

6·7·8

2026–2027 Middle School Program of Study

Anne Arundel County Public Schools

AACPS Middle Schools

Annapolis Middle School
1399 Forest Drive
Annapolis 21403
410-267-8658

Arundel Middle School
1179 Hammond Lane
Odenton 21113
410-674-6900

Bates Middle School
701 Chase Street
Annapolis 21401
410-263-0270

Brooklyn Park Middle School
200 Hammonds Lane
Baltimore 21225
410-636-2967

Central Middle School
221 Central Avenue East
Edgewater 21037
410-956-5800

Chesapeake Bay Middle School
4804 Mountain Road
Pasadena 21122
410-437-2400

Chesapeake Science Point
7321 Parkway Drive South
Hanover 21076
443-757-5277

Corkran Middle School
7600 Quarterfield Road
Glen Burnie 21061
410-222-6493

Crofton Middle School
2301 Davidsonville Road
Gambrills 21054
410-793-0280

Lindale Middle School
415 Andover Road
Linthicum 21090
410-691-4344

MacArthur Middle School
3500 Rockenbach Road
Ft. Meade 20755
410-674-0032

Magothy River Middle School
241 Peninsula Farm Road
Arnold 21012
410-544-0926

Marley Middle School
10 Davis Court
Glen Burnie 21060
410-761-0934

Mary Moss @ J. Albert Adams Academy
245 Clay Street
Annapolis 21401
410-222-1639

Meade Middle School
1103 26th Street
Ft. Meade 20755
410-674-2355

Monarch Academy
6730 Baymeadow Drive
Glen Burnie 21060
410-760-2072

Monarch Global Academy
430 Brock Bridge Road
Laurel 20724
301-886-8648

Northeast Middle School
7922 Outing Avenue
Pasadena 21122
410-437-5512

Old Mill Middle North
610 Patriot Lane
Millersville 21108
410-969-5950

Old Mill Middle South
430 Old Mill Road
Millersville 21108
410-923-5250

Phoenix Academy
1411 Cedar Park Road
Annapolis 21401
410-222-1650

Severn River Middle School
241 Peninsula Farm Road
Arnold 21012
410-544-0922

Severna Park Middle School
450 Jumpers Hole Road
Severna Park 21146
410-647-7900

Southern Middle School
5235 Solomons Island Road
Lothian 20711
410-222-1659

Virtual Academy
241 Peninsula Farm Road
Arnold 21012
410-544-1082

Please Note:
Although deemed accurate when printed, information in this booklet may change during the year as BOE policies and regulations are updated. For the most current version of this booklet, visit the AACPS website: www.aacps.org/academics

To see Board Policies and Regulations, visit www.aacpsschools.org/aacpsboardpolicies

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This Middle School Program of Study booklet is intended to provide valuable information to allow students and families to chart a course that will best prepare them for future success. Students are encouraged to work with their teachers and counselors to make decisions appropriate for achieving individual goals.

AACPS offers all students important and relevant content, tools, skills, and experiences so every student is able to confidently build and cross their own unique bridge from school to community engagement, workforce participation, and college enrollment. We are committed to helping young adolescents become successful, responsible, global citizens.

Our Mission is to harnesses the strengths of our diverse community and build on a robust academic foundation to foster safe, joyful learning environments where students explore opportunities, discover their passions, and develop their skills.

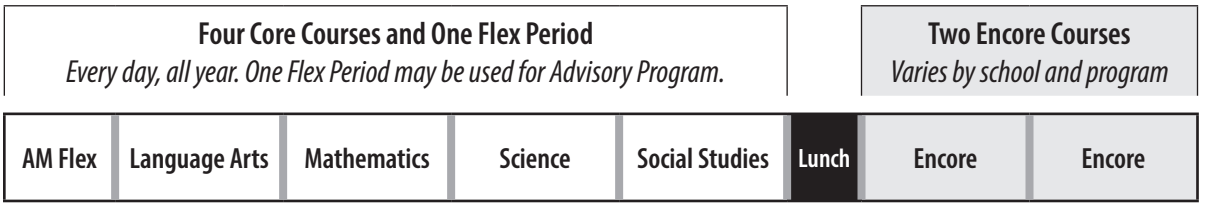
Our Vision...

Anne Arundel County Public Schools
is a school community where everyone can...

Belong. Grow. Succeed.

The Middle School Program

The Middle School Daily Schedule



Overview

All middle school students take English/Language Arts, Mathematics, Science, and Social Studies daily for the entire year. Teachers will indicate the student's English/Language Arts and Math levels on the course selection form. Course recommendations are based on a variety of data points including student performance in the classroom, a variety of local and national assessments, and teacher observation. Advanced and accelerated courses are distinguished by greater sophistication of the content presented, skills developed, pace, and products expected.

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

Encore courses are offered on an alternating day, year-long, semesterized or quarterly basis. The six-period day schedule provides two periods for encore courses. The availability of encore courses may differ from school to school, depending on Program designation, student demand, teacher expertise and teaching resources. Encore courses have been designed to include 21st Century workforce and life skills to equip learners with the tools they need to succeed. In accordance with state law (COMAR 13A.04.16.01), all students in grades 6–8 must participate in a fine arts course each year. The Encore Courses table identifies those courses that satisfy the fine arts requirement.

AM Flex/Advisory Program

Anne Arundel County Public Middle Schools implement advisory programs for the following purposes:

1. To provide an adult advocate for every student.
2. To provide guidance that supports academic achievement, personal growth, and social development.
3. To help students develop a greater sense of belonging within the school community.

Service Learning Requirements

Service Learning is a structured learning experience that provides students with the opportunity to develop a sense of empathy and compassion as they actively engage in meaningful projects that address real community needs. The Maryland State Department of Education requires students to complete 75 hours of Service Learning for graduation. Anne Arundel County Public Schools integrates this requirement into existing subjects or courses starting in grade 5. Students complete service-learning projects and activities from grades 5 through 11 so that each student, upon completion of grade 11, should have met the service learning graduation requirement of which 30 hours are to be completed in middle school. Service Learning hours are completed through interdisciplinary projects conducted in sixth, seventh, and eighth grade. Students complete the three stages of Service Learning—preparation, action, and reflection—under the supervision and coordination of their interdisciplinary team's teachers. These teams balance the service experiences across the major content areas of English/Language Arts, Social Studies, Mathematics, and Science.

Implementing Service Learning in AACPS

Students in grade 5 will participate in the Water Ready Program through Arlington Echo's Environmental Literacy and Outdoor Education, which fulfills 5 of the 75 required service learning hours.

Students in grade 6 will participate in an engaging, real world restoration project with Chesapeake Connections, which fulfills 10 of the 75 required service learning hours.

Students in grades 7 and 8 will complete service learning projects for 10 hours in each grade, which fulfills 20 of the 75 required service learning hours.

Students in grades 9 through 11 will earn the following service learning hours through service-learning projects in the following courses:

- U.S. Government: 10 hours
- Science : 10 hours
- English 11: 10 hours
- Health A: 10 hours

The Middle School Course Sequence

	Grade 6	Grade 7	Grade 8
English/ Language Arts	*English/Language Arts 6* or *English/Language Arts 6 (Advanced)*	*English/Language Arts 7* or *English/Language Arts 7 (Advanced)*	*English/Language Arts 8* or *English/Language Arts 8 (Advanced)*
Mathematics	*Mathematics 6* or *Mathematics 6/7*	*Mathematics 7* or *Mathematics 7/8*	*Mathematics 8* or *Algebra 1*
Science	*Science 6*	*Science 7*	*Science 8*
Social Studies	*Social Studies 6*	*Social Studies 7*	*Social Studies 8*

Students who attend one of our IB high schools will earn a portion of their required service learning hours through interdisciplinary coursework and projects including but not limited to IB MYP Personal Project and the IB DP CAS requirements, and the IB CP Service Learning component.

High School Credit Earned in Middle School

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

As a result, middle school students in Anne Arundel County Public Schools must earn a final passing course grade in order to earn high school credit for Algebra 1, Geometry, Algebra 2, Foundations of Computer Science 1A and 1B and Levels 1 and 2 of Chinese, French, German, Italian, Spanish, or Spanish for Native Speakers taken while in middle school.

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

Students transferring into AACPS with high school credit from another district will have their course history evaluated by content coordinators to determine if AACPS will acknowledge/accept the credit.

Parents of students enrolled in the above-mentioned courses are asked to sign and return a letter to indicate their understanding of the above information.

Promotion of Students

A middle school student must pass three of four Core courses (Language Arts, Mathematics, Science, and Social Studies) in order to be promoted to the next grade. In addition, a student may fail no more than one Encore course if taking fewer than four Encore courses. If taking four or more Encore courses a student may fail no more than two Encore courses.

If a Core course is failed, it must not be in the same subject area failed in a previous year. Students who fail two courses in the same subject area will have to take summer school coursework to demonstrate content mastery.

Special Education

The Anne Arundel County Public School System is committed to ensuring all students with disabilities (birth through age 21) have access to appropriate services and educational opportunities to which they are entitled under federal and state laws, so they are prepared to succeed in college, career, and community life.

The county middle schools offer a full array of special education services to meet the unique needs of diverse learners requiring specially designed instruction.

Decisions for how students are to receive the services are made within the IEP team process and are based on the services needed to implement the students' Individualized Education Program (IEP). Services are provided in the least restrictive environment (LRE), in the home school to the maximum extent possible. A continuum of services in the LRE is offered to students with disabilities. This may include but is not limited to the following:

- Services in the general education setting (e.g. co-taught classes)
- Services in Special Programs (e.g. Alternate Curriculum Class, Autism Class, ED Regional Class, Self-Contained Feeder class)

The provision of special education services is a collaborative process between general education teachers, special education teachers, and parents to ensure students with disabilities have access to and make progress in the general education curriculum.

Advanced Learner Programs (ALPs)

AACPS identifies gifted and advanced students through a universal screening process in grades 2, 5, and 7. A gifted and talented student, as defined by Maryland law, is "an elementary or secondary student who is identified by professionally qualified individuals as:

- Having outstanding talent and performing, or showing the potential for performing, at remarkably high levels of accomplishment when compared to other students
- Exhibiting high performance capability in intellectual, creative, or artistic areas
- Possessing an unusual leadership capacity or
- Excelling in specific academic fields."

AACPS recognizes that achievement, ability, and potential play a role in identifying giftedness; therefore, multiple measures are used to identify students.

While the *Annotated Code of Maryland (§8-201-203)* directs Maryland school systems to identify gifted students, AACPS also identifies advanced students as outlined in the AACPS Policy and Regulations. Advanced and gifted students are similar in that they both need accelerated content, advanced learner instructional strategies, and an appropriate level of challenge to meet their academic needs. These needs are met through differentiated instruction within the Advanced and Accelerated English/Language Arts and Mathematics courses. The *Advanced Learner Programs (ALPs)* office is committed to providing professional development to teachers to support rigorous engagement and help them better recognize and respond to the difference between advanced and gifted students so that they can appropriately instruct and challenge both groups. Additional information regarding the ALPs Program can be found online at www.aacps.org/advancedlearninghandbook.

The Virtual Academy

The AACPS Virtual Academy offers a virtual-only learning solution for a limited number of students in grades 3–12 who meet the established criteria and have demonstrated virtual learning success. An application process will occur each spring for open grade level seats. Should more students qualify than there are available seats, a random, unweighted lottery process will select students. Acceptance to the Virtual Academy requires a full one-year enrollment commitment.

As a solely virtual learning school, it is understood all students will engage in teaching and learning (including curricular assessments) and co-curricular activities virtually. However, as required by MSDE, all State assessments will be implemented on site at a designated AACPS facility. For more information please see www.aacps.org/virtualacademy.

Reading the Course Descriptions in this Program of Study

Course ID# | **Title of Course** [SEM]

The course description is an overview of the content of the course and may contain additional information, such as student expectations, class assignments, and details about exams and certifications.

Prerequisite(s): *Requirements needed before a student can take this class.*

Class Length and Possible Credits

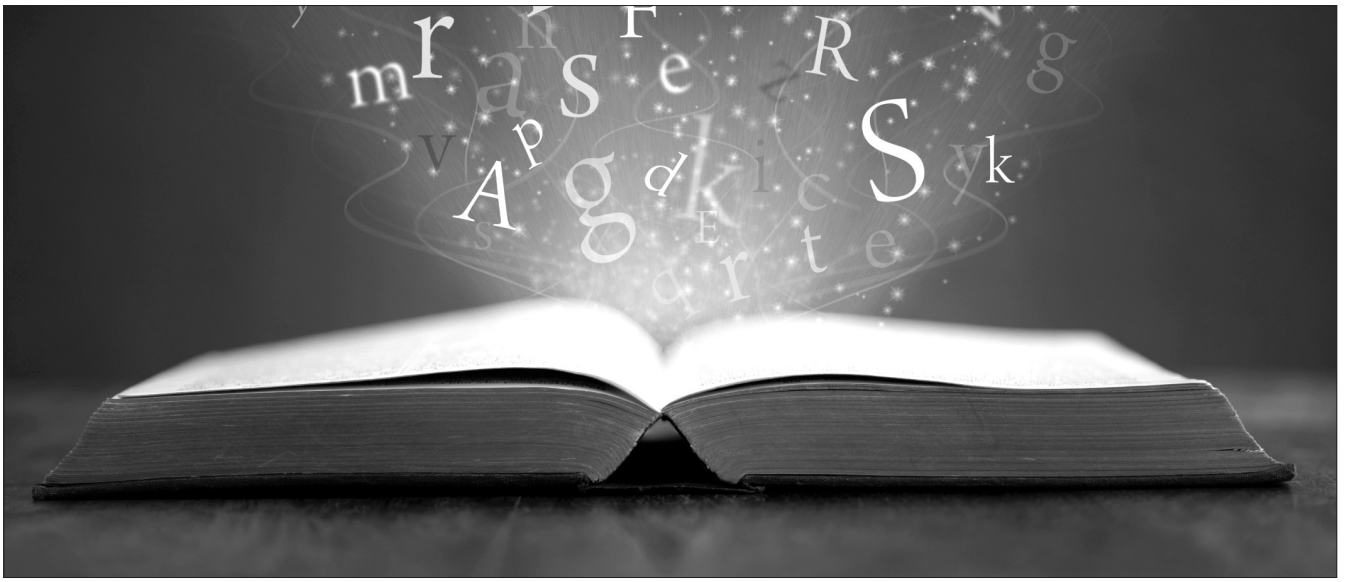
[QTR] —This courses runs for *one marking period*.

[SEM] —A *one semester* course.

[FY] —A *full year* course.

[FY] 1 credit —A *full year* course.
A student takes this course for two semesters and can earn a total of 1.0 credit. Only specific classes in Mathematics and World Languages offer the opportunity to earn credit.

Core Courses



English/Language Arts

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

A06033/6/7 | **English/Language Arts 6**

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

A06034 | **English/Language Arts 6(Y) (Advanced)**

Students enrolled in Advanced English/Language arts will examine complex texts through concept exploration. The course is intended to accelerate and enrich student achievement in reading, writing, language, listening, and speaking. Students will work through a variety of complex texts using the concepts of Change and Power, as well as participate in strategies designed for advanced learners. This allows them to extend their learning with greater depth, examine multiple perspectives, and work at an accelerated pace that is appropriate for their learning needs. The course includes blocks of time devoted to teacher-directed lessons on reading and writing, research, vocabulary development, grammar usage, and speaking and listening.

A07033/6/7 | **English/Language Arts 7**

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

A07034 | **English/Language Arts 7(Y) (Advanced)**

Students enrolled in Advanced English/Language arts will continue to examine complex texts through concept exploration. The course is intended to accelerate and enrich student achievement in reading, writing, language, listening, and speaking. Students will work through a variety of complex texts using the concepts of Conflict and Courage, as well as participate in strategies designed for advanced learners. This allows them to extend their learning with greater depth, examine multiple perspectives, and work at an accelerated pace that is appropriate for their learning needs. The course includes blocks of time devoted to teacher-directed lessons on reading and writing, research, vocabulary development, grammar usage, and speaking and listening.

A08033/6/7 | **English/Language Arts 8**

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

A08034 | **English/Language Arts 8(Y) (Advanced)**

Students enrolled in Advanced English/Language arts will continue to examine complex texts through concept exploration. The course is intended to accelerate and enrich student achievement in reading, writing, language, listening, and speaking. Students will work through a variety of complex texts using the concepts of Identity and Justice, as well as participate in strategies designed for advanced learners. This allows them to extend their learning with greater depth, examine multiple perspectives, and work at an accelerated pace that is appropriate for their learning needs. The course includes blocks of time devoted to teacher-directed lessons on reading and writing, research, vocabulary development, grammar usage, and speaking and listening.

A26/7/8 | **World Class Ideas 6/7/8** [SEM]

Students will engage in discussions, writing, and presentations centered on important ideas in the world both now and through history about literature, art, music, and philosophy. This course will enlarge students' understanding of themselves as thinkers, increase their abilities to express themselves with speech and in writing, enhance their creative and critical thinking, and expand their abilities to collaborate and to argue for their point of view. This course is scheduled as an encore class.

W06/7/8 | **Structured Literacy 6/7/8** [SEM 6/7] [FY 8]

The Structured Literacy course provides support for students who require more intensive structured literacy instruction to address decoding, encoding, and oral fluency, with application of comprehension strategies to controlled text. This course is provided as an encore course in addition to the regularly scheduled language arts class. Students must be scheduled into a daily class (6th and 7th grade) or one out of two A/B rotations (8th grade). This course involves implementation of Wilson Reading,© a program designed to systematically teach the structure of the English language Instruction is provided by a teacher trained in Wilson methodology. Students will be recommended and selected for these courses only after testing and/or evaluation by the school's reading personnel.

W99 | **Strategic Reading Supports** [SEM]

Approved alternate intervention programs are available for individual students with unique learning needs who require a reading intervention in addition to receiving services for special education. Use of an alternate reading intervention program requires approval from resource staff from the Division of Curriculum and Instruction on an individual student, case-by-case basis. An alternate program may be necessary when a student's needs in reading require an intervention that is not one of the Tier 2 or Tier 3 interventions listed on the AACPS Reading Continuum (non-credit bearing coursework).

W06/7/8 | **Tier 2 Decoding Seminar C** [SEM 6/7/8]

Students will participate in a highly differentiated reading intervention that accelerates instruction and allows struggling readers to experience success. The program directly addresses individual needs through adaptive and instructional software, high-interest literature, and direct instruction in reading, writing, and vocabulary skills. This reading intervention is provided for students who have been identified as needing focused and intensive reading instruction. Students are placed in this program only after testing or evaluation.

W06/7/8 | **Tier 2 Decoding Seminar D** [SEM 6/7/8]

This course is designed to meet the needs of striving readers who will participate in a evidence-based reading intervention program that builds phonemic awareness, phonics, academic vocabulary, and fluency. Students who need extra support in decoding will be assigned to this course. Students are placed in this program only after testing or evaluation.



Mathematics

Within the middle school curriculum coursework, students experience a variety of strategies when exploring mathematical concepts. Students have the opportunity to use a variety of technology and resources when completing tasks in the classroom. Throughout all courses, students apply the standards for mathematical practices as they persevere and productively advance through the problem-solving process.

D06033/6/7 | **Mathematics 6**

This is an on-grade level course in the middle school mathematics sequence. Students will explore and develop an understanding of the following mathematical concepts and their application: computational fluency with decimals and fractions; ratios and proportional reasoning; algebraic expressions and equations; area, surface area, and volume; and statistical questions, measures and displays. If highly successful in Mathematics 6, students may be eligible to participate in a summer program (Summer Bridge). Students will qualify to move into the accelerated pathway course, Mathematics 7/8, if they pass Summer Bridge with a 75% or better.

D06034 | **Mathematics 6/7**

Mathematics 6/7 is a course designed to move at an accelerated rate to include both 6th and 7th grade standards within the same domains. Students will explore and develop an understanding of the following mathematical concepts and their application: computational fluency with decimals and fractions; integer operations, ratios and proportional reasoning (including percent application); algebraic expressions and equations; area, surface area and volume; and statistical questions, measures and displays. Students will build a deeper understanding of standards within the Expressions and Equations domain needed for Algebra 1 in eighth grade.

D07033/6/7 | **Mathematics 7**

This is an on-grade level course in the middle school mathematics sequence. Students will explore and develop an understanding of the following mathematical concepts and their application: integer operations, ratios and proportional reasoning (including constant of proportionality); algebraic expressions, equations and inequalities; probability, sampling and populations. If highly successful in Mathematics 7, students may be eligible to participate in a summer program (Summer Bridge). Students will qualify to move into the accelerated pathway course, Algebra 1, if they pass Summer Bridge with a 75% or better.

D07034 | **Mathematics 7/8**

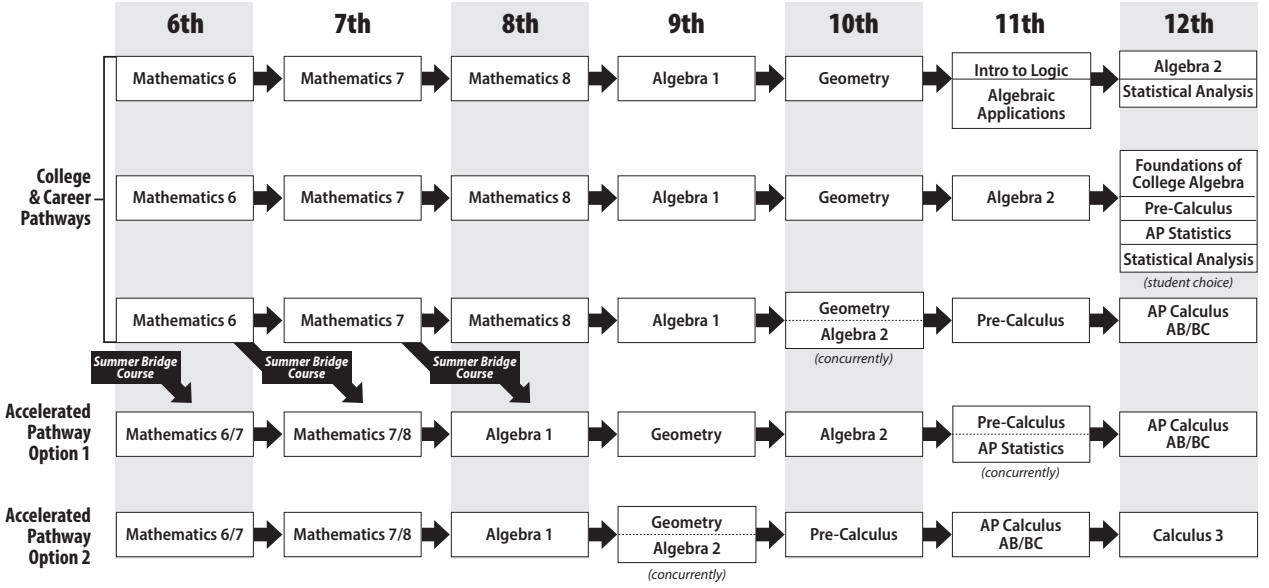
Mathematics 7/8 is the completion of the sequence for students to enter Algebra 1 in an accelerated pathway. Mathematics 7/8 is a course designed to move at an accelerated rate to include both 7th and 8th grade standards within the same domains. Students will explore and develop an understanding of the following mathematical concepts and their application: two-step and multi-step equations and inequalities; ratios and proportional reasoning (extending to slope); proportional and non-proportional relationships; probability, sampling and populations; rational and irrational numbers; radicals and exponents; and the Pythagorean Theorem. Students will refine their understanding of standards within the Expressions and Equations domain needed for Algebra 1 in the eighth grade.

D08033/6/7 | **Mathematics 8**

This is an on-grade level course in the middle school mathematics sequence. Students will explore and develop an understanding of the following mathematical concepts and their application: rational and irrational numbers, radicals and exponents, linear relationships, systems of equations, function development and relationships, congruency and similarity, and bivariate data analysis. Students will actively engage in explorations to develop fluency in the real number system while developing the foundational skills for Algebra 1 in the ninth grade. Students will enroll in Algebra 1 upon the completion of this course.

AACPS Possible Math Course Pathways (Other sequences are possible based on student needs)

Other mathematics elective courses are available.



D27030 | **Algebra 1** [FY] 1 credit

This high school graduation requirement course serves as the gateway for advanced mathematical courses. Students will explore and develop an understanding of the following mathematical concepts and their application: systems of equations, data analysis and modeling, exponential equations, quadratic functions, and critical analysis of linear and non-linear functions. Instructional emphasis is placed on connecting the multiple representations of functions and interpreting the representations through application. To meet graduation requirements, all students must take the Maryland Comprehensive Assessment Program (MCAP) in Algebra 1.

Prerequisite: *Successful completion of Mathematics 7/8 or the completion of the Summer Bridge to Algebra course with a pass rate greater than or equal to 75%.*

D66/7/8 | **Math Fluency, Numeracy, and Models** [FY]

This course offers student support in the areas of numeracy and conceptual understanding to prepare them for Algebra 1. Students will engage in activities that foster necessary computational literacy skills to become successful mathematicians in the real world. Target populations for this course include students enrolled in a self-contained mathematics class or those who need additional support to be successful in their on-grade level mathematics course.

D46/7/8 | **Box Score 6/7/8** [SEM]

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

D28730 | **Honors Geometry** [FY] 1 credit

Students will formalize their geometry experiences from elementary and middle school, using more precise definitions and developing careful proofs; represent problem situations with geometric models; classify figures in terms of congruence and similarity; deduce properties of and relationships between figures from given assumptions; translate geometric figures to an algebraic coordinate representation and algebraic models; and apply right triangles and trigonometry. Through the use of dynamic software, students will gain an understanding of the relationships among mathematical figures and become active participants in the inductive and deductive processes of thinking. Students will actively engage in rigorous mathematical activities to attain mastery of course standards. Graphing calculator or software is required.

Prerequisite: ***Placement into Honors Geometry requires successful completion of Algebra 1 which includes earning a PLD 3 or higher on the Algebra 1 Maryland State Assessment.***

Science

In middle school science students study core ideas in Earth and Space, Life, and Physical Science which sets the foundation for high school. All coursework is grounded in Next Generation Science standards for middle school, a nationally-recognized framework that blends content, skills, and critical thinking. At each grade level of middle school science, projects are included which allows students to connect their learning to the real world.



C06034/6/7 | **Science 6**

In this course, students study Earth and Space Science as aligned to Next Generation Science Standards for Middle School. Students study topics that include Earth processes, the Solar System, Geologic History of the Earth, Weather and Climate, and Human Impact on the Environment. They will use appropriate technology to conduct investigations and analyze data. Using data, students will draw conclusions about their research. They will also utilize multimedia in order to develop scientific literacy.

C07034/6/7 | **Science 7**

In this course, students study Life Science as aligned to Next Generation Science Standards for Middle School. Students study topics that include Cells, Bodies and Systems, Genes and Mutations, Photosynthesis, Artificial and Natural Selection, Ecosystems and Biodiversity. They will use appropriate technology to conduct investigations and analyze data. Using data, students will draw conclusions about their research. They will also utilize multimedia in order to develop scientific literacy.

C08034/6/7 | **Science 8**

In this course, students study Physical Science as aligned to Next Generation Science Standards for Middle school. Students study topics that include Energy and Movement, Newton's Laws, Forces and Interactions, Atoms and Matter, Characteristics of Chemical Reactions, and Electric and Magnetic Forces. Students will use appropriate technology to conduct investigations and analyze data. Using data, students will draw conclusions about their research. Using data, students will draw conclusions about their research. They will also utilize multimedia in order to develop scientific literacy.

C16/17/18 | **Mission to The Stars 6/7/8** [SEM/FY]

Students will develop a NASA mission plan to explore and research a destination in the solar system or nearby solar system. They will identify what they would like to know about the destination and then form a Mission Team to create an implementation plan that will be documented via a web page. Students develop a timeline and list of needs to bring a four-person team of astronauts and researchers to the destination. Students access the resources of NASA and community members to design and build a model of a rocket and spaceship to make the journey and bring the astronauts back. This course is scheduled as an encore.

Social Studies

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

B06034/6/7 | **Social Studies 6**

Social Studies 6 is the first year of a two-year experience in which students employ geographic, economic, civic and historical tools to understand how big geographic questions link the past to the present. In Grade 6, students will be introduced to both Geographic and Historical Inquiry through an exploration of themes like Geographic thinking, Human Interaction with the Environment, Political Systems and the Movement of Pathogens and Ideas. Students will develop argumentative writing skills throughout this course. They will also read and analyze content specific materials: maps, charts, tables, graphs, primary sources and political cartoons. Financial Literacy and real-world connections are integrated throughout the year.

B07034/6/7 | **Social Studies 7**

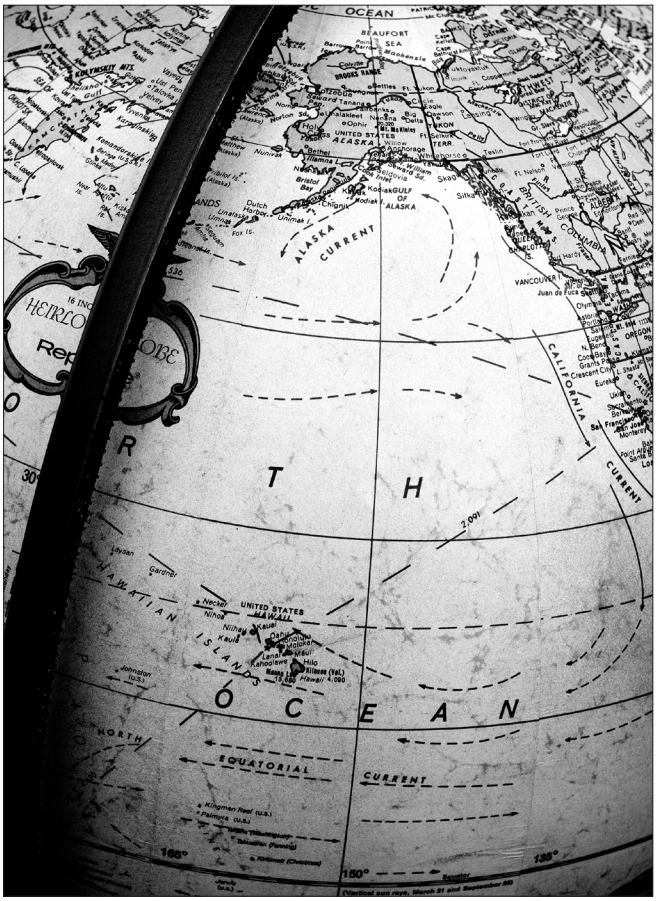
In 7th grade, students continue their study of Geography through the exploration of the Movement of Humans, Economic Systems, the role of Place and Region in the development of human civilizations and then will take a deep dive into case studies that will allow students to apply what they have learned in Geographic Thinking to the development of the History of the America's. Students will develop argumentative writing skills throughout this course. They will also read and analyze content specific materials: maps, charts, tables, graphs, primary sources and political cartoons. Financial Literacy and real world connections are integrated throughout the year.

B08034/6/7 | **Social Studies 8**

Students investigate the history of the United States from the Colonial Era through the Gilded Age in order to answer the question, "How has the American identity evolved?" Through reading and analysis of selected primary and secondary sources, they will draw conclusions about the causes and consequences of important events. Students will develop argumentative writing skills throughout the course. Financial literacy and real-world connections are integrated throughout the year.

B16/17 | **Passport to the World 6/7** [SEM]

This course will introduce and develop the background knowledge and skills for students to successfully negotiate the challenges of a 21st century globally interconnected world. In this course, students will analyze the influences of world cultures and linguistics in order to develop global perspective and understanding of cultural and environmental diversity. This course will enable students to think globally, and understand how people, ideas, and events are related across different eras and world regions. Students will understand how humans in one place and time influence others in another place and time. This course is scheduled as an encore.



D57/58 | **Stock Market Mania 7/8** [SEM]

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

Special Education

These courses are designed to meet the *Individualized Education Program* (IEP) needs of students with disabilities and provide specialized instruction and real-life experiences to prepare students with significant disabilities for life beyond the classroom. The following courses utilize a variety of strategies and instructional methods to provide students with specialized instruction in English, science, social studies, mathematics, and vocational programs.



N20030 | **Math 6–8**

Coursework is designed to enhance the transition from school to adult life/work. The course will develop skills in both mathematical concepts and real-world problem solving as specified in the Individualized Education Program (IEP) for each student enrolled as well as the Essential Elements (based on the Maryland College and Career-Ready Standards).

N10030 | **Reading 6–8**

Coursework is designed to enhance the transition from school to adult life/work. The course will develop skills in listening, speaking, reading, and writing, as specified in the Individualized Education Program (IEP) for each student enrolled as well as the Essential Elements (based on the Maryland College and Career-Ready Standards).

N60030 | **Science 6–8**

Coursework is designed to enhance the transition from school to adult life/work. The course will develop scientific skills, processes and concepts, and real-world problem solving as specified in the Individualized Education Program (IEP) for each student enrolled as well as the Next Generation Science Standards. The course content will be a bridge between the general education content standards and relevant curriculum for students with significant cognitive disabilities.

N80030 | **Social Studies 6–8**

Coursework is designed to enhance the transition from school to adult life/work. The course will develop skills in history, economics, geography, government, and real-world problem solving as specified in the Individualized Education Program (IEP) for each student enrolled. The course content is a bridge between the general education content standards and relevant curriculum for students with significant cognitive disabilities.

N70030 | **Community Skills 6–8**

This course provides information about a wide range of subjects to assist students in becoming wise consumers and productive adults. This course will emphasize such topics as goal setting, decision-making, and setting priorities; money and time management; relationships; and the development of the self.

English Language Development (ELD)

Through an asset-based approach to language, ELD courses foster the development of academic literacy, mathematical competence, and social growth among English learners (ELs). Standards-based instruction in listening, speaking, reading, and writing skills supports equitable access to grade-level academic curriculum for ELs.

Initial placement in ELD courses is determined by an English language proficiency screening or scores on *WIDA ACCESS for ELLs*, in consultation with the English Language Development teacher.

E90030 | **ELD 1** [FY]

English Learners in the "entering phase" are introduced to essential aspects of the English language. The ELD 1 course develops students' academic language ability with intensive support. Instruction in social and academic language is based on the five WIDA Standards. Students begin to express academic ideas in English using phrases and short sentences. Students to begin to read and understand multiple related simple sentences, grammatical structures, and general content expressions in English. The course provides students with cultural knowledge to support their transition to the U.S. educational system. The ELD 1 course may be offered daily in place of English Language Arts.

Prerequisite: *ELD 1 is an appropriate initial placement for students who have been in U.S. schools for less than one year and whose English proficiency level is 1.0–1.9. This course may not be repeated.*

E91030 | **ELD 2** [FY]

English Learners in the "emerging phase" begin to communicate using essential aspects of the English language. The ELD 2 course develops students' ability to access grade-level content material with substantial linguistic support. Instruction in social and academic language is based on the five WIDA Standards. Students produce grammatically complex sentences that express multiple related ideas. Students employ repetitive structures and sentence patterns and appropriately use language conventions. Students read and understand language across content areas. Students comprehend and produce common forms and expressions in English. The ELD 2 course may be offered daily in place of English Language Arts.

Prerequisite: *ELD 2 is an appropriate initial placement for students who have been in U.S. schools less than two years and whose English proficiency level is 2.0–2.7. This course may not be repeated.*



E99036 | **ELD Grade 6** [FY]

E99037 | **ELD Grade 7** [FY]

E99038 | **ELD Grade 8** [FY]

The ELD Grade level course provides content-based English language development instruction in the areas of speaking, reading, listening, and writing. The language development curriculum is aligned to the units of study in the core content areas and provides the linguistic support necessary to comprehend and apply concepts taught in the grade level for science, mathematics, social studies, and English/Language Arts. The course integrates a multilingual lens through which English learners will be empowered as active participants in their communities. The course is designed to be offered as a year-long, every other day "encore" on an A/B schedule.

K06035 | **AVID Excel® for English Learners Grade 6** [FY]

K07035 | **AVID Excel® for English Learners Grade 7** [FY]

K08035 | **AVID Excel® for English Learners Grade 8** [FY]

The AVID Excel course focuses on six consistent learning strands—reading, writing, oral language, academic vocabulary, study skills, self-determination and leadership. These structured strands help to accelerate language acquisition and developing academic literacy placing AVID Excel students on the path to high school AVID and college-preparatory coursework. Students enrolled in AVID Excel do not need to take an additional ELD course.

Prerequisite: *AVID Excel is an elective appropriate for English learners who have been in U.S. schools for at least 5 years. This course provides English Language Development service to long-term ELs.*

Encore Courses

Encore courses are offered on an alternating day, year-long, semesterized or quarterly basis. The six-period day schedule provides two periods for encore courses. The availability of encore courses may differ from school to school, depending on student demand, teacher expertise and teaching resources. Encore courses have been designed to include 21st Century workforce and life skills to equip learners with the tools they need to succeed. Refer to the chart on page 17 to identify courses that satisfy the fine arts requirement. In accordance with state law (COMAR 13A.04.16.01), all students in grades 6–8 must participate in a fine arts course each year.

Art *(Visual Arts)*

Through the Middle School Visual Arts Curriculum, students will develop creative strategies, skills, and habits of mind through artistic practices; apply design literacy to a wide variety of traditional and new media; acquire procedural knowledge, skill, and craftsmanship in art making while exploring an expanded range of media; develop aesthetic judgment that supports the making and understanding of rich meaning in art; form a broader knowledge and understanding of our rich and diverse historical and cultural heritage through art.

G0601/2 | **True Colors 6** [SEM]

Students explore a variety of media as they continue to build their skills in the various media types. Teachers discuss artists, artwork, and provide technique demonstrations to develop the four strands of art education: art appreciation, art history, art production, and art criticism; as well as problem-solving and critical thinking skills. ***Meets Fine Arts requirement.***

G0701/2 | **True Colors 7** [SEM]

Students focus on further developing art skills, vocabulary, creativity, and concepts of design. Two-dimensional lessons may include painting, collage, drawing, and printmaking. Three-dimensional projects may include functional or sculptural ceramic experiences. Art history, art appreciation, and art criticism are integrated into the lessons as a framework of the curriculum. ***Meets Fine Arts requirement.***

G0801/2 | **True Colors 8** [SEM]

Students will work with ways to heighten thoughts and expression in their artwork. Knowledge gained from studying other artists and cultures will be applied in solving problems in art. Design skills will be used to solve problems based on observation and life experiences that exemplify personal critical choices. ***Meets Fine Arts requirement.***

G2901/2 | **Digital Palette 1—Introduction** [SEM]

Students will experience art fundamentals of design through digital imaging and computer graphics programs. Focus will include creating artwork in various formats, including print and possibly the Web. Projects will be created using integrated software such as Adobe Photoshop, PowerPoint, and other programs. Students will explore advertising, package design, and fine arts projects. ***Meets Fine Arts requirement.***

G30012/22 | **Digital Palette 2—Intermediate** [SEM]

Students will advance their art design skills through further study of digital imaging and computer graphics programs. Focus will include creating artwork by using more complex techniques and tools in various digital formats and through use of integrated software. Students will explore and expand their digital portfolio with projects that may include experiences in photomontage, commercial design, and digital sculpture. ***Meets Fine Arts requirement.***

Prerequisite: *Digital Palette 1—Introduction*

G34 | **Digital Palette 3—Advanced** [SEM]

Students will expand upon their prior knowledge of software-based artwork creation via Digital Palette Introduction and Intermediate Digital Palette using Adobe Photoshop. By introducing students to the power of Adobe Illustrator, they will learn how to create stunning imagery that will surely take their expertise of digital art to the next level. ***Meets Fine Arts requirement.***

Prerequisite: *Digital Palette 2—Intermediate*

Encore Courses

Magnet students may be required to take additional Encore courses associated with their program.
The length of an Encore course may be different for magnet students.

Subject	Course Name		Grade Level	Meets Fine Arts Requirement?	Class Meets | Course Length
Art *(Visual Arts)*	**True Colors**		6/7/8	Yes	Every Other Day | Semester
	Digital Palette 1—Introduction				
	Digital Palette 2—Intermediate				
	Digital Palette 3—Advanced		7/8		
AVID *(See Programs of Choice)*	**AVID 6/7/8**		6/7/8	No	Every Other Day | Year
Dance Education	**Dance**		6/7/8	Yes	Every Other Day | Year
	Dance for Athletes		6/7/8		
	Unified Dance		7/8		
Career and Technical Education	**Career Pathways** (may only take once)		6/7/8	No	Every Other Day | Semester
	Foundations of Computer Science 1A		7/8		Every Other Day | Year
	Foundations of Computer Science 1B				
	Exploring FACS 6		6		Every Other Day | Semester
	Get the FACS		7		
	Healthy Living		8		
	Money 8		8		
	Project Runway		6/7/8	Yes	
	Gateway to Technology		6/7/8	No	
	Exploring Technology		6		
	Invention & Innovation		7		
	Technology Systems		8		
	AgXplore		8		
Health Education	**Health 6/7/8**		6/7/8	No	Every Other Day | Quarter
Interdisciplinary	**Passport to the World** (Social Studies)		6/7	No	Every Other Day | Semester
	Box Score (Mathematics)		6/7/8		
	Mission to the Stars (Science)		6/7/8		
	World Class Ideas (English/Language Arts)		6/7/8		
	Stock Market Mania (Social Studies)		7/8		
Music	**Groove Studio**		6/7/8	Yes	Every Other Day | Semester
	Chorus 1–3		6/7/8		Every Other Day | Year
	Band 1–3		6/7/8		
	Orchestra 1–3		6/7/8		
	Percussion Ensemble 1–3		6/7/8		Every Other Day | Semester/Year
	Guitar 8		8		
Physical Education	**Physical Education**		6/7/8	No	Every Other Day | Year
	Team Sports		6/7/8		Every Other Day | Semester/Year
	Unified Physical Education		7/8		Every Other Day | Year
World Language *(Offerings vary by school)*	**Level 1A**	**Chinese, French, German, Italian, or Spanish**	6/7	No	Every Other Day | Year
		Spanish for Native Speakers	7		
	Level 1B	**Chinese, French, German, Italian, or Spanish, or Spanish for Native Speakers**	7/8		
	Levels 1 & 2	**Chinese French, German, Italian (Level 2, only), Spanish, or Spanish for Native Speakers**	8		Daily | Year

Career and Technical Education (CTE)

Career and Technical Education encore courses—such as Family and Consumer Sciences (FACS), Technology Education, and Computer Science—give students opportunities to explore interests, develop practical skills, and gain insight into future careers. Through hands-on, project-based learning, students build critical thinking, communication, and problem-solving skills while exploring topics like healthy living, financial literacy, innovation, and technology design. These engaging courses help students connect classroom learning to real-world applications and prepare them for success in high school and beyond.

M5101/2 | **AgXplore** [SEM]

This course introduces students to the important role agriculture plays in everyday life at the local, state, and national levels. Students will discover how plants, animals, energy, and natural resources work together through agricultural technologies that support our world. Through interactive lessons and hands-on projects, students will explore the agricultural process from production to consumer while developing problem-solving and critical thinking skills. The course inspires curiosity, creativity, and an appreciation for how agriculture impacts communities and future careers. AgXplore is available at Southern Middle School only

R29 | **Career Pathways** [SEM]

This course engages students in exploring the four pillars of computational thinking—decomposition, pattern recognition, abstraction, and algorithmic thinking—through hands-on, career-focused learning. Students will investigate the 16 career clusters, applying computational thinking skills to real-world challenges within each field. Each unit culminates in a project that integrates career exploration with problem-solving and design. By the end of the course, students will be able to apply computational strategies to complex problems, think critically and creatively, and make informed connections to future career pathways in high school and beyond.

R06 | **Foundations of Computer Science 1A** [FY]

This course introduces students to the foundational concepts of computer science through engaging, hands-on experiences. Students will discover how computers work, explore hardware and software systems, and examine how technology shapes the world around them. Emphasis is placed on problem-solving, logical thinking, and collaboration as students learn how computing tools are used to address real-world challenges. Topics include computer hardware, digital communication, data representation, and an introduction to programming and web development. Students who successfully complete this course will earn high school credit.

R07 | **Foundations of Computer Science 1B** [FY]

Building on the Foundations of Computer Science A, this course deepens students' understanding of computing and its applications across diverse fields. Students will explore software and app development, data theory and analysis, cryptography, and the ethical and global impacts of computing. Through project-based learning, they will design solutions to authentic problems while developing critical thinking and creativity. This course empowers students to see how computational skills connect to emerging career pathways in technology, engineering, and beyond. Students who successfully complete this course will earn high school credit.

H0601/2 | **Exploring FACS 6** [SEM]

This course empowers middle school students to make informed choices that support a healthy lifestyle as they move toward independence and adulthood. Students will develop 21st-century skills to take meaningful actions that improve their personal health and well-being. Through interactive lessons and practical activities, students will explore topics such as nutrition, fitness, mental health, and personal responsibility while understanding how individual choices impact not only themselves but also the world around them.

M0601/2 | **Exploring Technology** [SEM]

This course introduces students to how technology is created, developed, and used in everyday life. Through fun, hands-on projects and design challenges, students will learn how ideas become inventions that solve real-world problems. They will work together to test designs, share results, and build communication and teamwork skills. Projects like designing and building an air-powered car help students experience how creativity and problem-solving drive innovation. For selected Magnet Middle Schools, this course may be offered in a semesterized format.

M06032/3| **Gateway to Technology 6** [SEM]

This hands-on, project-based course introduces sixth-grade students to the exciting world of engineering design through the themes of flight and space exploration. Students will design and build gliders, rockets, and a Mars lander while learning about the forces of flight, propulsion, and the challenges of living and working in space. This engaging course encourages creativity, problem-solving, and collaboration as students explore how engineering shapes the future of space and technology. Gateway to Technology 6 is available at Central Middle, Lindale Middle, Old Mill Middle South and Severna Park Middle Schools only.

M07032/3 | **Gateway to Technology 7** [SEM]

This hands-on, project-based course for seventh-grade students explores engineering design with a focus on sketching and modeling. Students will learn key design concepts as they create and prototype adaptive devices and puzzles, applying creativity and problem-solving to real-world challenges. Using both hand sketching and Computer-Aided Design (CAD) software, students will bring their ideas to life through detailed models and prototypes while developing critical thinking, collaboration, and communication skills. Gateway to Technology 7 is available at Central Middle, Lindale Middle, Old Mill Middle South and Severna Park Middle Schools only.

M08032/3 | **Gateway to Technology 8** [SEM]

This hands-on, project-based course for eighth-grade students explores engineering design through the exciting world of robotics. Students will learn about mechanical systems, gear trains, and coding while designing, building, and programming robots to complete a variety of tasks. Projects may include navigating obstacle courses, drag racing, and lifting objects. This course fosters creativity, problem-solving, and teamwork as students apply engineering and programming concepts to bring their robotic designs to life. Gateway to Technology 8 is available at Central Middle, Lindale Middle, Old Mill Middle South and Severna Park Middle Schools only.

H0701/2 | **Get the FACS 7** [SEM]

This interdisciplinary course blends design, technology, and science through hands-on, problem-based learning experiences. Students will gain entrepreneurial skills by exploring the business of babysitting and develop creativity and innovation through design and sewing projects that reflect their personal style. Using 21st-century tools, students will apply critical thinking and collaboration to bring their ideas to life. In the "Chemistry of Food" unit, students will explore cooking as both a science and a skill, learning to research, prepare, and serve foods while making healthier choices in a teamwork-centered environment.

H0801/2 | **Healthy Living 8** [SEM]

This hands-on course helps students build essential skills in nutrition, textiles, and finance to prepare for success in high school, future careers, and higher education. Students will apply what they learn to real-life situations, gaining practical experience that supports lifelong independence and well-being. They will explore healthy eating, kitchen safety, and food preparation while developing habits for lifelong wellness. Students will also learn the fundamentals of fabric use and construction techniques to create a textile project. In addition, they will explore career pathways, post-secondary options, and financial planning skills that lay the groundwork for a successful future. Collaboration, creativity, and teamwork are emphasized throughout the course.

M0701/2 | **Invention & Innovation 7** [SEM]

This engaging, project-based course challenges students to use creativity and innovation to invent a new product or improve an existing one. Students will apply the engineering design process to solve real-world problems and bring their ideas to life. They will learn to safely use hand tools and machines while developing critical thinking and problem-solving skills. Design challenges—such as escaping a deserted island or creating a custom candy dispenser—encourage teamwork, imagination, and perseverance as students transform ideas into functional designs.

H8801/2 | **Money 8** [SEM]

In this course, students will build essential life skills to manage money wisely in today's global economy. They will explore how technology influences personal finance and career opportunities in the 21st century. Through hands-on activities and real-world examples, students will examine spending habits, budgeting, and saving strategies to prepare for both current and future financial needs. This course empowers students to become responsible consumers and informed decision-makers.

H6601/2 | **Project Runway 6** [SEM]

This course encourages students to express their creativity and personal style through the world of fashion design. Using 21st-century digital and graphic design tools, students will learn foundational sewing skills and apply design principles to create original projects. They will explore the impact of recycling and the green movement on the fashion industry while developing a design journal to showcase their ideas and aesthetic. This hands-on course blends art, technology, and sustainability. ***Meets Fine Arts requirement.***

H7101/2 | **Project Runway 7** [SEM]

This course invites students to explore the many facets of the fashion industry, including color theory, textile characteristics, and design principles. Students will develop their creativity using digital and graphic design tools, fashion sketching, and sewing techniques to produce projects that reflect their personal style. They will study the work of iconic designers and examine how global customs and cultures influence fashion trends. The course also introduces career opportunities in the textile and fashion industries. ***Meets Fine Arts requirement.***

H0901/2 | **Project Runway 8** [FY]

This course immerses students in the world of art and design, encouraging creativity, flexible thinking, and lifelong learning. Students will explore the principles and elements of fashion design, fabric science, and emerging textile technologies while applying research skills to deepen their understanding of the fashion industry. Through hands-on projects, they will apply sewing techniques to create pieces that reflect their personal style. The course culminates in a multimedia Capstone Project showcasing their design skills and artistic growth. ***Meets Fine Arts requirement.***

M0801/2 | **Tech Systems 8** [SEM]

In this hands-on course, students will explore how different systems work and how they impact people and the environment. Using tools, computers, and machines, students will apply problem-solving skills to real-world challenges. Activities such as bridge-building simulations, app coding, and constructing a catapult provide engaging opportunities to design, test, and refine their ideas while learning how technology and engineering shape the world around us.

Dance

Courses include studies in the major areas of dance technique, history, creating original dance movement, the choreographic process, aesthetic criticism, and performance. The National Core Arts Standards and the Maryland State Dance Standards are the basis for the middle school dance curriculum. Creative thinking, expression through movement, and appreciation for the art form are integral parts of the program.

All students taking a dance course are required to perform in an end-of-year dance concert at their school with other possible performance opportunities afforded throughout the school year. The National Core Arts Standards for dance and the Maryland State Dance Standards are the basis for the curriculum.

All students are expected to wear appropriate dance attire during dance education classes for the purpose of ensuring the safety and instruction of each participant.

L6601/2/3 | **Dance 6** [FY]

This course promotes a focus on enrichment through dance techniques and performance. Students will explore units in Orientation/Introduction to Dance, Ballet, Modern, Jazz, Tap, Hip Hop, Musical Theatre, and Global Dance genres, Wellness, Design and Production, Student and Concert choreography, and Performance and Reflection. Each unit will emphasize instruction in technique, vocabulary, observation and analysis of dance works, choreographic and performance exercises, and demonstration of mastery through projects and presentations.

L7701/2/3 | **Dance 7** [FY]

This course promotes a focus on enrichment through dance techniques and performance. Students will improve their abilities in units in Orientation/Introduction to Dance, Ballet, Modern, Jazz, Tap, Hip Hop, Musical Theatre, and Global Dance genres, Wellness, Design and Production, Student and Concert choreography, and Performance and Reflection. Each unit will emphasize instruction in technique, vocabulary, observation and analysis of dance works, choreographic and performance exercises, and demonstration of mastery through projects and presentations.

L8801/2/3 | **Dance 8** [FY]

This course promotes a focus on enrichment through dance techniques and performance. Students will improve their abilities in units in Orientation/Introduction to Dance, Ballet, Modern, Jazz, Tap, Hip Hop, Musical Theatre, and Global Dance genres, Wellness, Design and Production, Student and Concert choreography, and Performance and Reflection. Each unit will emphasize instruction in technique, vocabulary, observation and analysis of dance works, choreographic and performance exercises, and demonstration of mastery through projects and presentations.

L16/7/8 | **Dance for Athletes 6/7/8** [FY]

This course focuses on enhancing and refining athletic performance through the technique and training used in the art of dance. Students will explore the five components of skill related physical fitness (agility, coordination, balance, power, and speed), while also exploring the complimentary Elements of Dance (body, energy, space, and time) through creative expression and performance.

L20 | **Unified Dance** [FY]

This course will allow students with and without diabilities to focus on beginning levels of dance technique and creative movemnet in a collaborative and cooperative environment. Peer leaders will be recommneded by the dance education teachers. These students will explore leadership traits and characterisitcs, communication and listening skills, group work and critical thinking skills in order to provide support in an inclusive environment in order to provide support in an inclusive environment

Health

Health Education courses in Anne Arundel County Public Schools are focused on building health-literate individuals. All middle school students receive health instruction for a minimum of 22 days (one quarter) as part of the state-mandated comprehensive Skills-Based Health Education program. Course outcomes are developmentally appropriate and are based on health skills and concepts in the following areas:

- Mental and Emotional Health
- Substance Abuse Prevention
- Family Life and Human Sexuality
- Safety and Violence Prevention
- Healthy Eating and Fitness
- Disease Prevention and Control

Skills-Based Health Education supports and promotes health-enhancing behaviors for all students. The health skills embedded in the units include analyzing influences, accessing information, interpersonal communication, decision making, goal setting, self-management, and advocacy.

Note: The family life and human sexuality unit is developed in accordance with the standards and procedures established in *Maryland State Regulation 13A.04.18.01*. Students may be excused from this unit of the program upon written request from their parent or guardian. Appropriate alternate instruction will be provided.

L26 | **Health 6** [QTR]

In sixth grade, students are introduced to a variety of health topics that include an introduction to health and wellness, tobacco and nicotine products, medicine, consent and communication, sexual abuse and assault, safety and emergency preparedness, puberty, reproduction, ovulation, menstruation and fertilization, gender identity, gender expression and respect, infectious and non-infectious diseases, and skin cancer. Content is based on grade appropriate standards.

L27 | **Health 7** [QTR]

In seventh grade, students build upon their foundational knowledge and skills of health concepts to explore new topics which include goal setting for personal wellness, conflict and conflict resolutions, effects of alcohol on the body and community, the effects of marijuana, cardiovascular disease, how to communicate consent, sexual abuse and assault, abstinence and contraceptives, gender identity, gender expression and respect, STIs, and building interpersonal communication skills during adolescence. Content is based on grade appropriate standards.

L28 | **Health 8** [QTR]

In eighth grade, students advance their health knowledge and skills by building upon previous topics. Topics in eighth grade include applying strategies to increase one's wellness, depression and suicide, prescription and over the counter medicines, consent, sexual abuse and sexual assault, healthy vs. unhealthy relationships, contraceptives and abstinence, gender identity, sexual orientation and respect, HIV/AIDS, and STIs. Content is based on grade appropriate standards.

Physical Education

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

All students are expected to wear appropriate attire during physical education classes for the purpose of ensuring the safety and hygiene of each participant.

L0601/2/3 | **Physical Education 6** [FY]

This course introduces students to an array of components, themes, and activities designed to develop psychomotor, cognitive, and affective life skills. The curriculum content is based on SHAPE America national standards, which give students the opportunity to develop leadership skills and to work in small groups to solve problems or accomplish tasks. Through purposeful learning activities, students are guided to refine motor, social, and intellectual skills that promote a fit and active lifestyle. Students will assess their own individual levels of fitness and set SMART goals.

L0701/2/3 | **Physical Education 7** [FY]

In the seventh grade, students will progress and refine skills toward content mastery in all areas of fitness and sport. The curriculum content is based on SHAPE America national standards, which give students the opportunity to develop leadership skills and to work in small groups to solve problems or accomplish tasks. Through purposeful learning activities, students are guided to refine motor, social, and intellectual skills that promote a fit and active lifestyle. Students will assess their own individual levels of fitness and set SMART goals.

L08011/21/30 | **Physical Education 8** [FY]

This course engages students in activities and experiences designed to provide continued opportunity for content mastery while emphasizing the relevance and importance of physical fitness. Students will assess their own individual levels of fitness and set SMART goals. Units determined by the teacher afford students the ability to build upon previously learned components and extend comprehension of necessary skills to lead a healthy lifestyle. The curriculum content is based on SHAPE America national standards, which give students the opportunity to develop leadership skills and to work in small groups to solve problems or accomplish tasks. Through purposeful learning activities, students are guided to refine motor, social, and intellectual skills that promote a fit and active lifestyle.

L0601/2 | **Team Sports 6** [SEM]

L0701/2 | **Team Sports 7** [SEM/FY]

L0801/2 | **Team Sports 8** [SEM/FY]

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

L217/8| **Unified Physical Education** [SEM/FY]

This course will allow students with and without disabilities to gain knowledge, experience and skill in recreation sports and leisure activities in a collaborative and cooperative environment. Peer leaders will be recommended by the physical education teachers. All students will explore communication, listening skills, teamwork and critical thinking skills in order to provide support in an inclusive environment.

Interdisciplinary

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

Encore Courses with Interdisciplinary connections:

- Passport to the World (Social Studies)
- Box Score (Mathematics)
- Mission to the Stars (Science)
- World Class Ideas (English/Language Arts)
- Stock Market Mania (Social Studies)

B16/17 | **Passport to the World 6/7** [SEM]

This Encore course will introduce and develop the background knowledge and skills for students to successfully negotiate the challenges of a 21st century globally interconnected world. In this course, students will analyze the influences of world cultures and linguistics in order to develop global perspective and understanding of cultural and environmental diversity. This course will enable students to think globally, and understand how people, ideas, and events are related across different eras and world regions. Students will understand how humans in one place and time influence others in another place and time.

D46/7/8 | **Box Score 6/7/8** [SEM]

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

C16/17/18 | **Mission to The Stars 6/7/8** [SEM]

Students will develop a NASA mission plan to explore and research a destination in the solar system or nearby solar system. They will identify what they would like to know about the destination and then form a Mission Team to create an implementation plan that will be documented via a web page. Students develop a timeline and list of needs to bring a four-person team of astronauts and researchers to the destination. Students access the resources of NASA and community members to design and build a model of a rocket and spaceship to make the journey and bring the astronauts back.

A26/7/8 | **World Class Ideas 6/7/8** [SEM]

Students will engage in discussions, writing, and presentations centered on important ideas in the world both now and through history about literature, art, music, and philosophy. This course will enlarge students' understanding of themselves as thinkers, increase their abilities to express themselves with speech and in writing, enhance their creative and critical thinking, and expand their abilities to collaborate and to argue for their point of view.

D57/58 | **Stock Market Mania 7/8** [SEM]

Students will participate in an online simulation of the global capital markets that will engage them in the world of economics, investing, and personal finance. The Stock Market Game gives students the chance to invest a hypothetical $100,000 in a real-time portfolio. As students buy and sell investments in their fantasy portfolios, they make practical use of cross-curricular skills and knowledge in areas such as math, history, civics, and language skills. They learn economic concepts in context, such as the value of investing and saving for the future. The Stock Market Game effectively utilizes the academic content standards, practices, and career skills expressed in the Common Core State Standards, STEM, and by the Partnership for 21st Century Skills.

X51030 | **Student Advisory**

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

X03030 | **Innovation through Project-Based Learning 6–8**

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

N60110/20 | **Coping Skills 6–8**

This course teaches students the social skills needed to prepare students to be successful in classroom and community settings. Topics may include self-control, self-expression, obeying rules, decision-making, appropriate situational behavior, interacting with others, and maintaining relationships. Students may develop independence, self-confidence, and self-reliance.

Music

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

F06 | **Groove Studio 6** [SEM]
F07 | **Groove Studio 7** [SEM]
F08 | **Groove Studio 8** [SEM]

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

F16 | **Instrumental Ensemble: Percussion 6** [SEM/FY]
F17 | **Instrumental Ensemble: Percussion 7** [SEM/FY]
F18 | **Instrumental Ensemble: Percussion 8** [SEM/FY]

This course emphasizes the skills and concepts necessary to perform in a percussion ensemble. Students will develop an understanding of good tone production, balance, and the interpretation of music within a small group. Students will learn basic rhythms and drumming techniques using a variety of world percussion instruments. Students will also be introduced to the basic skills and rudiments of traditional percussion, including the snare drum, bass drum, mallets, and auxiliary percussion. Comprehensive musicianship is taught through the study of a variety of world cultures and many different genres and styles of music. Public music performances may be required. Students are expected to advance to the next appropriate level of ability if they continue study in subsequent semesters or years.

F20 | **Chorus 1** [FY]
F21 | **Chorus 2** [FY]
F22 | **Chorus 3** [FY]

This course emphasizes individual concepts of vocal production, as well as choral techniques appropriate for a large ensemble. Students will develop an understanding of musical accuracy in performance skills and musical sound through movement. Students will perform, create, and analyze choral music and comprehensive musicianship will be taught through the study of varied choral repertoire. Public musical performances will be expected. Before and after school activities and rehearsals are integral to the course, and grades may reflect such participation. The number of required non-school hour performances and practices during a school year varies by school. Students are expected to advance to the next appropriate level of ability. Chorus 1 is open to all students. Chorus 2 and 3 is open to students with previous choral experience or by permission of the instructor.

F30 | **Orchestra 1** [FY]
F31 | **Orchestra 2** [FY]
F32 | **Orchestra 3** [FY]

This course emphasizes good tone production, musical accuracy in performance skills, balance, and interpretation of music within a small group. Comprehensive musicianship is taught through the study of varied instrumental repertoire. Instruction is offered on the following instruments: violin, viola, cello, and string bass. Public musical performances will be expected. Before and after school activities and rehearsals are integral to the course, and grades may reflect such participation. The number of required non-school hour performances and practices during a school year varies by school. Students are expected to advance to the next appropriate level of ability. Orchestra 1 is open to all students. Orchestra 2 and 3 is open to students with previous experience on a string instrument or by permission of the instructor.

F64060 | **Instrumental Ensemble: Mixed 6** [FY]
F64070 | **Instrumental Ensemble: Mixed 7** [FY]
F64080 | **Instrumental Ensemble: Mixed 8** [FY]

This course emphasizes good tone production, balance, and interpretation of music within a small group. Comprehensive musicianship is will be taught through a study of varied instrumental repertoire. Public musical performances will be expected. Before and after school activities and rehearsals are integral to the course, and grades may reflect such participation. The number of required non-school hour performances and practices during a school year varies by school.

F70 | **Band 1** [FY]
F71 | **Band 2** [FY]
F72 | **Band 3** [FY]

This course emphasizes good tone production, musical accuracy in performance skills, balance, and interpretation of music within a small group. Comprehensive musicianship is taught through the study of varied instrumental repertoire. Instruction is offered on the following instruments: oboe, clarinet, flute, bassoon, saxophone, trumpet, French horn, baritone horn, trombone, tuba, and percussion. Public musical performances will be expected. Before and after school activities and rehearsals are integral to the course, and grades may reflect such participation. The number of required non-school hour performances and practices during a school year varies by school. Students are expected to advance to the next appropriate level of ability. Band 1 is open to all students. Band 2 and 3 is open to students with previous experience on a wind or percussion instrument or by permission of the instructor.

F11 | **Guitar 8** [FY]

Guitar 8 provides students an opportunity to explore the fundamentals of guitar performance, reading traditional notation, understanding the musical concepts of melody, harmony, rhythm, and form and to develop a deeper appreciation for all styles of music. Public musical performances vary by school.

World Languages

The AACPS World Languages program strives to educate and motivate students to become global citizens in an increasingly complex and changing world through the study of languages and cultures other than their own. The goal of the AACPS World Language Program is to prepare students to participate in a multilingual society by communicating with other people of diverse backgrounds. Students will gain a deeper understanding of their own culture and the cultures of others to gain new perspectives, increase self-awareness, open-mindedness, and to cultivate curiosity that develops the capacity to live and work with people of diverse backgrounds.

The AACPS World Language Program incorporates a proficiency-based curriculum that enables students to communicate in the world language in real life situations. World Language teachers leverage the power of technology and engaging, culturally relevant, authentic resources to meet the needs of all learners.

Note—Language offerings vary at each school.

World Languages Graduation Requirements

Students must be enrolled and successfully pass a minimum of two credits of the same language . (Credits earned do not have to be consecutive.)

The World Language program strongly recommends that students go beyond the minimum language requirement as communication skills are highly regarded by employers and institutions of higher learning alike. The ability to communicate in a language other than English is a valuable and marketable skill in our global society. Additionally, students who continue their studies and meet requirements of a qualifying score on the AP or IB level exams may be awarded the MSDE Seal of Biliteracy.

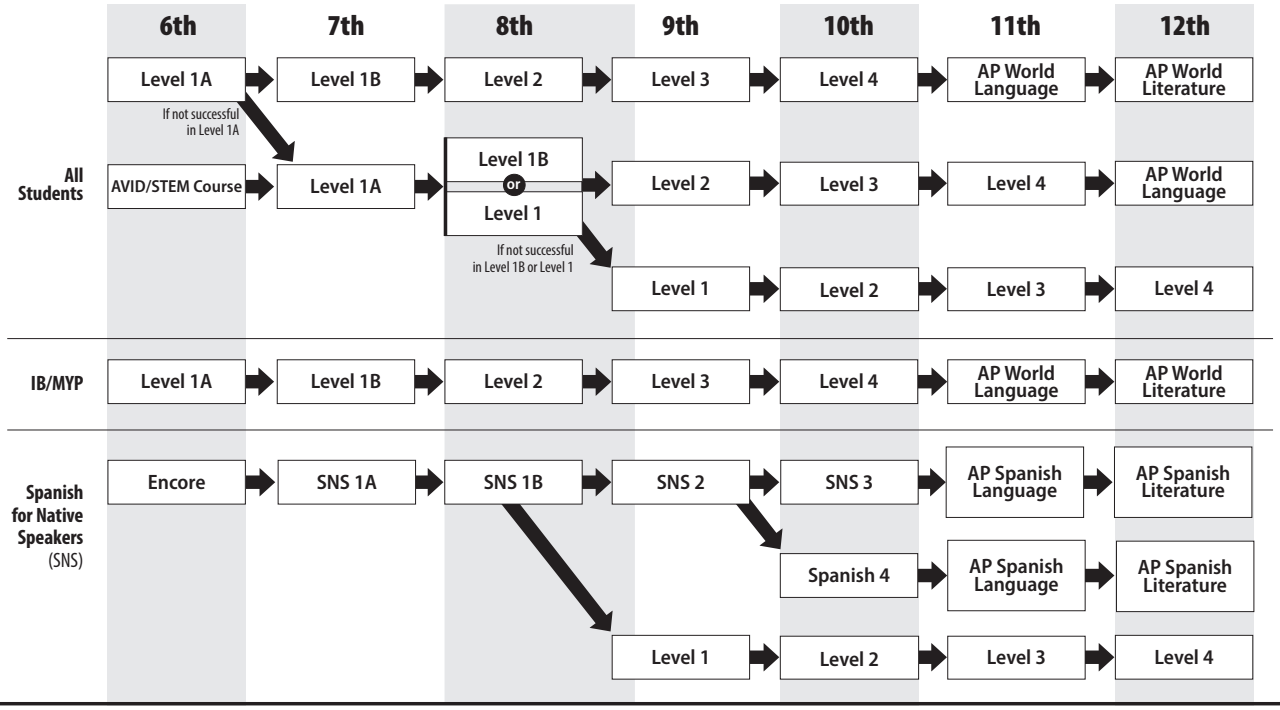
Note— Levels 1A and 1B may be offered in middle school as full-year courses that receive 0.5 credit each.

E18030 | **Chinese 1A** [FY] 0.5 credit
E09030 | **French 1A** [FY] 0.5 credit
E39030 | **German 1A** [FY] 0.5 credit
E46030 | **Italian 1A** [FY] 0.5 credit
E59030 | **Spanish 1A** [FY] 0.5 credit

Designed to introduce students to language and culture. Level 1A world language courses prepare students to communicate authentically in the target language by interpreting (reading, listening, viewing), exchanging (speaking and listening, reading and writing), and presenting (speaking, writing) information on a variety of topics. Students are introduced to the relationships among the products, practices, and perspectives of the target cultures. Students must successfully pass Level 1A to proceed to Level 1B of the same language.

AACPS Possible World Language Course Pathways (Other sequences are possible based on student needs)

Students may complete two consecutive years of a world language in middle school. Our goal is for all students to successfully complete one level of a world language.



E19030 | **Chinese 1B** [FY] 0.5 credit
E10030 | **French 1B** [FY] 0.5 credit
E40030 | **German 1B** [FY] 0.5 credit
E47030 | **Italian 1B** [FY] 0.5 credit
E60030 | **Spanish 1B** [FY] 0.5 credit

Designed to continue to build on the basic foundation from Level 1A, Level 1B world language courses prepare students to communicate authentically in the target language by reading, listening, speaking and writing on a variety of familiar topics. Students further build the relationships among the products, practices and perspectives of the target cultures. Students must successfully pass Level 1B to enroll in Level 2.

Prerequisite: *Level 1A of the language*

E21030 | **Chinese 1** [FY] 1 credit
E11030 | **French 1** [FY] 1 credit
E41030 | **German 1** [FY] 1 credit
E61030 | **Spanish 1** [FY] 1 credit

Designed to introduce students to language and culture. The Level 1 courses prepare students to communicate authentically in the target language about familiar topics in everyday life. Students communicate in the target language through reading, listening, speaking, and writing. Students share their own culture while learning about the practices, products, and perspectives of the target culture. The proficiency target is intermediate low to novice high.

E22030 | **Chinese 2** [FY] 1 credit
E12030 | **French 2** [FY] 1 credit
E42030 | **German 2** [FY] 1 credit
E49030 | **Italian 2** [FY] 1 credit
E62030 | **Spanish 2** [FY] 1 credit

Level 2 expands students' abilities to communicate through speaking, writing, listening, and reading in a culturally appropriate manner about daily life on familiar topics. Level 2 students continue learning about the products, practices, and perspectives of the target cultures. The proficiency target is intermediate low.

E79030 | **Spanish for Native & Heritage Speakers 1A** [FY] 0.5 credit

This course is designed specifically for native or heritage speakers of Spanish who already have some oral language proficiency. The purpose of this course is to enable students whose heritage language is Spanish to develop, maintain, and enhance proficiency in especially in reading and writing. Students will develop their Spanish skills to communicate in academic settings as well as produce language for a variety of audiences including the family, school, and community. Students will read and listen to authentic resources to develop critical thinking skills to produce coherent, well-developed written and spoken presentations. Students examine their own identity and celebrate the accomplishments of Spanish speakers in the United States and elsewhere. Students will explore content as it relates to the culture of Spanish-speaking countries and compare it to their own experiences and culture.

E80030 | **Spanish for Native & Heritage Speakers 1B** [FY] 0.5 credit

This course is designed specifically for native or heritage Spanish speakers who already have some oral language proficiency. Students will continue to develop their Spanish skills and content taught in Spanish for Native and Heritage Speakers 1A. Students who have spoken and/or written proficiency in Spanish should enroll in this course.

Programs of Choice

The AACPS Division of Advanced Studies and Programs believes strongly in providing innovative educational programs for our students. It is through offering Programs of Choice in Advancement Via Individual Determination (AVID), International Baccalaureate (IB), Science, Technology, Engineering, and Mathematics (STEM), and Apex Arts, that students explore their interests, talents, and abilities in a highly specialized and rigorous instructional setting. In the Programs of Choice, students learn about and explore issues current and relevant within their field of study. Students take both pride and ownership in being a part of a Magnet program as they prepare themselves to be future leaders.

Students participating in a Program of Choice may also consider enrolling in Encore classes listed in the table on page 17.

AVID

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

K060 | **AVID 6** [FY]

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

K06035 | **AVID Excel® for English Learners Grade 6** [FY]

The AVID Excel course focuses on six consistent learning strands—reading, writing, oral language, academic vocabulary, study skills, self-determination and leadership. These structured strands help to accelerate language acquisition and develop academic literacy placing AVID Excel students on the path to high school AVID and college-preparatory coursework. Students enrolled in AVID Excel do not need to take an additional ELD course. Available at Annapolis, Bates, Corkran, Lindale, Marley and Meade middle schools.

Prerequisite: *AVID Excel is an elective appropriate for English learners who have been in U.S. schools for at least 5 years. This course provides English Language Development service to long-term ELs.*

K070 | **AVID 7** [FY]

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

K07035 | **AVID Excel® for English Learners Grade 7** [FY]

The AVID Excel course focuses on six consistent learning strands—reading, writing, oral language, academic vocabulary, study skills, self-determination and leadership. These structured strands help to accelerate language acquisition and develop academic literacy placing AVID Excel students on the path to high school AVID and college-preparatory coursework. Students enrolled in AVID Excel do not need to take an additional ELD course. Available at Annapolis, Brooklyn Park, Bates, Corkran, Marley, Meade, and Old Mill South middle schools.

Prerequisite: *AVID Excel is an elective appropriate for English learners who have been in U.S. schools for at least 5 years. This course provides English Language Development service to long-term ELs.*

K0801 | **AVID 8** [FY]

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

K08035 | **AVID Excel® for English Learners Grade 8** [FY]

The AVID Excel course focuses on six consistent learning strands—reading, writing, oral language, academic vocabulary, study skills, self-determination and leadership. These structured strands help to accelerate language acquisition and develop academic literacy placing AVID Excel students on the path to high school AVID and college-preparatory coursework. Students enrolled in AVID Excel do not need to take an additional ELD course. Available at Annapolis, Brooklyn Park, Marley, Meade, and Old Mill South middle schools.

Prerequisite: *AVID Excel is an elective appropriate for English learners who have been in U.S. schools for at least 5 years. This course provides English Language Development service to long-term ELs.*

Apex Arts

Apex Arts provides students with immersive, collaborative, and rigorous artistic experiences rooted in the creative process. Apex Arts' mission is to provide students with rigorous, immersive, and collaborative artistic experiences that are rooted in the creative process, while preparing them for an array of future opportunities. Students focus their study in a specialized arts area of interest (Primes): Creative Writing, Drama, Dance, Music (Band, Orchestra, Vocal), or Visual Arts. Located at Wiley H. Bates and Brooklyn Park Middle Schools for students in grades 6–8. Apex Arts auditions are open to all students in Anne Arundel County as part of the shared Programs of Choice vision to offer all students and families choice in their education. (For more information about the Magnet application process, visit www.aacps.org/magnet).

Apex Arts students will be challenged both academically and artistically through advanced coursework and arts-intensive co-curricular opportunities. In addition to the extensive instruction that each student will receive in his or her chosen Prime, all students will be exposed to a variety of other artistic disciplines while in the program. Apex Arts students will receive instruction from qualified teachers and Artists-in-Residence to develop the skills needed to be a well-rounded artist or performer.

Beyond the regular school day, Apex Arts students will participate in Apex + instruction and Professional Arts Experiences. In Apex + students will explore a range of opportunities in a variety of settings outside of the traditionally scheduled school day. During their Professional Arts Experience (which may occur on weekends and/or evenings), students will have the opportunity to attend Master Classes with professional artists, see professional productions and exhibits, and create their own work to perform or present publicly.

All Middle School Apex Arts students will take their Prime Area Course in a double block format, every other day all year. Apex Arts courses are only available to students enrolled in the Apex Arts Magnet Program 6th Grade Courses.

6th Grade Courses

UP6030 | **Apex + (Middle School) 6** [FY]

All Middle School Apex Arts students are enrolled in Apex + (Middle School). This course includes weekly Apex + Classes, Professional Arts Experiences and Summer Bridge. Failure to maintain a B or higher in this course will result in students being placed on academic probation and could result in removal from the program. This course is a graded course and therefore follows all AACPS policies regarding attendance and assessment. This is a year-long course.

FP7030 | **Apex Arts —Band Prime 1** [FY]

Band 1 is an intensive course that introduces students to instrumental music techniques including instrument care, posture, and positioning, tone production and quality. Students will learn relevant music history, music theory, ear training and melodic and rhythmic dictation with multiple performance opportunities.

AP17 | **Apex Arts Creative Writing Prime 1** [FY]

This course is designed to give students an overview of theatre and creative writing. Students explore both artistic areas. In writing, they review a variety of genres and writing styles. In theatre, they are introduced to processes of creative expression, history of theatre, elements of production, and collaborative performance.

LP0130 | **Apex Arts Dance Prime 1** [FY]

In Dance 1 students are introduced to the technical foundations of Ballet, Modern, Jazz, and Tap. The collaborative process is an integral part of Dance 1 and students are expected to develop basic choreographic skills.

FP3030 | **Apex Arts — Orchestra Prime 1** [FY]

Orchestra 1 is an intensive course for sixth grade that focuses on important aspects of string technique such as posture, bowing, intoasswordnation, and introduction to shifting and vibrato. Students will learn relevant music history, music theory, ear training and melodic and rhythmic dictation with multiple performance opportunities.

FP9030 | **Apex Arts Theater Prime 1** [FY]

In this course students will be introduced to theatre as an art form through the exploration of creative expression, theatre history, elements of production, and performance. Students will learn about character development, monologues, stage directions, theatre production, play analysis, and musical theatre. Students will publicly perform their work throughout the course, work with guest teaching artists, and experience professional theatre productions for exposure to the art form.

GP0130 | **Apex Arts Visual Arts Prime 1** [FY]

This course is designed to introduce students to the fundamental skills needed for both traditional and digital art. Students will have the opportunity to experience a variety of media through drawing, painting, sculpting, photography, video, and digital software. Throughout the course students will explore artistic movements, themes, and styles, and participate in constructive critiques. Sketchbooks and visual journals will be used to develop ideas, record research, and document their artistic process. Additional experiences will include art-based field trips, working with artists in residence and student art exhibits.

FP2030 | **Apex Arts Vocal Arts Prime 1** [FY]

This course is designed to engage students in the process of making music through singing. Musicianship and literacy skills are developed through activities that engage students in singing, reading, improvising, and composing. Learning to understand music by ear before learning to read, write, and compose music is an important tenet of the program.

7th Grade Courses

UP7030 | **Apex + (Middle School) 7** [FY]

All Middle School Apex Arts students are enrolled in Apex + (Middle School). This course includes weekly Apex + Classes, Professional Arts Experiences and Summer Bridge. Failure to maintain a B or higher in this course will result in students being placed on academic probation and could result in removal from the program. This course is a graded course and therefore follows all AACPS policies regarding attendance and assessment. This is a year-long course.

FP7130 | **Apex Arts —Band Prime 2** [FY]

This course is designed to enhance the performance skills needed to be a successful wind or percussion instrumentalist. Students are exposed to new musical concepts such as music theory, improvisation, and using music technology and software for composition projects. The class engages in the reflective process by evaluating individual and ensemble performances to make future improvements.

AP18 | **Apex Arts Creative Writing Prime 2** [FY]

This course further immerses students in both art forms. Students take an in-depth look at styles of writing, trends that have shaped the written word, and various author studies. Students also focus on Shakespeare's life and writings and perform elements of his work. Further exploration of specific theatre styles and technique are studied and mastered. Opportunities for collaborative projects that build community and teamwork are encouraged and assigned.

LP0230 | **Apex Arts Dance Prime 2** [FY]

In Dance 2 students are expected to fully commit to the creative process through their dance technique classes and developing their personal performance aesthetic. Students will begin studying the history and cultural impact of dance.

FP3130 | **Apex Arts —Orchestra Prime 2** [FY]

Orchestra 2 continues the focus of fundamental techniques introduced in Orchestra Prime 1. Students are challenged to expand mastery in all areas of technique while continuing studies in music history, theory, ear training, and rhythmic and melodic dictation. Personal expression is explored through one on one work with the instructor in solo repertoire and chamber music ensembles.

FP9130 | **Theater Arts Prime 2** [FY]

Students will continue to explore theatre as an art form through creative expression, collaboration, theatre history, elements of production, and performance. Students will learn about character development, monologues, theatre production, play analysis, and musical theatre. Students will publicly perform their work throughout the course, work with guest teaching artists, and experience professional theatre productions for exposure to the art form.

GP0230 | **Apex Arts Visual Arts Prime 2** [FY]

During this course, students will continue to develop their traditional and digital skills while being challenged to discover their own personal artistic style. Emphasis will be placed on development of conceptual ideas and peer feedback as a part of the creative process. Students will be introduced to materials, techniques, and conceptual methods to further develop their art making practice. Sketchbooks and visual journals will be used to develop ideas, record research and document their artistic process. Additional experiences will include art-based field trips, working with artists in residence and student art exhibits.

FP2130 | **Apex Arts Vocal Arts Prime 2** [FY]

This course continues to engage students in the process of making music through singing. As a student's musicianship is strengthened through a wide variety of activities and public performances, a greater emphasis is given to music theory as it relates to reading advanced music notation, improvising, and composing.

8th Grade Courses

UP8030 | **Apex+ (Middle School) 8** [FY]

All Middle School Apex Arts students are enrolled in Apex+ (Middle School). This course includes weekly Apex+ Classes, Professional Arts Experiences and Summer Bridge. Failure to maintain a B or higher in this course will result in students being placed on academic probation and could result in removal from the program. This course is a graded course and therefore follows all AACPS policies regarding attendance and assessment. This is a year-long course.

FP7230 | **Apex Arts —Band Prime 3** [FY]

Band Prime 3 is designed to refine students' performance abilities on their wind or percussion instrument. Students are challenged to further develop their technique and foster their expressivity. Students explore deeper music theory concepts and compose their own music. The class masters the reflective process and advances students into leadership roles within the ensemble. This course is a gateway to success in high school instrumental music programs and beyond.

AP2030 | **Apex Arts Creative Writing Prime 3** [FY]

This course further immerses students in both art forms. Students take an in-depth look at styles of writing, trends that have shaped the written word, and various author studies. Students also focus on Shakespeare's life and writings and perform elements of his work. Further exploration of specific theatre styles and technique are studied and mastered. Opportunities for collaborative projects that build community and teamwork are encouraged and assigned.

LP0330 | **Apex Arts Dance Prime 3** [FY]

In Dance 3 students will express and fine-tune their technique and performance qualities through choreography, improvisation, and collaboration. Students will gain a critical eye for analyzing and critiquing various choreographic works.

FP3230 | **Apex Arts — Orchestra Prime 3** [FY]

Orchestra 3 is designed to refine student's performance abilities on their orchestral instrument. Students are challenged to further develop their technique and foster their expressivity. Students explore deeper music theory concepts and compose their own music. The class masters the reflective process and advances students into leadership roles within the ensemble. This course is a gateway to success in high school instrumental music programs and beyond.

FP9230 | **Theater Arts Prime 3** [FY]

Students will continue to explore theatre as an art form through creative expression, collaboration, theatre history, elements of production, and performance. Students will learn about character development, monologues, theatre production, play analysis, and musical theatre. Students will publicly perform their work throughout the course, work with guest teaching artists, and experience professional theatre productions for exposure to the art form.

GP0330 | **Apex Arts Visual Arts Prime 3** [FY]

Students will strengthen and refine their artistic abilities while investigating their own artistic style and the challenges that artists face to find their personal voice. Emphasis will be placed on developing a portfolio of work through choice-based projects that reflect students' personal style. Students will consider their role as visual communicators with consideration of audience, artistic attitude, and personal mission as they develop their studio practice. Sketchbooks and visual journals will be used to develop ideas, record research and document their artistic process. Additional experiences will include art-based field trips, working with artists in residence and student art exhibits.

FP2230 | **Apex Arts Vocal Arts Prime 3** [FY]

This course continues to engage students in the process of making music through singing. As musicianship skills are fortified through activities and public performances, students are challenged to assume leadership roles within the larger vocal ensemble. Individuals are given opportunities for expression through improvisation and composition.

Electives

FP80 | **Apex Arts Music Theory/Applications** [SEM]

This course is designed for Apex Arts instrumental and vocal students to learn basic principles of music theory and demonstrate understanding using the design process and project-based learning strategies.

LP40 | **Apex Arts Movement** [SEM]

This course is designed as a Apex Arts elective course to introduce students to the fundamentals of dance and movement for theatre.

MP10 | **Apex Arts Technology Education (Electronic Portfolio)** [SEM]

Technology Education course with Apex Arts overlays to guide students in the documentation and professional presentation of artistic skills and experiences in a cumulative electronic portfolio.

MP20 | **Apex Arts Technology Education (Web Design)** [SEM]

Technology Education course with Apex Arts overlays to introduce students to basic web design skills.

FP50| **Apex Arts Non-Prime Ensemble** [SEM]

Students in our Apex Arts programs immerse themselves in discipline-specific "Primes" that relate to their chosen artform of focus. This semesterized course affords students the opportunity to further immerse themselves in the arts by participating in supplemental arts ensemble experiences as their schedule allows. Teacher approval is required.

IB MYP

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

IB MYP students develop the skills necessary to make informed, reasoned, and ethical decisions, and the flexibility, perseverance, and confidence needed to bring about meaningful change in their local and global communities.

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

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

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

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

IB Areas of Study

Language and Literature (English)

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

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

Language Acquisition (World Languages)

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

Individuals and Societies (Social Studies)

IB MYP Individuals and Societies encompass courses described in the Middle School Program of Study under Social Studies. Learners are encouraged to respect and understand the world around them and equip them with the necessary skills to inquire into historical, contemporary, geographical, political, social, economic, religious, technological, and cultural factors that have an impact on individuals, societies, and environments. They also help students develop their identities as individuals and as responsible members of local and global communities through a strong focus on inquiry and investigation. Students read and analyze content of materials such as maps, charts, tables, graphs, primary source, current events, and political cartoons and make real-world and transdisciplinary

connections. All IB MYP students complete a History Day project. IB MYP unit summative assessments take the form of authentic performance tasks and offer service-learning opportunities through student inspired community action.

Mathematics

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

Sciences

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

Arts

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

Health & Physical Education (Physical Education)

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

Design

IB MYP standards and practices require that MYP student enroll in an MYP design course in each year of their middle school experience. Design, and the resultant development of new technologies, has given rise to profound changes in society, transforming how we access and process information, adapt our environment, communicate with others, solve problems, work, and live.

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

X26 | **IB MYP Design 6** [SEM]

IB MYP Design (Grade 6) has inquiry and problem-solving at the heart of the course. It requires the use of the IB design cycle to structure the analysis of problems, the development of feasible solutions, the creation of solutions, and the testing and evaluation of the solution. MYP design affords students with the opportunity to define a solution as a model, prototype, product, or system that is developed and created independently. MYP design focuses on the holistic design process rather than final products and solutions. Project-Based Learning (PBL) guides instruction. Through PBL, students engage in learning by investigating an interesting and complex question, problem, or challenge, and then to creating something in response. PBL and the IB design cycle complement each other and work together to support teachers and students with meeting the aims and objectives of IB MYP Design.

X27 | **IB MYP Design 7** [SEM]

IB MYP Design (Grade 7) has inquiry and problem-solving at the heart of the course. It requires the use of the IB design cycle to structure the analysis of problems, the development of feasible solutions, the creation of solutions, and the testing and evaluation of the solution. MYP design affords students with the opportunity to define a solution as a model, prototype, product, or system that is developed and created independently. MYP design focuses on the holistic design process rather than final products and solutions. Project-Based Learning (PBL) guides instruction. Through PBL, students engage in learning by investigating an interesting and complex question, problem, or challenge, and then to creating something in response. PBL and the IB design cycle complement each other and work together to support teachers and students with meeting the aims and objectives of IB MYP Design.

X28 | **IB MYP Design 8—The IB MYP Community Project** [SEM]

The IB MYP Community Project is an in-depth inquiry that focuses on community and service. It encourages students to explore their right and responsibility to participate in service as action in the community. The course requires the use of the Design Cycle to structure the analysis of a local or global problem, the development of feasible solutions, the creation of the solution, and the testing and evaluation of the solution. Students consult with their teachers to identify a community need that reflects their interests and passions. The goals of the IB MYP Community Project are to participate in an extended inquiry; focus the project by choosing a global context; develop creative new insights and deeper understandings of an issue; communicate effectively in a variety of situations; develop research and organizational skills; propose and complete a challenging service as a result of learning; appreciate the process of learning and showing empathy towards others; and take pride in his or her accomplishments. This is a semester course.

H16 | **IB MYP Pathway to Design: Project Runway 6** [SEM]

The aims of IB MYP Design courses are to encourage and enable students to enjoy the design process and develop an appreciation of its elegance and power. Project Runway 6 is designed for students to develop their own personal creativity using digital and graphic resources. They develop knowledge, understanding, and skills to design and create solutions to problems using the Design Cycle. Students will learn how to apply basic sewing principles to express their own personal style. Students will investigate recycling efforts and the green movement on the fashion industry. Students will learn the basics of fashion design and create a journal to express their design esthetics. ***Meets Fine Arts requirement.***

H17 | **IB MYP Pathway to Design: Project Runway 7** [SEM]

In this IB MYP Design course, students develop and appreciation of the impact of design innovations to life, global society, and environments. They explore multiple aspects of the fashion industry including color theory and characteristics of textiles. Students will develop their creative talents using digital and graphic resources and express their vision and ideas through fashion sketching as well as applying sewing techniques to create projects that express their own personal style and to problem solve. Students examine the influence of iconic fashion designers as well as the global influence of customs and cultures on fashion. Students will examine opportunities for careers in the textile and fashion industry. ***Meets Fine Arts requirement.***

H18 | **IB MYP Pathway to Design: Project Runway 8** [SEM]

The IB MYP Project Runway 8 encourages students to appreciate past, present, and emerging design within cultural, social, historical, and environmental contexts. The course is designed to immerse students in an exploration of art and design concepts, skills, and critical practices, encouraging them to become flexible thinkers and life-long learners. Participants will learn about the principles and elements of fashion design, and fabric science. Students will explore the emerging world textile technology applying research skills to advance their knowledge of fashion design. Students will apply sewing principles to express their own personal style. Using multimedia resources, students will complete a Capstone Project relating to fashion design. This is a semester course. ***Meets Fine Arts requirement.***

L08 | **IB MYP Pathway to Design: Team Sports 8** [SEM]

This course places significant attention on the Sport Education Model of physical education. Opportunities for coaching, refereeing, team management, statistical analysis, tournament facilitation, and spectator etiquette are offered to students. Students use the Design Cycle to appreciate their role and develop respect for others' viewpoints and appreciate alternative solutions to problems. Students electing Team Sports will engage in traditional team sports as determined by the teacher and supported by facility and equipment resources. The emphasis of this course is on physical movement and student engagement. However, player preparation for sport, specific sport conditioning, skill development, and sport psychology are all important aspects in the development of the sports-minded student. This is a semester course.

STEM

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

R26 | **STEM Computing & Automation 1** [SEM]

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

R27 | **STEM Computing & Automation 2** [SEM]

Topics explored in this course include intermediate keyboarding, Microsoft® Suite PowerPoint and Excel, and the programming languages Alice and Bootstrap. Students will employ the skills and knowledge gained in STEM Technology Explorations 1 to work in intermediate levels of automation and Minecraft Education.

R28 | **STEM Computing & Automation 3** [SEM]

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

R99 | **STEM Gaming & Logic** [SEM]

Through the lens of board games, card games, and electronic games, students attain the awareness and importance of logic, rules, and strategies when building and playing games. They will use this awareness and skillset to strategically play and eventually design and code beginner video games. Logic and problem-solving techniques will be used to increase students' gaming and design and coding skills.

B26 | **STEM Social Innovation 6** [SEM]

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

M27 | **STEM Engineering Innovations 7** [SEM]

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

B28 | **STEM Future Innovations 8** [SEM]

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

X90 | **STEM Toolkit: Skills for Success** [SEM]

In this required, entry level STEM Middle School course, we explore key learning strategies to include executive functioning and organizational skills coupled with practical approaches to engage and motivate student inquiry and creative thinking. Curriculum for this course will dissect STEM skills into tasks that are critical to the STEM PBL process.

Charter/Contract Schools

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

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

For additional information on the AACPS Charter/Contract School Program, call 410-222-5193 or visit www.aacps.org/charterschools.

Chesapeake Science Point Public Charter School

Chesapeake Science Point Public Charter School (CSP) in partnership with students, parents, and the community will attain educational excellence by providing a rigorous and quality education for in grades k–12 with a special focus on science, math, and technology while preparing them to excel in an increasingly technological and global society. ***www.mycspes.org, www.mycsp.org***

R41040 | **Technology Integrated Education 1**

This course aims to teach basic knowledge of computers and teach skills while integrating computers with core classes. Students will gain an understanding of how computers operate and learn basic skills to successfully use programs such as Microsoft® Word and PowerPoint. Furthermore, students will learn how to effectively use the Internet.

Available at Chesapeake Science Point only.

R42040 | **Technology Integrated Education 2**

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

Available at Chesapeake Science Point only.

R43040 | **Software Applications 1**

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

Available at Chesapeake Science Point only.

R44040 | **Software Applications 2**

This course is the second tier of courses that teaches Microsoft® Office applications. In this course students will learn to use Microsoft® Office Excel and Access as an effective tool for organizing, analyzing, and presenting data. Students will learn to design spreadsheets, create tables and charts, develop formulas and functions for automatic calculations, and develop "what if" models as well as learn basic database skills using Access. Upon successfully completing the course, students will be able to create and edit basic Microsoft® Office Excel worksheets and workbooks and Access Databases. Upon completion of this course students will be take the Microsoft® Office Specialist (MOS) Exam for Microsoft® Excel and Access. This course will cover all the topics specified by the Microsoft® Office Specialist Program.

Prerequisite: *Software Applications 1*

Available at Chesapeake Science Point only.

R46040 | **Web Page Design**

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

Available at Chesapeake Science Point only.



Monarch Academy Public Charter School

Monarch Academy Public Charter School in Glen Burnie aims to educate students in grades K–8 to be self-motivated, creative, critical thinkers and life-long learners who are productive contributors to the global community in the 21st century. At Monarch Academy, children are encouraged to think critically; question; reflect; and participate in a rigorous, highly interactive instructional program that integrates arts and technology across the curriculum. Monarch Academy is a unique collaboration of two innovative, proven models for excellence: The Transformation Education (TranZed) child-serving organization model and the Expeditionary Learning model. Grades Served: K–8

http://monarchacademy.org/glen-burnie/

X71030 | **Journalism**

This course is designed for those students who want to spend more time writing and want to learn more about the publishing industry. In a collaborative manner, students work with partners for set periods of time to share and critique their written works. This allows both writers to develop their craft and relationship skills. Instruction in this class follows a Writer's Workshop format. This means the teacher models and demonstrates effective writing and then confers with writers individually or in small groups. Students will write daily in this class to compose pieces of personal interest or petitioned assignments. Students are strongly encouraged to submit final works for contests and competitions. Students will also apply their writing skills to take on some of the responsibilities for composing and publishing various Monarch Academy's printed materials.

Available at Monarch Academy only.

X72030 | **Earth Matters**

In this course students will work in small teams to create and maintain school and community projects that preserve and educate others about Earth's systems and the organisms that live on it. Projects include maintaining and educating others in the various animal/ plant life within the school, building structures that support eco-friendly habitats, creating documents, bulletin boards, and presentations that raise awareness around environmental issues. This course will help students develop skills within leadership, public speaking, research, informative writing, and service learning.

Available at Monarch Academy only.

A02 | **Improv**

Students participating in the Improv course will be taught the "rules" of improv theater, learn ways to listen to a scene partner, and develop a scene where no script is provided. These "scenes" are practiced and performed throughout the year so that students become more comfortable with themselves and the art form. They learn terms used in improv to help improve each improviser's growth on stage. Short form games and long form scene creation are incorporated as foundational experiences in the course.

A05030 | **Theater 6/7/8**

Theater 6/7/8 is an elective course offered to Middle School students. During this yearlong class, students will learn performance skills, study different methods of acting and performance, analyze scripts, learn theater and audience etiquette, critique and revise each other's work, write their own original soliloquies, learn about the changing world of theater, direct and design their own scenes, and perform in several productions. Each theater unit will connect to a current core grade level unit of study and will culminate in a performance piece.



Monarch Global Academy Public Contract School

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

http://monarchacademy.org/global/

X18/X19 | **Informational Technology: Collaborative Student Inquiry 7/8**

This course is designed for those students who want to spend more time writing and want to learn more about the publishing industry. In a collaborative manner, students work with partners for set periods of time to share and critique their written works. This allows both writers to develop their craft and relationship skills. Instruction in this class follows a Writer's Workshop format. This means the teacher models and demonstrates effective writing and then confers with writers individually or in small groups. Students will write daily in this class to compose pieces of personal interest or petitioned assignments. Students are strongly encouraged to submit final works for contests and competitions. Students will also apply their writing skills to take on some of the responsibilities for composing and publishing various Monarch Academy's printed materials.
Available at Monarch Global Academy only.

A05030 | **Theater 6/7/8**

Theater 6/7/8 is an elective course offered to Middle School students. During this yearlong class, students will learn performance skills, study different methods of acting and performance, analyze scripts, learn theater and audience etiquette, critique and revise each other's work, write their own original soliloquies, learn about the changing world of theater, direct and design their own scenes, and perform in several productions. Each theater unit will connect to a current core grade level unit of study and will culminate in a performance piece.

Advanced Co-Curricular Programs

The Advanced Co-Curricular Programs Office at AACPS offers a broad range of learning experiences outside of the traditional classroom for all students. These experiences are intended to complement, broaden, and provide practical application of knowledge students attain in the classroom giving students a chance to participate in activities they enjoy and do not necessarily experience in the traditional classroom setting. Some programming involves outside organizations while others are conducted within the school setting.

Co-Curricular activities require students to think critically, solve problems, manage time, work as a team, and to grow as individuals. Schools may provide access to these programs in a variety of formats and at a time (before school, after school, during recess, flex, etc.).

www.aacps.org/cocurricular

Adjunct Programs

Adjunct programs augment the instructional program outside the regular school day. They provide an enriching complement to a student's regular education experience. Anne Arundel County Public Schools is fortunate to have strong partnerships with organizations in the community that comprise unparalleled resources, including the Naval Academy, Johns Hopkins University Applied Physics Laboratory (JHUAPL), and Maryland Hall for the Creative Arts. Here, you will find a brief description of after-school, or summer program options for students. Participation in these adjunct programs affords students the opportunity to enrich and extend their current program studies. Both student aptitude and interest should be considered when registering for these programs.

Maryland Hall for the Creative Arts
AACPS Student Scholarship Program

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

www.marylandhall.org

MSDE Maryland Summer Center

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

www.marylandpublicschools.org/summercenters

Destination ImagiNation®

Each year, five different Team Challenges are unveiled to more than 400,000 students worldwide. Teams of up to seven members select a challenge and spend several months perfecting their solutions. The culmination is a series of tournaments where teams demonstrate their unique solutions to teams of appraisers. Only teams who register with the Advanced Co-Curricular Programs Office are eligible for discounted team registration numbers.

www.destinationimagination.org

Programs, Clubs, and Competitions

Co-curricular programs augment the instructional program outside the regular school day. providing an enriching complement to a student's regular educational experience. Participation in these activities or competitions affords students the additional opportunities to enrich their current program of studies. The following is a list of offerings provided by various schools in Anne Arundel County. Contact your school to obtain specific information and offerings. For more information, visit the program's website.

24-Game Challenge

"Knowing the answer is always 24 alleviates a classic brand of math anxiety—getting the right answer—and instead puts the emphasis on the process and patterns, what I like to call 'the method behind the math.'" –Robert Sun, Inventor of the 24 Game

In Anne Arundel County, this popular game of mathematical computation, has students competing in one of four levels: Grades 3, 4, 5, or Middle grades (6–8). School winners compete in County-wide competitions held in April–May.

www.24game.com

AVID Enrichment Club

In conjunction with the AVID Office, this club serves as an opportunity to apply skills and techniques learned in AVID courses. Enrichment options may be offered based upon student needs and availability.

Continental Math League (CML), Inc.

The Continental Math League invites students at all grade levels who have above average mental mathematical skills and reading skills. In the Pythagorean or Euclidean Divisions students in grades 4–9 will participate in increasingly difficult meets. Participation will demonstrate progress in the art of problem-solving and analytical reasoning capabilities. Books covering sample challenging math questions for each grade level and division are available online.

www.continentalmathematicsleague.com

CyberPatriot

CyberPatriot is the National Youth Cyber Education Program created by the Air Force Association (AFA) to inspire K–12 students toward careers in cybersecurity or other STEM disciplines critical to our nation's future. At the center of CyberPatriot is the National Youth Cyber Defense Competition, which puts teams of high school and middle school students in the position of newly hired IT professionals tasked with managing the network of a small company. Through a series of online competition rounds, teams are given a set of virtual operating systems and are tasked with finding and fixing cybersecurity vulnerabilities while maintaining critical services.

First LEGO League

The FIRST LEGO League (FLL) is a global program created to introduce students (ages 9–14, up to 16 outside of the U.S. and Canada), to science, technology, and engineering. Students use elements such as sensors, motors, and gears to gain hands-on experience in engineering and computer programming principles as they construct and program their unique robot inventions. The cornerstones of the program are its core values, which emphasize contributions of others, friendly sportsmanship, learning, and community involvement to share their experiences and receive recognition for their efforts.

www.firstlegoleague.org

Integrated Arts or Fine Arts Club or STEM Club

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

National History Day

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

https://nhd.org

Mathematics, Engineering & Science Achievement (MESA)

Maryland MESA (Mathematics, Engineering, and Science Achievement) is a structured program designed to prepare students for academic and professional careers in mathematics, engineering, science, and technology. Student teams are challenged to design and develop innovative solutions to authentic problems.

https://secwww.jhuapl.edu/stem/mesa/

Model United Nations

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

www.unausa.org

Science & Engineering Expo
The middle school science program provides students with the opportunity to do independent or team research in science. Every student enrolled in a middle school science course is expected to participate in science research as part of the curriculum experience. As a showcase of that research, students may compete in school and then district based Science and Engineering Expos. Students are encouraged to think beyond the traditional three-fold display board and consider exhibiting their projects with PowerPoints, videos, posters, and prototypes. Students have the option of entering research as individuals or as a team of two or three students. Research categories are:

- Animal Science
- Behavioral & Social Sciences
- Biochemistry
- Biomedical Engineering
- Chemistry
- Earth and Astronomy
- Energy: Chemical
- Energy: Physical
- Engineering Mechanics
- Environmental Science
- Health Sciences
- Intelligent Machines/Robotics
- Materials Science
- Mathematics
- Medical Sciences
- Microbiology
- Physics
- Plant Sciences
- Sustainable Design
- Systems Software

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

SEA Perch—Underwater Robotics
This engineering design course focuses on design, development, and building of a remotely operated underwater vehicle (ROV). Students will learn the principles of engineering in a fun-filled project-based club environment. Sea Perch Underwater Robotics Competitions will be held locally, regionally, and nationally.

www.seapearch.org

Sphero Bolt / Coding Robotics
With Sphero Bolt packs in every middle school, there is an opportunity for all students to engage with this robotics suite. Sphero Bolts are spherical robotics. Students may code these bots directly from their Chromebooks. OIT has collaborated with Co-Curricular on this project by writing curricula for this club opportunity.

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

www.smgww.org

World Language and Culture Club
Students are provided free access to learn a new language and culture. All students have access to the Anne Arundel County Public Library System's student SAIL program. Students may choose this self-guided program to learn languages and World cultures.

Looking Ahead to High School

It's never too early to be thinking about your future. To support students' pursuit of their career goals, AACPS offers a series of *Career Completer* programs that allow students to discover and develop their career readiness. We understand that on a path to a post high school career, students will have the choice to go straight into the workforce or pursue further post-secondary education. This is why our programs develop students' career skills while they earn college credit and/or industry certifications, as appropriate to the career field. Students will graduate from high school prepared to take a confident and informed next step on their career journey.

AACPS Career Institutes

To support students' pursuit of their career goals, AACPS has developed a series of Career Institutes that allow students to discover and develop their career readiness. We understand that on a path to a post high school career, students will have the choice to go straight into the workforce or pursue further post-secondary education. This is why our programs develop students' career skills with college credit and/or industry certifications, as appropriate to the career field. Students will graduate from high school prepared to take a confident and informed next step on their career journey.

Note:
Programs may be available at high schools or the Centers of Applied Technology. Not all programs are available at each location. Check with your counselor to see where each program is offered.

Advanced Engineering
- Engineering

Agriculture
- CASE Plant and Animal Science
- CASE Natural Resources
- Natural Resources and Conservation

Arts, Entertainment, & Design
- Animation & Game Development
- Graphic Communications
- Video & Audio Production

Construction
- Architecture Design & Drafting
- Carpentry
- Electrical
- Facilities Management
- HVACR
- Masonry
- Plumbing
- Welding

Digital Technology
- Computer Programming
- Cybersecurity
- Networking

Education
- Early Childhood Education
- Teacher Academy of MD

Financial Services
- Financial Services and Accounting

Healthcare and Human Services
- Barbering
- Biomedical Sciences
- Certified Clinical Medical Assistant
- Certified Nursing Assistant
- Cosmetology
- Dental Assistant
- Pharmacy Technician
- Physical Rehabilitation

Hospitality, Events, & Tourism
- Baking & Pastry Arts
- Culinary Arts

Management & Entrepreneurship
- Management & Entrepreneurship

Marketing & Sales
- Marketing Services

Public Service & Safety
- Criminal Justice & Law Enforcement
- JROTC Armed Forces

Supply Chain & Transportation
- Automotive Collision Repair & Refinishing
- Automotive Technology
- Marine Maintenance & Repair
- Medium/Heavy Truck Technician



ANNE ARUNDEL
COUNTY PUBLIC SCHOOL

Mark T. Bedell, Ed.D.
Superintendent of Schools

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