840 ELL 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 LANGUAGE ARTS (HONORS)

6012 LANGUAGE ARTS (MERIT)

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 lit-

erary 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)

Focus is on four critical areas with opportunities for extension as students are able: (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.

6332C MATH GRADE 6 (MERIT)

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, five of the six 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.

NOTE: Students without prior instruction in instrumental music must obtain written permission from the band director before enrolling.

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.

NOTE: Students without prior instruction in orchestra must obtain written permission from the orchestra director before enrolling.

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.

NOTE: Students without prior instruction in chorus must obtain written permission from the choral director before enrolling.

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, 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.

7905 CREATIVE ARTS

In this required 18-week exploratory course, 7th grade students explore the four major art forms: visual art, music, theatre, and dance. They develop an understanding of the creative arts as important parts of history, culture, and the human experience. They learn how people of all cultures use the arts to express themselves and to communicate about themselves to others. Using several historical and multicultural strands to integrate material and experiences from the four art forms, the curriculum provides students the opportunity to identify and nurture their individual creative potential. 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 four art forms.

CAREER AND TECHNOLOGY EDUCATION

7020 COMMUNICATION TECHNIQUES

21st Century communication skills are explored throughout the course. Exploration includes podcasting, digital photography, video game creation, computer animation, and electronic portfolios. Students have the opportunity to interact with the latest tools and computer applications used to transmit ideas and support academic concepts.

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

Course materials fee: \$8.

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 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 LANGUAGE LEARNER (ELL)

BEGINNER/ADVANCED BEGINNER

1440 ELL 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.

8450 A ELL SYSTEM 44 NEXT GENERATION

System 44 Next Generation is the cornerstone for this course. It is designed for daily use with students rotating between the instructional technology, small-group differentiated instruction, and independent reading. System 44 NG is a foundational reading program that helps students master the fundamental reading skills required for success with the new standards, college, and career through explicit instruction in phonics, comprehension, and writing.

8450 B ELL SYSTEM 44 NEXT GENERATION

This course is offered to beginner language learners with some English language proficiency and decoding skills. System 44 Next Generation is the cornerstone for this course. It is designed for daily use with students rotating between the instructional technology, small-group differentiated instruction, and independent reading. System 44 NG is a foundational reading program that helps students master the fundamental reading skills required for success with the new standards, college, and career through explicit instruction in phonics, comprehension, and writing.

INTERMEDIATE

1640 ELL ENGLISH 1

These classes build on the English language skills acquired in the ELL 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.

ADVANCED

1840 ELL 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 LANGUAGE ARTS (HONORS)

7012 LANGUAGE ARTS (MERIT)

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 nonaccelerated 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

Focus on four critical areas with opportunities for extension as students are able: (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.

7332C MATH GRADE 7-MERIT

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 STIs, and become aware of the existence of birth control. Through this course students will understand sexual harassment and sexual assault, including prevention skills, appropriate intervention, and be able to demonstrate effective advocacy skills. All family life curricular materials are reviewed by a Family Life Advisory Committee.

SCIENCE

7207 SCIENCE

This course continues the integrated study of life, Earth, and physical sciences through four overarching strands: change, movement, organization, and systems. Each of the four 7th grade modules builds upon and extends the concepts developed in the 6th grade modules. In the *Human Impact on Earth*

module (Change), students explore natural resources, how they are obtained, transported, recycled and sustained. The *Earth's Processes* module (Movement) focuses on the geology of earth including minerals, rocks, geologic time and the structure of Earth's interior. The *Flow of Energy* module (Systems) examines potential and kinetic energy, electricity and magnetism as well as matter and energy cycles. The *Chemistry and Matter* module (Organization) explores atoms, the periodic table, conservation of mass and compounds and mixtures. Science and engineering practices, disciplinary core ideas and cross cutting practices are integrated in all modules to provide a comprehensive, hands-on laboratory experience in middle school science. All four modules of study emphasize the understanding and application of classroom concepts to real world settings.

SOCIAL STUDIES

7107 HISTORY OF THE MEDIEVAL WORLD (476-1453 C.E.)

Seventh-grade social studies is a survey course beginning with the events leading up to the fall of the Roman Empire. The content is not strictly chronological. The period of medieval history of the world 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; the medieval Arabian Peninsula; the decline of Feudalism; the kingdoms and societies of early West Africa; the medieval Asian world; and the medieval Americas. Students explore the social, political, economic, and cultural structures. 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, five of the six 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 the target language. The target language is the principal means of communication between teacher and students. Language 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 course grade and a passing grade on the end-of-year CRES assessment 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 in Latin, to write simple sentences in Latin, and to translate brief selected passages from Latin into English. Time is devoted to increasing students' English vocabulary through the study of English derivatives from Latin words and through their exposure to Latin expressions and abbreviations 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 course grade and earn a passing grade on the end-of-year CRES assessment receive high school credit.

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

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.

Note: 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, 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.

CAREER AND TECHNOLOGY 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 PROBLEM-SOLVING SKILLS

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 LANGUAGE LEARNER (ELL)

BEGINNER/ADVANCED BEGINNER

1440 ELL 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.

8450 A ELL SYSTEM 44 NEXT GENERATION

System 44 Next Generation is the cornerstone for this course. It is designed for daily use with students rotating between the instructional technology, small-group differentiated instruction, and independent reading. System 44 NG is a foundational reading program that helps students master the fundamental reading skills required for success with the new standards, college, and career through explicit instruction in phonics, comprehension, and writing.

8450 B ELL SYSTEM 44 NEXT GENERATION

This course is offered to beginner language learners with some English language proficiency and decoding skills. System 44 Next Generation is the cornerstone for this course. It is designed for daily use with students rotating between the instructional technology, small-group differentiated instruction, and independent reading. System 44 NG is a foundational reading program that helps students master the fundamental reading skills required for success with the new standards, college, and career through explicit instruction in phonics, comprehension, and writing.

INTERMEDIATE

1640 ELL ENGLISH 1

These classes build on the English language skills acquired in the ELL 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.

ADVANCED

1840 ELL 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 LANGUAGE ARTS (HONORS)

8012 LANGUAGE ARTS (MERIT)

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

8330CA* ALGEBRA 1

Prerequisite: Successful completion of Math Grade 7 Accelerated

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 nonaccelerated 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 and a passing grade on the end-of-year CRES assessment are awarded high school credit.

**This course culminates with a state-mandated assessment. Students must meet the passage requirement described on Page 28 of the Planning Guide to graduate.*

8331C MATH GRADE 8-HONORS

Focus is on three critical areas with opportunities for extension as students are able: (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-MERIT

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 late 1800s. The foundation of government and the related struggle to maintain the nation are emphasized. Topics include geography/exploration, colonization, the American Revolution, Federal Period, Westward Expansion, Civil War, Reconstruction, and the settlement of the West. 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, five of the six world languages that are offered sequentially for high-school credit starting in 7th and 8th grades: 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. It is recommended that all students have at least one world language experience during middle school.

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 the target language. The target language is the principal means of communication between teacher and students. Language 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 and a passing grade on the end-of-year CRES assessment are awarded high school credit. Students wishing to be successful in Level 2 should earn a minimum grade of C on the CRES and a C as a final course grade, preferably a B for both.

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 and a passing grade on the end-of-year CRES assessment are awarded high school credit. Students wishing to be successful in Level 2 should earn a minimum grade of C on the CRES and a C as a final course grade, preferably a B for both.

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.

EDUCATION THAT IS MULTICULTURAL

Equity is a key component of FCPS' commitment to educational excellence at all levels. The Education That Is Multicultural initiative promotes the understanding and appreciation of our country's diverse cultures. It prepares students to live, learn, and participate productively in our increasingly diverse society.

The initiative is a continuous, integrated, multi-ethnic, multi-disciplinary process for educating all students about diversity and commonality. Diversity factors include, but are not limited to race, ethnicity, region, religion, gender, language, socio-economic status, age, and disabilities.

A primary goal is to promote student achievement through multicultural resources and culturally responsive classroom practices. Education That Is Multicultural strives to provide all students access to quality instruction and challenging curricular programs.

ENGLISH LANGUAGE LEARNING

The English Language Learner (ELL) program is designed to help students with a primary home language other than English learn to speak, understand, read, and write English. Goals are to help children learn English as quickly as possible, participate successfully in mainstream classes, and achieve success on state-mandated assessments.

ELL students are placed in one of five language proficiency groups based upon the WIDA (World Class Instructional Design & Assessment) English Language Development Standards. The ELL counselor and the ELL registrar from the International Office (located at Rock Creek School) make the placements with the aid of language and math proficiency assessments.

Students spend a minimum of one period a day improving their skills in the English language and various content areas.

The ELL 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 ELL center, or Monocacy 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 paying 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. Grades are available online for all middle and high school students. Contact the school to obtain your child's student identification number and PIN.

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.

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

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, school support, and special education teachers, and administrators to plan strategies that address individual student needs.

INTERVENTIONS FOR READING AND MATHEMATICS

In addition to the essential curriculum for language arts and mathematics, FCPS offers research-validated 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 Scholastic's Read 180 program, 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
- **Read Naturally** course focuses on building essential aspects of reading fluency.
Course Numbers: Grade 6 - 6710, Grade 7 - 7710, Grade 8 - 8710
- **Corrective Reading** course offers direct instruction of decoding.
Course Numbers: Grade 6 - 6512, Grade 7 - 7512, Grade 8 - 8512
- **Targeted Reading Support** Students included in this course would be those who have not qualified for or been successful in Read 180 or Corrective Reading classes. Targeted Reading Support is a non-phonics-based approach to teaching reading. The course utilizes a workshop model which incorporates direct instruction, computer-based software, and independent activities that enable students to practice their reading skills.
Course Numbers: Grade 6 - 6001, Grade 7 - 7001, Grade 8 - 8001
- **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
- **Mathematics Workshop** Mathematics Workshop is an intervention course that provides instruction to students who are below grade level in mathematics. Skills and

objectives that are identified to be weak areas for the student are addressed. Research validated instructional strategies are utilized. These strategies include: explicit instruction, the use of manipulatives, small group instruction, and frequent formative assessments and feedback. Resources may include both paper and online resources.

Course Numbers: Grade 6 – 6410, Grade 7 – 7410, Grade 8 – 8410

- **Skills Enrichment - MATH** Students enrolled in this course would participate in mathematics interventions in consultation with FCPS intervention specialists.

Course Numbers: Grade 6 – 6510, Grade 7 – 7510, Grade 8 – 8510

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 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 that students may use from home through their school website, www.fcps.org or <http://acad.fcps.org/portals/ms.htm>. Their library media specialist will provide logins and passwords for home use. The online public access catalog to library materials is also online and may be accessed through the same websites. The library media specialist also provides book clubs, reading incentives, summer reading programs, and integration with the Frederick County Public Libraries programming.

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.

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, including Learning/Language Support programs
- 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

HIGH SCHOOL CREDIT EARNED IN MIDDLE SCHOOL

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

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

- Algebra 1
- German 1, 2
- Spanish 1, 2
- Latin 1, 2
- French 1, 2

Students who pass these courses and the CRES 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 their counselor his/her overall academic plan in order to meet graduation and college 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. A number of 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.

REPORT CARDS

Report cards are issued four times during the year to communicate students' term grades and other classroom achievement information. Interim reports may be issued between report cards and at any time throughout the year to notify students and parents about a significant decline or improvement in performance or to indicate a unique problem that may require attention. Parents or guardians must sign and return interim reports of unsatisfactory or declining performance within five days.

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 in an educational environment both academically and socially. 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:** high school counselors meet with students individually to discuss current courses, progress, goals and planning. All students are provided with a copy of their individual counseling record that includes academic grades, career pathway information and goals, test scores and high school graduation credits.
- **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, crisis intervention as needed.

SPECIAL EDUCATION

Special Education is specialized instruction designed 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.

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.

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	Language Arts (Honors)	6
6012	Language Arts (Merit)	6
6331C	Math Grade 6 (Honors)	6
6332C	Math Grade 6 (Merit)	6
6207	Science (Outdoor School)	6
6107	History of the Ancient World	6
1440	ELL English Language 1	6-8
1640	ELL English 1	6-8
1840	ELL English 2	6-8
7011	Language Arts (Honors)	7
7012	Language Arts (Merit)	7
7330CA	Math Grade 7 Accelerated	7
7331C	Math Grade 7 (Honors)	7
7332C	Math Grade 7 (Merit)	7
7107	History of the Medieval World	7
8011	Language Arts (Honors)	8
8012	Language Arts (Merit)	8
8330CA	Algebra 1	8
8331C	Math Grade 8 (Honors)	8
8332C	Math Grade 8 (Merit)	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.

PARCC

Partnership for Assessment of Readiness for College and Careers (PARCC) assessments will measure the content and skills contained in the new Maryland College and Career-Ready Standards. In school year 2014-15, the PARCC assessments in Mathematics and English Language Arts (ELA)/Literacy replace Maryland School Assessments in those areas. These new assessments, in grades 3-8 and at the high school level, are aligned with Maryland College and Career-Ready Standards and FCPS curriculum. Middle school students will participate in this new assessment process during designated testing windows in the spring. More information about the assessment schedule will be provided to parents by school administrators during the second semester.

For more information about the PARCC, visit:
<http://mdk12.org/assessments/parcc/index.html>

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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VISIT
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 or AP Language and Composition 1–English 12 or AP options or Dual Enrollment (FCC) or IB
Mathematics	4	1–Algebra 1–Geometry 2–Other courses
Science	3	1–Biology 2–Other lab courses
Social Studies	3	1–Government 1–Modern World History 1–American Studies 2
Health	0.5	Health
Physical Education	0.5	Fitness for Life
Fine Arts	1	Courses marked with an asterisk [*] 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 (WHS, LHS)
Career Pathways	3	Complete these credits in courses that match your career interest.
SUBTOTAL	20	
FULFILL THE ADDITIONAL FIVE (5) COURSE CREDITS REQUIRED FOR GRADUATION VIA ONE OF THE FOLLOWING OPTIONS:		
Option 1 World Language/American Sign Language–2 credits in the same language Plus three elective credits	Option 2 Advanced Technology–2 credits in the same area • Architectural Engineering Design OR • Pre-Engineering (OHS, THS) Plus three elective credits	Option 3 Career & Technology Completer Program (state approved) – 4 credits (minimum) Plus one elective credit
SUBTOTAL	5	These 5 credits must include 0.5 credit for Personal Financial Literacy.
TOTAL	25	

ENVIRONMENTAL LITERACY	Meet the state requirement (infused into the FCPS curriculum).
PERSONAL FINANCIAL LITERACY	Meet the state requirement of earning .5 credit.
HIGH SCHOOL ASSESSMENTS	Meet the state requirements for passage/participation of assessments in Algebra 1, English 10, Biology, and Government.
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. 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 *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 TECHNOLOGY 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 & Technology Education section in the *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://tinyurl.com/nywvguf>

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 *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. Not unlike 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 the your school counselor for Naviance registration information.

HIGH SCHOOL ASSESSMENTS

Beginning with the 2014-2015 school year, Maryland began giving new statewide assessments aligned to the Maryland College and Career Ready Standards. These standards provide students with the relevant, real world knowledge and skills they need for success beyond high school. Frederick County Public Schools (FCPS) and other school districts in the state will be using Maryland's new PARCC Assessments (Partnership for Assessment of Readiness for College and Careers) for English 10, English 11, Algebra I, and Algebra II in our high schools.

The Maryland graduation requirements continue to include assessments in the areas of Algebra I, English 10, and Biology. Government is an additional requirement for students entering grade 9 in the 2013-14 school year and each school year thereafter. The new PARCC Assessments for Algebra I and English 10 will become graduation requirements as the Algebra 1 with Data Analysis and English 10 HSAs are phased out. Please note that assessment requirements continue to change and evolve.

During the transition to the PARCC assessments, determining exactly which graduation requirement each student must meet may seem confusing. We would like to offer the following points of clarification regarding Algebra I and English 10 assessment graduation requirements:

Algebra I

- Students who have passed the HSA Algebra I with Data Analysis course and who have taken the corresponding HSA assessment have already met their graduation requirement for this content area.
- Students who have passed the Algebra I course and who have taken the corresponding PARCC assessment during the 2015-2016 school year or earlier have already met their graduation requirement for this content area.
- Students who pass the Algebra I course in the 2016-2017 school year or later will be required to pass the corresponding PARCC assessment.

English 10

- Students who have passed the HSA English 10 course and who have taken the corresponding HSA assessment have already met their graduation requirement for this content area.
- Students who have passed the English 10 course and who have taken the corresponding PARCC assessment during the 2015-2016 school year or earlier have already met their graduation requirement for this content area.
- Students who pass the English 10 course in the 2016-2017 school year or later will be required to pass the corresponding PARCC assessment.

Frequently Asked Questions (FAQs)

How are the PARCC Assessments different from the current HSAs?

Computer-based assessments with Technology Enhanced Items (TEI's) will create a more efficient, innovative, and engaging experience for students. Accessibility features for all students will be available, while accommodations for students with disabilities and English language learners will also be delivered. Each PARCC Assessment will be given at approximately 80% of the way through instruction.

What if a student does not pass an assessment required for graduation?

Students will be given opportunities to retake exams. In addition, students may also meet assessment graduation requirements by reaching a combined score option or by participating in the Bridge Validation Program. Due to the impact of the transition to new standards and assessments, additional combined score options will be added over the next few years.

Are the Algebra II and English 11 PARCC exams required for graduation?

No. Maryland law requires all students to take an assessment to determine if they are college and/or career ready. FCPS offers the PARCC Algebra II and English 11 to meet this requirement. Scores from other assessments (like SAT, ACT, IB, AP, or Accuplacer) may also be used to meet this requirement. More information will be forthcoming.

