

Middle School

COURSE GUIDE

2024-2025



FREDERICK COUNTY PUBLIC SCHOOLS
INSPIRE • MOTIVATE • INNOVATE

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MIDDLE SCHOOL DIRECTORY

MIDDLE SCHOOLS			Other Schools
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<p>Brunswick Middle 301 Cummings Drive Brunswick, MD 21716 Main Office Phone: 240-236-5400 Main Office Fax: 240-236-5401 Counselor Phone: 240-236-5362 Counselor Fax: 240-236-5397</p>	<p>New Market Middle 125 West Main Street New Market, MD 21774 Main Office Phone: 240-236-4600 Main Office Fax: 240-236-4650 Counselor Phone: 240-236-4561 Counselor Fax: 240-236-4548</p>	<p>West Frederick Middle 515 West Patrick Street Frederick, MD 21701 Main Office Phone: 240-236-4000 Main Office Fax: 240-236-4050 Counselor Phone: 240-236-4055 Counselor Fax: 240-236-4182</p>	<p>Frederick Classical Charter School 8445 Spires Way, Suite CC Frederick, MD 21701 Main Office Phone: 240-236-1200 Main Office Fax: 240-236-1201 Counselor Phone: 240-236-2100 Counselor Fax: 240-236-1201</p>
<p>Crestwood Middle 7100 Foxcroft Drive Frederick, MD 21703 Main Office Phone: 240-566-9000 Main Office Fax: 240-566-9001 Counselor Phone: 240-566-9015 Counselor Fax: 240-566-9019</p>	<p>Oakdale Middle 5810 Oakdale School Road Ijamsville, MD 21754 Main Office Phone: 240-236-5500 Main Office Fax: 240-236-5501 Counselor Phone: 240-236-5503 Counselor Fax: 240-236-5519</p>	<p>Windsor Knolls Middle 11150 Windsor Road Ijamsville, MD 21754 Main Office Phone: 240-236-5000 Main Office Fax: 240-236-5001 Counselor Phone: 240-236-4958 Counselor Fax: 240-236-5049</p>	<p>Frederick County Virtual School Administrative Offices at Governor Thomas Johnson Middle 1799 Schifferstadt Blvd. Frederick, MD 21701 Main Office Phone: 240-236-8450 Main Office Fax: 240-236-8451</p>
<p>Governor Thomas Johnson Middle 1799 Schifferstadt Blvd. Frederick, MD 21701 Main Office Phone: 240-236-4900 Main Office Fax: 240-236-4901 Counselor Phone: 240-236-4850 Counselor Fax: 240-236-4942</p>	<p>Thurmont Middle 408 East Main Street Thurmont, MD 21788 Main Office Phone: 240-236-5100 Main Office Fax: 240-236-5101 Counselor Phone: 240-236-5106 Counselor Fax: 240-236-5158</p>		<p>FCPS Remote Virtual Program Administrative Offices at Deer Crossing Elementary School 10601 Finn Drive New Market, MD 21774 Main Office Phone: 240-236-8970 Main Office Fax: 240-236-8971 Counselor Phone: 240-236-8964 Counselor Fax: 240-236-8971</p>
<p>Middletown Middle 100 Martha Mason Street Middletown, MD 21769 Main Office Phone: 240-236-4200 Main Office Fax: 240-236-4250 Counselor Phone: 240-236-4206 Counselor Fax: 240-236-4249</p>	<p>Urbana Middle 3511 Pontius Court Ijamsville, MD 21754 Main Office Phone: 240-566-9200 Main Office Fax: 240-566-9201 Counselor Phone: 240-566-9346 Counselor Fax: 240-566-9350</p>	<p>Monocacy Valley Montessori 64 Thomas Johnson Drive Frederick, MD 21702 Main Office Phone: 301-668-5013 Main Office Fax: 301-668-5015</p>	<p>Heather Ridge School 1445 Taney Avenue Frederick, MD 21702 Main Office Phone: 240-236-8000 Main Office Fax: 240-236-8001 Counselor Phone: 240-236-8208</p>

PREPARING STUDENTS FOR SUCCESS IN MIDDLE SCHOOL AND BEYOND

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

- Academic Excellence - challenging all students with robust curriculum, instruction, assessment, and supports needed to meet rigorous achievement standards.
- Cultural and Developmental Responsiveness – creating learning communities of adults and students in which stable, close, and mutually respectful relationships support the intellectual, ethical, and social growth of all students.
- College and Career Readiness – providing a variety of experiences that encourage students to begin to look to their future to explore various career options, including Science, Technology, Engineering and Mathematics (STEM) jobs, and the preparation necessary to produce high quality work and achieve success in the world of college and work.

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

opportunities include:

- Academic supports for students not meeting grade-level standards in reading and mathematics
- Extension activities for students who demonstrate the need for further challenge
- Multiple learning and teaching approaches to meet the needs of all learners
- Access to counseling and support services that promote health and wellness

Without question, the time period between 10-14 years of age is one of incredible growth and change. In order to support your child through this important developmental stage, the partnership between home and school is critical. We believe in the:

- Importance of parents being knowledgeable about the characteristics of young adolescents and being actively involved in their child's life;
- Understanding that healthy bodies plus healthy minds equal healthy young adolescents;
- Realization the education your child experiences during this formative period of life will, in large measure, determine his/her success in high school and beyond; and
- Knowledge that every young adolescent should have the opportunity to pursue his or her dreams and aspirations, and post-secondary education should be a possibility for all.

TIPS FOR SUCCESS

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

MOVING UP TO MIDDLE SCHOOL

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

ELEMENTARY AND MIDDLE SCHOOL STAFF COLLABORATE TO

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

MIDDLE SCHOOL PARENT/GUARDIAN MEETING TO

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

5TH GRADE STUDENTS VISIT MIDDLE SCHOOLS TO

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

BACK-TO-SCHOOL NIGHT TO

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

WHAT IS EXTENDED LEARNING TIME (ELT)?

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

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

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

PROCEDURES, PROGRAMS AND SERVICES

ADVANCED ACADEMICS

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

Advanced Academics Definitions

ADVANCED ACADEMICS SPECIALISTS

See “SPECIALISTS” section for a description.

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

CLUSTER GROUPING: Abbreviated from “Schoolwide Cluster Grouping Model (SCGM),” cluster grouping is a research-informed gifted service delivery model that addresses the academic needs of gifted and advanced learners. Small groups of identified students (varying in number, typically from approximately 6 to 10 students) are placed together in the core content classroom(s). In this model, every core content class in the school has a “top” group, the range of ability levels in classrooms are reduced, and both gifted and talented students and HALs receive appropriate instruction to meet their needs. In FCPS, the HAL Program employs cluster grouping.

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

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

[An. Code 1957, art. 77, § 106F; 1978, ch. 22, § 2; 1997, ch. 109; 2003, ch. 418.]

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

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

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

Gifted and Talented Education in FCPS’ Middle Schools

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

While the FCPS Middle School HAL Program has been in place for several years, Spring 2021 marked the phasing in of formal gifted and talented identification, a continuation of the process that is currently initiated in elementary schools for Grades 3-5. The Elementary Advanced Academics Teacher Specialists work with the Middle School Advanced Academics Specialists to ensure the continuity of GT services from the intermediate to middle school levels, as well as those additional

students who may require gifted and talented services. Gifted and talented identification is inclusive of students who are Multilingual learners and students with Individualized Education or 504 Plans.

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

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

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

For further information about the HAL Program, contact your middle school’s Advanced Academics Specialist. See also page 11 for the “Additional Advanced Math Pathway” in the chart.

ARTICULATION PROCESSES, ACADEMIC PLACEMENTS, & GROUPING

Academic placements are determined through a collaborative articulation process that involves teachers, counselors, administrators, specialists, and parents. Criteria may include: ability

and achievement measures, general and subject-specific learner characteristics, common assessments in language arts and mathematics, term grades in core subjects, and performance on state assessments. Regardless of a student’s placement, teachers support students by providing rigorous learning opportunities to meet each student’s varying educational needs.

EQUITY AND CULTURAL PROFICIENCY

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

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

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

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

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

FINANCIAL ASSISTANCE

In selected elective courses, courses may have a lab fee for materials that become the property of the student, as noted in the course syllabus. Fee waivers will be granted by contacting the administrator, counselor, or teacher.

GRADING AND REPORTING

The purpose of grades is to provide feedback to students, parents, and educators about student performance and achievement in the standards. Grades help inform teachers, students,

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

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

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

HEALTH SERVICES

The middle school health services program is intended to help children stay healthy and in school. Through a cooperative agreement with the Frederick County Health Department and FCPS, health services are offered in all schools.

A Health Room Technician (HRT) or Licensed Practical Nurse (LPN) provides first aid treatment for accidents and illnesses, administers medications and performs selected treatments under the supervision of the School Nurse who is a Registered Nurse (RN). In addition to supervising health room technicians and LPNs at multiple schools, School Nurses can perform in-depth health assessments, make referrals for medical or other services, and serve as a resource to school personnel regarding student health concerns. They are part of a multi-disciplinary school team whose purpose is to maximize the health and learning of each student.

School personnel and parents are encouraged to talk with their child's School Nurse about any student health needs.

HIGH SCHOOL CREDIT EARNED IN MIDDLE SCHOOL

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

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

- Algebra 1
- Algebra 2
- French 1, 2
- Geometry

- Latin 1, 2
- Spanish 1, 2
- Spanish for Bilingual Speakers 1, 2
- English as a World Language 1, 2

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

A student whose middle school course achievement is low may wish to repeat the course in high school. This is a decision that the student and parent, along with the teacher and school counselor, should make when selecting courses for the school year.

All courses are one credit unless otherwise indicated. Many four-year colleges and universities now require that additional study of world language (beyond those courses in middle school) take place at the high school level.

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

HOMEWORK

Homework Guidelines for Frequency and Duration	
Grade 6	*60 minutes maximum per evening for all combined subjects. In addition, students are encouraged to allot time to read for pleasure. Reading for pleasure and music practice times are not included in the time parameters shown.
Grades 7 & 8	*75 minutes maximum per evening for all combined subjects. In addition, students are encouraged to allot time to read for pleasure. Reading for pleasure and music practice times are not included in the time parameters shown.
High Schools	No more than two (2) hours of homework per night for combined subjects. Note: Exceptions may apply for students participating in dual enrollment courses.
Weekends/Holidays	Weekends and holidays are primarily reserved for family time.

**For an accelerated course designed to be equivalent to a course at a more advanced grade level, students should expect homework for that class to be consistent with a time expectation for the higher grade level.*

Educators and parents share one common goal—to help each student in our schools be successful. Each group plays an important role in student achievement. Students learn best when they, their parents, and their schools work together. Parents are encouraged to communicate with teachers should ques-

tions arise concerning homework, and teachers should contact parents when the student's homework is not satisfactory.

The four general categories of homework are:

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

Parents are encouraged to:

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

HONOR ROLL

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

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

The honor roll has two categories:

- First Honors - Grade Point Average of 4.0
- Second Honors - Grade Point Average of 3.0-3.9

INTERVENTIONS FOR MATHEMATICS

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

- **Math Readiness** Students enrolled in this course participate in a specially designed course that remediates and accelerates standards spanning third through eighth grade with a focus on building number sense with whole numbers. This course provides instruction to students who are significantly below grade level in mathematics and who need support beyond their equivalent grade level math classroom. Research-validated and evidence-informed instructional strategies are utilized. These strategies include: explicit instruction, the use of manipulatives and multi-sensory approaches, small group instruction, individualized skill work, frequent formative assessments, and feedback. Students enrolled in this course are enrolled following consultation with FCPS intervention and curriculum specialists.
Course Numbers: Grade 6 – 6420, Grade 7 – 7420, Grade 8 – 8420
- **Mathematics Workshop – Middle School:** is an intervention course that provides instruction to students who are below grade level in mathematics, and who need supports beyond their grade level math classroom. Skills and objectives that are identified to be weak areas for the student are addressed. Research validated and evidence based instructional strategies are utilized. This course is designed to prepare students for new grade level content by focusing instruction on prior knowledge and remediation of prerequisite skills. Research-validated and evidence-informed instructional strategies are utilized. These strategies include: explicit instruction, the use of manipulatives, small group instruction, and frequent formative assessments and feedback.
Course Numbers: Grade 6 – 6410, Grade 7 – 7410, Grade 8 – 8410
- **Skills Enrichment – Middle School MATH:** is an intervention course that provides instruction to students who require additional preparation beyond the scope of the Math Readiness course. Students enrolled in this course participate in mathematics interventions in consultation with FCPS intervention specialists.
Course Numbers: Grade 6 – 6510, Grade 7 – 7510, Grade 8 – 8510

INTERVENTIONS FOR READING

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

- **Reading and Writing Workshop** Students enrolled in this course access a primary reading comprehension intervention, which incorporates small group instruction, computer-adaptive instructional software, and independent reading with a focus on improving comprehension of complex texts. **Course Numbers: Grade 6 – 6980, Grade 7 – 7980, Grade 8 – 8980**
- **Foundational Reading** Students enrolled in this course access an intensive, foundational reading intervention, which uses a structured literacy approach to teaching reading. **Course Numbers: Grade 6 – 6981, Grade 7 – 7981, Grade 8 – 8981**
- **Skills Enrichment - LA** Students enrolled in this course would participate in reading interventions in consultation with FCPS intervention specialists. **Course Numbers: Grade 6 – 6511, Grade 7 – 7511, Grade 8 – 8511**

LEARNING MANAGEMENT SYSTEM

Schoology provides course management, mobile learning, and communication tools. It enables students, parents and teachers to engage with learning materials in a safe, secure, single sign-on environment. Teachers use Schoology to engage students in learning and to enhance connectivity and communication. *All schools use Schoology for day to day communication, course management and grades. For more information about Schoology, please visit www.fcps.org/schoology*

MULTILINGUAL EDUCATION PROGRAM

The Multilingual Education (ME) Program is designed to support students whose native or home language is a language other than English. The program leverages the assets of multilingualism to help Multilingual Learners (MLs) learn to read, write, speak, and understand English. The overarching program goal is to help children achieve academic success and be prepared for high school through rigorous coursework, family engagement, and transparent communication all while respecting their diverse cultures. Instruction in ME Program classes occurs using an accelerated model, with strategic language learning supports based on second language acquisition theory and research.

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

REMOTE VIRTUAL PROGRAM (GRADES 6-8)

The Middle School Remote Virtual Program (RVP) is a high quality remote learning experience for FCPS students in grades 6, 7, and 8. (RVP) teachers utilize FCPS curriculum

to instruct students daily in a fully remote learning setting. Students attend classes in Language Arts, Math, Science, Social Studies, and Health. Electives include certain classes in World Language, Technology Education, and Visual Arts. Students are grouped in classes utilizing a cluster grouping model and instructed at their ability level. Courses are not designated as grade-level or honors. However, all advanced math courses are offered. Afternoon Power Blocks afford students the opportunity to attend tutoring sessions with teachers in small groups.

Services are provided for Gifted and Talented/Highly Able Learner, IEP, 504, and Multilingual Learner (intermediate level or above). A meeting is convened by a home school to determine if the program can properly implement an IEP or 504 plan for students with disabilities before enrolling these students. An application to attend the (RVP) will be made available to all families through normal FCPS communication channels.

SCHOOL COUNSELORS

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

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

- **School Counseling Curriculum:** The curriculum consists of structured lessons designed to help students achieve the desired competencies and provide them with knowledge, skills and support. The curriculum may be taught to students in large and small group settings.
- **Individual Student Planning:** Counselors meet with students to discuss current courses, progress, goals and planning.
- **Responsive services:** Counselors are constantly working with students and families to meet immediate and future needs. These needs may be necessitated by events or conditions in students' personal lives and/or the school climate. Counselors may provide individual or group counseling, consultation with parents, teachers and administrators, referrals to community resources, and/or crisis intervention as needed.

SPECIAL EDUCATION

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

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

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

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

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

SPECIALISTS: ADVANCED ACADEMICS, LITERACY, MATH, AND MEDIA

ADVANCED ACADEMICS SPECIALISTS

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

- Collaborate with staff to analyze data for the purpose of appropriate intervention(s), course placement, curriculum planning, and HAL Plan coordination
- Coordinate, organize, and facilitate curricular, co-curricular, and extra-curricular activities for advanced, gifted and talented, and highly motivated students

- Provide staff development to build HAL teachers' capacity to meet the needs of their advanced and gifted and talented students
- Work on a short-term basis with HALs for the purpose of academic interventions and social-emotional goal setting, and other specialized supports

LITERACY SPECIALISTS

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

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

MATHEMATICS SPECIALISTS

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

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

MEDIA SPECIALISTS

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

- Coordinate, organize and facilitate school-wide literacy goals
- Develop a robust print and digital collection to support student and staff needs
- Collaborate with staff to design lessons

- Help infuse instructional technology within content lessons
- Partners with Frederick County Public Library to expand our resources
- Recommends high quality, age-appropriate materials for students
- Works with staff to help infuse lessons on digital citizenship

STUDENT SERVICE LEARNING (SSL)

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

MIDDLE SCHOOL COURSES WITH INFUSED SERVICE LEARNING ACTIVITIES

Frederick County’s middle schools also provide opportunities for students to fulfill service-learning requirements by incorporating activities into the following courses.

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

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

SUPPORT SERVICES

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

TRANSDISCIPLINARY TEAMS

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

504 (REFERENCE BOE REGULATION 400-66)

A Section 504 Plan is designed to assist in ensuring an eligible student with a physical or mental impairment that is a qualifying disability receives a free and appropriate education. A Section 504 Plan includes the accommodations the student will need in order to achieve equal opportunity and access in the general education program and extracurricular activities.

A student may be referred to the 504 team by a parent or guardian, an FCPS staff member, or the student may self-refer. The team will then convene to review all relevant and pertinent data that may be used to draw conclusions as to whether a student has a disability that meets Section 504 Eligibility criteria. If the student is eligible, the team will develop a Section 504 Plan which includes required accommodations and/or related services to allow the student’s educational needs to be met as adequately as those of non-disabled students are met. Section 504 Plans are reviewed annually.

A 504 Plan is not the same as an Individualized Education Program (IEP). A student may not have both a 504 plan and an IEP.

CURRICULUM AND COURSES

The FCPS middle school instructional program aligns to the Maryland College and Career Ready Standards, with emphasis on providing all students with a well-rounded curriculum that includes core academics, physical education, health, visual and performing arts, computer science and engineering, and access to world languages and other elective options. The curriculum

is focused on developing students who are critical thinkers, creative problem-solvers, fluent readers, and skillful writers within the context of a variety of disciplines.

Students who take courses required for high school graduation during their middle school years may earn high school credit provided they pass the course and any required state testing.

MIDDLE SCHOOL INSTRUCTIONAL PROGRAM					
All FCPS middle school students are scheduled for 7 class periods per day.					
GRADE 6 REQUIRED COURSES		GRADE 7 REQUIRED COURSES		GRADE 8 REQUIRED COURSES	
Language Arts Mathematics Physical Education/Health Science Social Studies		Language Arts Mathematics Physical Education/Health Science Social Studies		Language Arts Mathematics Physical Education/Health Science Social Studies	
Fine Arts Elective (Semester or Full Year) Required	Career and Technology Elective (Semester or Full Year) Required	Fine Arts Elective (Semester or Full Year) Recommended	Career and Technology Elective (Semester or Full Year) Recommended	Elective: Two Semester Courses or One Full Year Course	
Elective: Two Semester Courses or One Full Year Course		Elective: Two Semester Courses or One Full Year Course		Elective: Two Semester Courses or One Full Year Course	
ELECTIVE COURSE OFFERINGS					
<u>Fine Arts Electives</u> Semester or Full Year: <ul style="list-style-type: none"> • Music Performance Lab • Theatre Arts • Visual Arts Full Year Only: <ul style="list-style-type: none"> • Beginning Band • Beginning Orchestra • Band • Orchestra • Chorus <u>Career and Technology Electives</u> Semester or Full Year: <ul style="list-style-type: none"> • Agribusiness** • Engineering Explorations** • Computer Science Explorations** <u>Additional Electives</u> Semester or Full Year: <ul style="list-style-type: none"> • World Language Exploratory 		<u>Fine Arts Electives</u> Semester or Full Year: <ul style="list-style-type: none"> • Digital Media Arts • Music Performance Lab • Theatre Arts • Visual Arts Full Year Only: <ul style="list-style-type: none"> • Beginning Band • Beginning Orchestra • Band • Orchestra • Chorus <u>Career and Technology Electives</u> Semester or Full Year: <ul style="list-style-type: none"> • Pathways to Success • STEM Innovators** • Computer Science Investigations** <u>Additional Electives</u> Semester or Full Year: <ul style="list-style-type: none"> • World Language Exploratory Full Year Only: <ul style="list-style-type: none"> • Spanish 1* • French 1* • Latin 1* 		<u>Fine Arts Electives</u> Semester or Full Year: <ul style="list-style-type: none"> • Digital Media Arts • Music Performance Lab • Theatre Arts • Visual Arts Full Year Only: <ul style="list-style-type: none"> • Beginning Band • Beginning Orchestra • Band • Orchestra • Chorus <u>Career and Technology Electives</u> Semester or Full Year: <ul style="list-style-type: none"> • Applied Business & Marketing • Applied Engineering** • Applied Computer Science** <u>Additional Electives</u> Semester or Full Year: <ul style="list-style-type: none"> • World Language Exploratory Full Year Only: <ul style="list-style-type: none"> • Spanish 1 or 2* • French 1 or 2* • Latin 1 or 2* 	
*High School Credit Course **Satisfies Computational Thinking					

As part of the Maryland School Report Card, schools are required to ensure a well-rounded curriculum that includes fine arts, physical education, health, and computational learning. FCPS is also committed to early exposure to world

languages and career pathways. The instructional program is designed to meet these goals and allow all students to pursue personal areas of interest.

NOTES

- As a result, schools may not be able to offer all of the semester courses listed above. Some courses may be canceled if there is insufficient enrollment and/or staffing at the local school.
- 7th or 8th grade students enrolled in both band/orchestra/chorus and world language may take both Full Year courses and do not select from the other elective options.
- Students who require additional supports in reading or mathematics may be scheduled to receive interventions in place of an elective. For students who require additional supports in both reading and mathematics, or students who require other personalized pathways, will still have the opportunity to select at least one elective. Please contact the child's counselor or case manager.

Special Note about accelerated mathematics course sequencing:

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

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

HAL MATH PROGRAM			
GRADE 5	GRADE 6	GRADE 7	GRADE 8
Math Grade 5	Math Grade 6 Honors	Math Grade 7 Accelerated (Compacted grade 7/8 math experience)	Algebra 1
CURRENT ADVANCED MATH PATHWAY			
GRADE 5	GRADE 6	GRADE 7	GRADE 8
Math Pathway Grade 5 (Compacted grade 5/6 math experience)	Math Grade 7 Honors	Math Grade 8 Honors	Semester Algebra 1 AND Semester Geometry
ADDITIONAL ADVANCED MATH PATHWAY			
*Beginning with students entering grade 6 in SY24-25			
GRADE 5		GRADE 6	
Math Pathway Grade 5 (Compacted grade 5/6 math experience)		Math Grade 7 Accelerated* (Compacted grade 7/8 math experience)	
*These students will have the opportunity to matriculate to Algebra in grade 7 and Geometry in grade 8.			

6TH GRADE COURSES

ARTS: VISUAL AND PERFORMING

6503 BAND (FULL YEAR ONLY)

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

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

6506 BAND: BEGINNING (FULL YEAR ONLY)

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

6505 CHORUS (FULL YEAR ONLY)

This course is available to students who have successful prior experience with vocal music from their elementary school music instruction, as well as students who are interested in beginning vocal music instruction. Students develop the basic skills and knowledge necessary to perform music in unison and in an ensemble; they focus on proper breathing, posture, enunciation, intonation, and expression. They also concentrate

on two-part singing, simple sight-reading, and rhythm reading. Each student is responsible for obtaining required music books, supplies, and items necessary for concert dress as announced by the director. Students are required to attend and participate in school programs where grades may be assigned. The chorus practices, rehearses, and performs a variety of choral music and styles, including classical, jazz, spiritual, and pop. In addition to developing high levels of performance quality, students experience balanced instruction that includes studying music from the historical, aesthetic, and critical perspectives.

6508 MUSIC PERFORMANCE LABORATORY (FULL YEAR)

6545F/S MUSIC PERFORMANCE LABORATORY (SEMESTER)

This elective course covers the elements of music and applies this information through the use of hands-on experiences with a variety of classroom instruments. These instruments may include guitar, ukulele, electronic keyboards, world percussion, and other musical media. Students will also engage in creating music through composition on instruments and digital software programs.

6504 ORCHESTRA (FULL YEAR ONLY)

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

6520 THEATRE ARTS (FULL YEAR)

6525F/S THEATRE ARTS (SEMESTER)

Students are exposed to a variety of theatre-based activities that may include improvisations, movement games, set design, script writing and scene acting. This course may require participation in one or more productions that integrate all of the material learned. Emphasis is on student collaboration and creative expression.

6530 VISUAL ARTS (FULL YEAR)**6535F/S VISUAL ARTS (SEMESTER)**

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

CAREER AND TECHNICAL EDUCATION

6930 AGRIBUSINESS (FULL YEAR)**6935F/S AGRIBUSINESS (SEMESTER)**

This course examines Careers in Agriculture, Food, and Consumer Services and offers an exploration of agribusiness, emphasizing leadership, ethics, and work habits specific to the industry. Students will delve into the world of Agriculture and food by learning about its nutritional value and experience hands-on experience in food preparation, while gaining financial literacy experiences. The project-based approach includes teamwork, marketing challenges, and financial adventures, enabling students to develop essential skills while working on open-ended projects. This course is a student's pathway to understanding the wide array of opportunities in agribusiness while building critical life skills for the future. Join us for an interactive and dynamic learning experience that will prepare you for a world of possibilities in agriculture, food, and consumer services. **Satisfies Computational Thinking Elective.

6990 ENGINEERING EXPLORATIONS (FULL YEAR)**6995F/S ENGINEERING EXPLORATIONS (SEMESTER)**

A hands-on course exploring into the captivating realm of technology. Develop problem-solving skills, computational thinking, and an understanding of how technology shapes our world. Engage in exciting design briefs, real-world challenges, and projects using various technology tools, investigating structures, transportation, and simple machines. Collaborate with peers to integrate math and science in problem-based learning, deepening your grasp of technological foundations. Become a critical thinker, creative problem solver, and innovative engineer. **Satisfies Computational Thinking Elective.

6010 COMPUTER SCIENCE EXPLORATIONS (FULL YEAR)**6015F/S COMPUTER SCIENCE EXPLORATIONS (SEMESTER)**

Computer Science Explorations is an introductory course based on the MyCS Scratch curriculum that empowers students to engage with computer science as a medium for creativity, communication, problem solving, and fun. Through a series of real-world scenarios, projects and challenges, students are introduced to foundational concepts that they will return to repeatedly throughout the course. The course is designed around engaging activities and learning units that integrate CS and computational thinking concepts with ethical design and responsibility **Satisfies Computational Thinking Elective.

LANGUAGE ARTS

6011 6TH GRADE LANGUAGE ARTS (HONORS)**6012 6TH GRADE LANGUAGE ARTS**

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

MATHEMATICS

6331C MATH GRADE 6 (HONORS)**6332C MATH GRADE 6**

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

Grade 6 students who are part of the advanced Math Pathway will enroll in the Math Grade 7 Accelerated course beginning with students entering grade 6 in SY24-25.

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

MULTILINGUAL EDUCATION (ME) PROGRAM

7440 ENGLISH AS A WORLD LANGUAGE 1

English as a World Language (EWL) 1 and 2 are the core English Language Development courses in the ME Program. EWL 1 consistently addresses all four language domains and the importance of social language in student interaction with peers and teachers in school. The language that students encounter across instructional settings is a primary focus. This course satisfies one credit towards a world language completer.

7460 ENGLISH AS A WORLD LANGUAGE 2

English as a World Language (EWL) 1 and 2 are the core English Language Development courses in the ME Program. Increasingly higher-level reading, writing, listening, and speaking skills are taught and assessed in EWL 2. Increased emphasis is placed on assisting beginner students to acquire oral language proficiency and language usage skills. This course satisfies one credit towards a world language completer.

1440 ML ENGLISH FOUNDATIONS I

This course is offered as an option for middle school students with beginner English Language proficiency. These classes offer intensive instruction in oral and written English language and reading skills. They are aligned with the FCPS mainstream curriculum to the extent possible and WIDA's five English Language Development Standards. At this level, WIDA Standard 1 (Social and Instructional Language) and Standard 2 (The language of Language Arts) are emphasized.

1640 ML ENGLISH FOUNDATIONS 2

This course is offered as an option for middle school students who are continuing to develop in their English Language acquisition and builds on the English language skills acquired in the ML English Foundations 1 class. The class focuses on developing students' cognitive academic language proficiency in speaking, listening, reading and writing. These language skills support success in academic content classes. They are aligned with the FCPS mainstream curriculum to the extent possible and WIDA's five English Language Development Standards. At this level, the WIDA Standards focus on both English language development and academic language development necessary for success in mainstream classes.

1840 ML ENGLISH FOUNDATIONS 3

This course is offered as an option for middle school students who are continuing to develop their English Language acquisition and builds on the English language skills acquired in the ML English Foundations 2 class. They are aligned with the essential curricula in related areas and WIDA's five English Language Development Standards. This course emphasizes the academic language of mathematics, science, language arts, and social studies necessary for success in mainstream classes. Special attention to state-mandated assessments is emphasized.

1441 ML SCIENCE/SOCIAL STUDIES FOUNDATIONS

This course is offered as an option for middle school ML students with beginner proficiency in English, who require instruction on background knowledge in Science and Social Studies. ML students will learn the four language domains in English through science and social studies content enabling them to simultaneously learn language and build prerequisite knowledge in those content areas. The content is based on FCPS science and social studies standards and uses the SIOP Model as an instructional approach.

8450A ML FOUNDATIONAL READING I 8450AF/S ML FOUNDATIONAL READING I

This course is offered as an option for ML students who have attained intermediate-level speaking and listening skills and need support in reading. Using highly interactive materials, students will build fundamental literacy skills. Students will master the fundamental reading and writing skills required for success with grade-level, and college and career readiness standards through explicit instruction in phonics, comprehension, and writing.

8450B ML FOUNDATIONAL READING II 8450BF/S ML FOUNDATIONAL READING II

This course is offered as an option for ML students who have attained intermediate-level speaking and listening skills, have completed ML Foundational Reading I, and demonstrated continued need for support in reading. Using highly interactive materials, students will build fundamental literacy skills. Students will master the fundamental reading and writing skills required for success with grade-level, and college and career readiness standards through explicit instruction in phonics, comprehension, and writing.

9915 ML MATH FOUNDATIONS A

This course is offered to multilingual learners that have significant skill gaps in mathematics due to interrupted education. The course will focus on developing students' mathematical and language proficiencies through research-based and evidenced-informed instructional strategies. Instruction will strengthen conceptual and procedural knowledge to close an existing gap so students can easily transition to grade level experiences in future mathematical coursework. Students will focus on content within the MCCRS (Maryland College and Career Ready Standards) domains of Operations and Algebraic Thinking, Number and Operations in Base Ten, Number and Operations-Fractions, Expressions and Equations, Measurement and Data, Geometry, and Statistics and Probability.

PHYSICAL EDUCATION/HEALTH

6801 PHYSICAL EDUCATION

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

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

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

6802 HEALTH EDUCATION

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

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

SCIENCE

6207 SCIENCE

This course begins the integrated study of life, Earth, and physical sciences through four overarching strands: change, movement, organization, and systems. Each of the four 6th grade modules lays the foundation of concepts for middle school

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

SOCIAL STUDIES

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

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

WORLD LANGUAGE

6650 WORLD LANGUAGE EXPLORATORY (FULL YEAR)

6655F/S WORLD LANGUAGE EXPLORATORY (SEMESTER)

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

7TH GRADE COURSES

ARTS: VISUAL AND PERFORMING

7503 BAND (FULL YEAR ONLY)

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

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

7504 ORCHESTRA (FULL YEAR ONLY)

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

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

7505 CHORUS (FULL YEAR ONLY)

This course is available to students who have successfully completed prior instruction in chorus in the 6th grade. Students continue to develop a full range of vocal skills including proper breathing, posture, enunciation, intonation, and expression. They also concentrate on three-part singing, more complex sight-reading, and advanced rhythm and melody reading. Each student is responsible for obtaining required music books, supplies, and items necessary for concert dress as announced by the director. Students are required to attend and participate

in school programs where grades may be assigned. The chorus practices, rehearses, and performs a variety of choral music and styles (typically at Grades I and II), including classical, jazz, spiritual, and pop. In addition to developing high levels of performance quality, students experience balanced instruction that includes studying music from the historical, aesthetic, and critical perspectives.

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

7508 MUSIC PERFORMANCE LABORATORY (FULL YEAR)

7545F/S MUSIC PERFORMANCE LABORATORY (SEMESTER)

This elective course covers the elements of music and applies this information through the use of hands-on experiences with a variety of classroom instruments. These instruments may include guitar, ukulele, electronic keyboards, world percussion, and other musical media. Students will also engage in creating music through composition on instruments and digital software programs.

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

7520 THEATRE ARTS (FULL YEAR)

7525F/S THEATRE ARTS (SEMESTER)

Students are exposed to a variety of theatre-based activities that may include improvisations, movement games, set design, script writing and scene acting. This course may require participation in one or more productions that integrate all of the material learned. Emphasis is on student collaboration and creative expression.

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

7530 VISUAL ARTS (FULL YEAR)

7535F/S VISUAL ARTS (SEMESTER)

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

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

7910 DIGITAL MEDIA ARTS (FULL YEAR)**7515F/S DIGITAL MEDIA ARTS (SEMESTER)**

Students will explore the fundamentals of design through digital media such as animation, illustration and audio/video production. Focus will include creating work in various formats using integrated software such as Wixie, Adobe Spark, Canva, WeVideo, and other programs. Students will explore story-telling, advertising, package design, and personal media projects to empower and develop their own creative voice. Contemporary artists will be studied to present a variety of successful industry personnel from diverse backgrounds and experiences. Curriculum encourages critical and analytical thinking as well as creativity and collaboration.

Course is scheduled for pilot in 2023-2024. This is a stand-alone course and is not sequential with other 6th or 8th grade courses.

CAREER AND TECHNICAL EDUCATION

7020 COMPUTER SCIENCE INVESTIGATION (FULL YEAR)**7025F/S COMPUTER SCIENCE INVESTIGATION (SEMESTER)**

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

**Satisfies Computational Thinking Elective.

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

7230 PATHWAYS TO SUCCESS (FULL YEAR)**7235F/S PATHWAYS TO SUCCESS (SEMESTER)**

This comprehensive course aims to equip students with vital skills crucial for their personal and professional growth. Students will acquire knowledge and proficiency in various areas. Students will immerse into ethical decision making, enabling students to make informed choices aligned with their values. Additionally, students will explore career planning, understanding the significance of thoughtful career choices and gaining exposure to different career pathways. Financial literacy will be a key component, empowering students with money management strategies and fostering financial responsibility. Furthermore, the course will address family management skills, acquainting students with the responsibilities associated with managing a household. Throughout the course, critical thinking abilities will

be developed, enhancing students' problem-solving skills and empowering them to navigate real-life situations effectively.

7960 STEM INNOVATORS (FULL YEAR)**7965F/S STEM INNOVATORS (SEMESTER)**

This course guides students through the design process for inventing new products, processes, or systems. They explore the history of inventions and innovations and their societal impacts, while learning essential technology concepts and computational thinking. Students practice problem-solving techniques and gain hands-on experience with 3D printing, creating three-dimensional objects. Additionally, they develop skills in researching, communicating design information, and reporting results. This course fosters transdisciplinary STEM instruction with a strong emphasis on Project-Based Learning, enabling students to create authentic artifacts and harness technology for creativity, communication, and problem-solving. You will also investigate technology's role in problem-solving and creative pursuits, all while constructing, refining a concept, and participating in a collaborative setting.

** Satisfies Computational Thinking Elective.

LANGUAGE ARTS

7011 7TH GRADE LANGUAGE ARTS (HONORS)**7012 7TH GRADE LANGUAGE ARTS**

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

MATHEMATICS

7330CA MATH GRADE 7 ACCELERATED

Placement in this accelerated course is by school recommendation only.

This is the first year of a two-year, two-course sequence during which time students will receive mathematics instruction in Grade 7, Grade 8, and Algebra 1. This two-year sequence only occurs during the student's 7th grade and 8th grade years.

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

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

Grade 6 students who are part of the advanced Math Pathway will enroll in the Math Grade 7 Accelerated course beginning with students entering 6th grade in SY24-25.

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

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

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

MULTILINGUAL EDUCATION (ME) PROGRAM

7440 ENGLISH AS A WORLD LANGUAGE 1

English as a World Language (EWL) 1 and 2 are the core English Language Development courses in the ME Program. EWL 1 consistently addresses all four language domains and the importance of social language in student interaction with peers and teachers in school. The language that students encounter across instructional settings is a primary focus. This course satisfies one credit towards a world language completer.

7460 ENGLISH AS A WORLD LANGUAGE 2

English as a World Language (EWL) 1 and 2 are the core English Language Development courses in the ME Program. Increasingly higher-level reading, writing, listening, and speaking skills are taught and assessed in EWL 2. Increased emphasis is placed on assisting beginner students to acquire oral language proficiency and language usage skills. This course satisfies one credit towards a world language completer.

1440 ML ENGLISH FOUNDATIONS I

This course is offered as an option for middle school students with beginner English Language proficiency. These classes offer intensive instruction in oral and written English language and reading skills. They are aligned with the FCPS mainstream curriculum to the extent possible and WIDA's five English Language Development Standards. At this level, WIDA Standard 1 (Social and Instructional Language) and Standard 2 (The language of Language Arts) are emphasized.

1640 ML ENGLISH FOUNDATIONS 2

This course is offered as an option for middle school students who are in their second year of English Language acquisition and builds on the English language skills acquired in the ML English Foundations 1 class. The class focuses on developing students' cognitive academic language proficiency in speaking, listening, reading and writing. These language skills support success in academic content classes. They are aligned with the FCPS mainstream curriculum to the extent possible and WIDA's five English Language Development Standards. At this level, the WIDA Standards focus on both English language development and academic language development necessary for success in mainstream classes.

1840 ML ENGLISH FOUNDATIONS 3

This course is offered as an option for middle school students who are continuing to develop in their English Language acquisition and builds on the English language skills acquired in the ML English Foundations 2 class. They are aligned with the essential curricula in related areas and WIDA's five English Language Development Standards. This course emphasizes the academic language of mathematics, science, language arts, and social studies necessary for success in mainstream classes. Special attention to state-mandated assessments is emphasized.

1441 ML SCIENCE/SOCIAL STUDIES FOUNDATIONS

This course is offered as an option for middle school ML students with beginner proficiency in English, who require instruction on background knowledge concepts in Science and Social Studies. ML students will learn the four language domains in English through science and social studies content enabling them to simultaneously learn language and fill in background knowledge gaps. The content is based on FCPS science and social studies standards and uses the SIOP Model as an instructional approach.

8450A ML FOUNDATIONAL READING I (FULL YEAR)**8450AF/S ML FOUNDATIONAL READING I (SEMESTER)**

This course is offered as an option for ML students who have attained intermediate-level speaking and listening skills and need support in reading. Using highly interactive materials, students will build fundamental literacy skills. Students will master the fundamental reading and writing skills required for success with grade-level, and college and career readiness standards through explicit instruction in phonics, comprehension, and writing.

8450B ML FOUNDATIONAL READING II (FULL YEAR)**8450BF/S ML FOUNDATIONAL READING II (SEMESTER)**

This course is offered as an option for ML students who have attained intermediate-level speaking and listening skills, have completed ML Foundational Reading I, and demonstrate continued need for support in reading. Using highly interactive materials, students will build fundamental literacy skills. Students will master the fundamental reading and writing skills required for success with grade-level, and college and career readiness standards through explicit instruction in phonics, comprehension, and writing.

9915 ML MATH FOUNDATIONS A

This course is offered to multilingual learners that have significant skill gaps in mathematics due to interrupted education. The course will focus on developing students' mathematical and language proficiencies through research-based and evidenced-informed instructional strategies. Instruction will strengthen conceptual and procedural knowledge to close an existing gap so that students can easily transition to grade level experiences in future mathematical coursework. Students will focus on content within the MCCRS (Maryland College and Career Ready Standards) domains of Operations and Algebraic Thinking, Number and Operations in Base Ten, Number and Operations-Fractions, Expressions and Equations, Measurement and Data, Geometry, and Statistics and Probability.

9916 ML MATH FOUNDATIONS B

This course is offered to multilingual learners that have significant skill gaps in mathematics due to interrupted education. The course will focus on developing students' mathematical and language proficiencies through research-based and evidenced-informed instructional strategies. Instruction will strengthen conceptual and procedural knowledge to close an existing gap so that students can easily transition to grade level experiences in future mathematical coursework. Students will focus on content within the MCCRS (Maryland College and Career Ready Standards) domains of Operations and Algebraic Thinking, Number and Operations in Base Ten, Number and Operations-Fractions, Expressions and Equations, Measurement and Data, Geometry, and Statistics and Probability.

PHYSICAL EDUCATION/HEALTH

7801 PHYSICAL EDUCATION

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

7802 HEALTH EDUCATION

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

SCIENCE

7207 SCIENCE

This course continues the integrated study of life, Earth, and physical sciences through four overarching strands: change, movement, organization, and systems. Each of the four 7th grade modules builds upon and extends the concepts developed in the 6th grade modules. In the *Human Impact on Earth* module (Change), students explore natural resources, how they are obtained, transported, recycled and sustained. The *Earth's Processes* module (Movement) focuses on the geology of earth including minerals, rocks, geologic time and the structure of Earth's interior. The *Flow of Energy* module (Systems) examines potential and kinetic energy, electricity and magnetism as well as matter and energy cycles. The *Chemistry and Matter* module

(Organization) explores atoms, the periodic table, conservation of mass and compounds and mixtures. Science and engineering practices, disciplinary core ideas and cross cutting practices are integrated in all modules to provide a comprehensive, hands-on laboratory experience in middle school science. All four modules of study emphasize the understanding and application of classroom concepts to real world settings.

SOCIAL STUDIES

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

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

WORLD LANGUAGES

7650 WORLD LANGUAGE EXPLORATORY (FULL YEAR)

7655F/S WORLD LANGUAGE EXPLORATORY (SEMESTER)

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

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

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

7632 FRENCH 1

7631 SPANISH 1

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

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

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

7634 LATIN 1

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

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

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

7630 SPANISH FOR BILINGUAL SPEAKERS 1

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

8TH GRADE COURSES

ARTS: VISUAL AND PERFORMING

8503 BAND (FULL YEAR ONLY)

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

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

8504 ORCHESTRA (FULL YEAR ONLY)

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

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

8505 CHORUS (FULL YEAR ONLY)

This course is open to students who have successfully completed prior instruction in chorus in the 7th grade, as well as students who are interested in beginning vocal music instruction and have written approval from the choral director. Students continue to develop a full range of vocal skills including proper breathing, posture, enunciation, intonation, and expression. They also concentrate on three-part and four-part singing, more complex sight-reading, and advanced rhythm and melody reading. Each student is responsible for obtaining required music books, supplies, and items necessary for concert dress as announced by the director. Students are required to attend and participate in school programs where grades may

be assigned. The chorus practices, rehearses, and performs a variety of choral music and styles (typically at Grades II and III), including classical, jazz, spiritual, and pop. In addition to developing high levels of performance quality, students experience balanced instruction that includes studying music from historical, aesthetic, and critical perspectives.

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

8508 MUSIC PERFORMANCE LABORATORY (FULL YEAR)

8545F/S MUSIC PERFORMANCE LABORATORY (SEMESTER)

This elective course covers the elements of music and applies this information through the use of hands-on experiences with a variety of classroom instruments. These instruments may include guitar, ukulele, electronic keyboards, world percussion, and other musical media. Students will also engage in creating music through composition on instruments and digital software programs.

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

8520 THEATRE ARTS (FULL YEAR)

8525F/S THEATRE ARTS (SEMESTER)

Students are exposed to a variety of theatre-based activities that may include improvisations, movement games, set design, script writing and scene acting. This course may require participation in one or more productions that integrate all of the material learned. Emphasis is on student collaboration and creative expression.

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

8530 VISUAL ART (FULL YEAR)

8535F/S VISUAL ARTS (SEMESTER)

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

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

8910 DIGITAL MEDIA ARTS (FULL YEAR)**8515F/S DIGITAL MEDIA ARTS (SEMESTER)**

Students will explore the fundamentals of design through digital media such as animation, illustration and audio/video production. Focus will include creating work in various formats using integrated software such as Wixie, Adobe Spark, Canva, WeVideo, and other programs. Students will explore story-telling, advertising, package design, and personal media projects to empower and develop their own creative voice. Contemporary artists will be studied to present a variety of successful industry personnel from diverse backgrounds and experiences. Curriculum encourages critical and analytical thinking as well as creativity and collaboration.

Course is scheduled for pilot in 2023-2024. This is a stand-alone course and is not sequential with other 6th or 8th grade courses.

CAREER AND TECHNICAL EDUCATION

8940 APPLIED BUSINESS & MARKETING (FULL YEAR)**8945F/S APPLIED BUSINESS & MARKETING (SEMESTER)**

Welcome to Business and Marketing, an entry level middle school business course that explores entrepreneurship, innovation, and customer satisfaction. Dive into market analysis, customer targeting, and exciting challenges like property flipping and product creation. Explore practical topics like branding a product, creating prototypes, and financial implications of running a business. Discover career opportunities in this dynamic field, from entrepreneurship to consumer services. This course is a hands-on exploration of business, economics, marketing, ethics, and career prospects, offering practical skills in budgeting, communication, and problem-solving.

8960 APPLIED ENGINEERING (FULL YEAR)**8965F/S APPLIED ENGINEERING (SEMESTER)**

In this course, students apply the design process to invent or innovate new products, processes, or systems. They study the history and societal impacts of inventions and innovations while learning core technology concepts and computational thinking. Students also develop skills in researching, communicating design information, and reporting results. This comprehensive exploration of the design process empowers students to think creatively, solve real-world challenges, and shape the future of industries like electrical engineering, construction, manufacturing, and automotive systems. **Satisfies Computational Thinking Elective.

8030 APPLIED COMPUTER SCIENCE (FULL YEAR)**8035F/S APPLIED COMPUTER SCIENCE (SEMESTER)**

Applied Computer Science is a course designed to support the transition from block-based to text-based programming in Python, through engaging learning units and projects that explore CS as a medium for creation including app design, LED

art, music and more. Students get a chance to explore innovative tools such as AppLab, the Micro:bit Python editor platform and the EarSketch music app, as a means for creative and social expression. **Satisfies Computational Thinking Elective.

LANGUAGE ARTS

8011 8TH GRADE LANGUAGE ARTS (HONORS)**8012 8TH GRADE LANGUAGE ARTS**

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

MATHEMATICS

23120C* ALGEBRA 1 – SINGLE SEMESTER

This course is only for students who are in the Advanced Math Pathway. These students will take Algebra 1 in the fall semester and Geometry in the spring semester.

This course formalizes and extends the mathematics that students learned in middle grades mathematics. Each critical area deepens and extends understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend, and engages students in methods for analyzing, solving, and using quadratic functions. These critical areas include: analyze and explain the process of solving an equation; develop fluency writing, interpreting, and translating between various forms of linear equations and inequalities; use the laws of exponents to create and solve simple exponential equations; learn function notation; explore many examples of functions, including sequences; interpret functions given graphically, numerically, symbolically, and verbally, and translate between representations; build on previous understanding of integer exponents to consider exponential functions; interpret arithmetic sequences as linear functions and geometric sequences as exponential functions; use graphical representations and knowledge of the context to make judgments about the appropriateness of linear models; create and solve equations, inequalities, and systems of equations involving quadratic expressions; compare the key characteristics of quadratic functions to those of linear and exponential functions; identify the real solutions of a quadratic equation as the zeros of a related quadratic function.

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

**Course culminates with a state-mandated assessment.*

23111C* GEOMETRY – SINGLE SEMESTER

This course is only for students who are in the Advanced Math Pathway. These students will take Algebra 1 in the fall semester and Geometry in the spring semester.

Geometry with Reasoning teaches basic geometric concepts as well as logic and reasoning skills through the use of deductive and inductive reasoning. Topics include deductive/inductive reasoning, lines and angles, basic postulates and theorems, congruent triangles, transformations, inequalities, parallel lines, coordinate geometry, quadrilaterals, area, similarity, right triangles, circles, regular polygons and the circle, and geometric solids. In addition, Geometry with Reasoning (Honors) includes advanced topics such as transformational geometry.

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

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

**Course culminates with a state-mandated assessment for students who take Geometry as their only math class during the school year.*

8330CA* ALGEBRA 1

Prerequisite: Successful completion of Math Grade 7 Accelerated

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

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

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

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

**Course culminates with a state-mandated assessment.*

8331C MATH GRADE 8 (HONORS)**8332C MATH GRADE 8**

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

MULTILINGUAL EDUCATION (ME) PROGRAM

8440 ENGLISH AS A WORLD LANGUAGE 1

English as a World Language (EWL) 1 and 2 are the core English Language Development courses in the ME Program. EWL 1 consistently addresses all four language domains and the importance of social language in student interaction with peers and teachers in school. The language that students encounter across instructional settings is a primary focus. This course satisfies one credit towards a world language completer.

8460 ENGLISH AS A WORLD LANGUAGE 2

English as a World Language (EWL) 1 and 2 are the core English Language Development courses in the ME Program. Increasingly higher-level reading, writing, listening, and speaking skills are taught and assessed in EWL 2. Increased emphasis is placed on assisting beginner students to acquire oral language proficiency and language usage skills. This course satisfies one credit towards a world language completer.

1440 ML ENGLISH FOUNDATIONS I

This course is offered as an option for middle school students with beginner English Language proficiency. These classes offer intensive instruction in oral and written English language and reading skills. They are aligned with the FCPS mainstream curriculum to the extent possible and WIDA's five English Language Development Standards. At this level, WIDA Standard 1 (Social and Instructional Language) and Standard 2 (The language of Language Arts) are emphasized.

1640 ML ENGLISH FOUNDATIONS 2

This course is offered as an option for middle school students who are in their second year of English Language acquisition and builds on the English language skills acquired in the ML English Foundations 1 class. The class focuses on developing students' cognitive academic language proficiency in speaking, listening, read-

ing and writing. These language skills support success in academic content classes. They are aligned with the FCPS mainstream curriculum to the extent possible and WIDA's five English Language Development Standards. At this level, the WIDA Standards focus on both English language development and academic language development necessary for success in mainstream classes.

1840 ML ENGLISH FOUNDATIONS 3

This course is offered as an option for middle school students who are continuing to develop in their English Language acquisition and builds on the English language skills acquired in the ML English Foundations 2 class. They are aligned with the essential curricula in related areas and WIDA's five English Language Development Standards. This course emphasizes the academic language of mathematics, science, language arts, and social studies necessary for success in mainstream classes. Special attention to state-mandated assessments is emphasized.

1441 ML SCIENCE/SOCIAL STUDIES FOUNDATIONS

In eighth grade, all ML students are enrolled in grade-level Science and Social Studies. This course is offered as an option for ML students with beginner proficiency in English, who would benefit from developing background knowledge concepts in Science and Social Studies. ML students will learn the four language domains in English through science and social studies content enabling them to simultaneously learn language and fill in background knowledge gaps. The content is based on FCPS science and social studies standards and uses the SIOP Model as an instructional approach.

8450A ML FOUNDATIONAL READING I

8450AF/S ML FOUNDATIONAL READING I

This course is offered as an option for ML students who have attained intermediate-level speaking and listening skills and need support in reading. Using highly interactive materials, students will build fundamental literacy skills. Students will master the fundamental reading and writing skills required for success with grade-level, and college and career readiness standards through explicit instruction in phonics, comprehension, and writing.

8450B ML FOUNDATIONAL READING II

8450BF/S ML FOUNDATIONAL READING II

This course is offered as an option for ML students who have attained intermediate-level speaking and listening skills, have completed ML Foundational Reading I, and demonstrate continued need for support in reading. Using highly interactive materials, students will build fundamental literacy skills. Students will master the fundamental reading and writing skills required for success with grade-level, and college and career readiness standards through explicit instruction in phonics, comprehension, and writing.

9915 ML MATH FOUNDATIONS A

This course is offered to multilingual learners that have significant skill gaps in mathematics due to interrupted education. The course will focus on developing students' mathematical and language proficiencies through research-based and evidenced-informed instructional strategies. Instruction will strengthen conceptual and procedural knowledge to close an existing gap so that students can easily transition to grade level experiences in future mathematical coursework. Students will focus on content within the MCCRS (Maryland College and Career Ready Standards) domains of Operations and Algebraic Thinking, Number and Operations in Base Ten, Number and Operations-Fractions, Expressions and Equations, Measurement and Data, Geometry, and Statistics and Probability.

9916 ML MATH FOUNDATIONS B

This course is offered to multilingual learners that have significant skill gaps in mathematics due to interrupted education. The course will focus on developing students' mathematical and language proficiencies through research-based and evidenced-informed instructional strategies. Instruction will strengthen conceptual and procedural knowledge to close an existing gap so that students can easily transition to grade level experiences in future mathematical coursework. Students will focus on content within the MCCRS (Maryland College and Career Ready Standards) domains of Operations and Algebraic Thinking, Number and Operations in Base Ten, Number and Operations-Fractions, Expressions and Equations, Measurement and Data, Geometry, and Statistics and Probability.

PHYSICAL EDUCATION/HEALTH

8801 PHYSICAL EDUCATION

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

8802 HEALTH EDUCATION

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

SCIENCE

8207 SCIENCE

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

SOCIAL STUDIES

8108 AMERICAN STUDIES 1

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

WORLD LANGUAGES

8650 WORLD LANGUAGE EXPLORATORY (FULL YEAR)

8655F/S WORLD LANGUAGE EXPLORATORY (SEMESTER)

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

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

The following courses are the same as those offered in high school. Students should expect a rigorous academic class with daily homework. They should also be aware that their final course grade will appear on their high school transcript and will be figured into their cumulative grade point average.

- 8632 FRENCH 1**
- 8635 FRENCH 2**
- 8631 SPANISH 1**
- 8637 SPANISH 2**

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

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

8634 LATIN 1

8638 LATIN 2

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

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

8630 SPANISH FOR BILINGUAL SPEAKERS 1

8730 SPANISH FOR BILINGUAL SPEAKERS 2

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

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

PARENTS AS PARTNERS

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

Tips for Success:

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

5 WAYS TO BE INVOLVED IN YOUR CHILD'S EDUCATION



CLICK
WWW.FCPS.ORG



VISIT
SCHOOL



TALK WITH
TEACHERS



ENCOURAGE
LEARNING



VOLUNTEER

WHAT'S NEXT?
HIGH SCHOOL

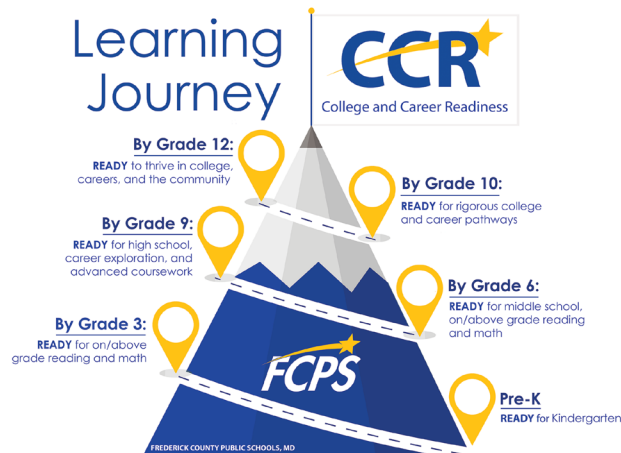
GRADUATION REQUIREMENTS

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

SUBJECT AREA	CREDITS	COURSES
English	4	1–English 9 1–English 10 1–English 11* 1–English 12* *The following courses are equivalent to English 11 or 12: AP Language Composition, AP Literature and Composition or Dual Enrollment.
Mathematics	4	1–Algebra 1–Geometry 2–Other courses Students must enroll in a mathematics course each year of high school.
Science	3	1–Biology 2–Other lab courses Maryland State Science Standards aligned lab courses (PES/ABP, Biology and Chemistry/Fundamentals of Chemistry or Environmental Science are recommended).
Social Studies	3	1–American Studies 2 or AP United States History Yearlong 1–Government or AP Government & Politics 1–Modern World History or AP World History Modern or Dual Enrollment World History
Health	0.5 1.0	Health (Students who entered the 9th grade before the 2021-2022 school year are required to take .5 credit of Health education) Health (Students who entered the 9th grade during the 2021-2022 school year or after are required to take 1 credit of Health education)
Physical Education	0.5	Fitness for Life
Fine Arts	1	Courses marked with double asterisks [**] in <i>Arts: Visual & Performing</i> section of the High School Course Guide.
Computer Science and Engineering	1	Engineering Design Applications, Foundations of Computer Science, Pre-Engineering or Introduction to Engineering Design.
Career Pathways	3-4 minimum	Complete these credits in courses that match your career interest.
Financial Literacy	.5	See page 4 of the High School Planning Guide for course options.
FULFILL THE ADDITIONAL FIVE (5) COURSE CREDITS REQUIRED FOR GRADUATION VIA ONE OF THE FOLLOWING OPTIONS:		
Option 1 World Language/American Sign Language– 2 credits in the same language AND Three (3) elective credits		Option 2 Successful completion of a state approved Career and Technical Education (CTE) program of study AND One (1) elective credit
ENVIRONMENTAL LITERACY	Meet the state requirement (infused into the FCPS curriculum).	
GRADUATION ASSESSMENTS	Students are required to take the Maryland Comprehensive Assessment Program (MCAP) exams in Algebra 1, English 10, Life Science (Biology), and Government. Government and Life Science (Biology) MCAP exams are to be counted as 20% of a student’s final course grade beginning with first-time 9th graders in the 23-24 school year.	
STUDENT SERVICE LEARNING	Meet the state requirement of 75 hours (infused into the FCPS curriculum).	

COLLEGE AND CAREER READINESS

Frederick County Public Schools (FCPS) is committed to ensuring that every child is prepared to thrive in college, careers, and the community. Readiness is a journey with milestones along the way that indicate when students are ready for the next part of the journey.



To this end, FCPS has developed robust high school programming to ensure every student is **college and career ready** (CCR) before they graduate. Every FCPS student will access personalized, future-focused **CCR and Support Pathways** throughout their learning journey. Supported by Maryland’s Blueprint for the Future, all students will have access to CCR pathways in high school **at no cost**.

These pathway options include:

1. Advanced Placement (AP) courses;
2. Dual Enrollment (DE) courses;
3. Career and Technical Education (CTE) program of study that leads to an industry credential or youth apprenticeship;
4. A combination of two or more of these programs;
5. A county-wide CCR program

These pathways are offered in all high schools, as well as the Frederick County Virtual School (FCVS) and at Frederick Community College (FCC). FCPS also has several county-wide CCR programs, including the Academy of Fine Arts, Career and Technology Center (CTC), Early College at FCC, International Baccalaureate (IB), and the Naval Junior Reserve Officer Training Corps (JROTC).

CAREER PATHWAYS



CAREER PATHWAYS

Career Pathways serve as road maps of learning that help students plan for and pursue post-secondary education and/or careers. The Career Pathways direct students toward focused programs of study that make the high school experience more meaningful. Similar to choosing a subject major in college, Career Pathways give students the opportunity to select a career field to explore while they are still in high school. Career Pathways provide clear educational direction young people can follow from kindergarten through grade twelve and beyond.

Aligned with the Maryland Career Clusters, FCPS offers 53 different career development programs in fourteen career pathways. The Career Pathways include a range of career opportunities aligned to industry standards. Because each is broadly defined, there is overlapping and common content across Pathways, allowing for flexibility.

CAREER PATHWAY ELECTIVES:

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



FCPS CAREER PATHWAYS:

Career Pathway programs are offered at high schools, the Frederick County Career and Technology Center, and the Academy for the Fine Arts.

- Agriculture
- Automotive
- Business
- Computer Science
- Construction
- Cosmetology
- Culinary/Hospitality
- Education
- Engineering/Architecture/Manufacturing
- First Responder
- Health and Medicine
- Performing Arts
- Visual Arts
- Work Based Learning

The Career Pathways, along with other career planning materials, can serve as a guide for parents and students. Courses listed within the Pathways are suggestions for students as they align their credit requirements with their career interest. Course selection and schedules will be individualized to meet each learner's educational and career goals. Dual Enrollment college courses could be included in a student's Career Pathway. Additional information about high school options and Career Experiences such as Youth Apprenticeships work-study, internships, student service learning and open-campus can be found under the High School Options section of this guide.



NAVIANCE

Naviance is a college and career readiness program that provides students multiple opportunities to connect academic achievement to post-secondary goals. Now available to all FCPS middle and high school students, Naviance guides students through the discovery of their individual strengths and learning styles through career planning and assessment tools. Students learn what is needed to make good academic decisions required to pursue and attain their college and career goals. College planning tools allow parents and students to compare colleges and universities, explore scholarship opportunities, and track the status of application documents. Contact your school counselor for Naviance registration information.

OPPORTUNITIES FOR ADVANCED AND GIFTED & TALENTED LEARNERS

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

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

The following parent/student-facing website will also be helpful as students chart their course of study towards college and career readiness:

