2019 - 2020

Middle School Program of Studies

“Preparing Students for College and Career”

WCPS Washington County Public Schools
WASHINGTON COUNTY BOARD OF EDUCATION

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School Year 2018-2019
This Program of Studies booklet includes important information to assist you in the development of your middle school schedule. This booklet provides a description of the courses offered in various schools, as well as the prerequisites required to register for those courses. In addition, this booklet describes other special programs and educational opportunities available to you.

School counselors are available to assist you with selecting courses based on your academic interests and strength. In making course selections, it is important for you and your counselor to consider course sequences and prerequisites.

The courses you choose will impact your middle and high school experiences, your options for postsecondary education, and your career path.

I urge you to choose challenging courses which will prepare you for a future career or to continue your education.

Your teachers, counselors, and school-based administrative teams are here to support your academic success. If you, your parent(s) or guardian(s) have questions about the registration process, graduation requirements, or options available, please contact your school counselor.

Please accept my best wishes for a very successful year of learning and achievement.

Sincerely,

Dr. Boyd J. Michael
Superintendent of Schools

Building a Community That Inspires Curiosity, Creativity, and Achievement.

www.wcpsmd.com
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Accountability

Maryland Comprehensive Assessment Program (MCAP)
Students in middle school are required to participate annually in an English language arts/literacy and mathematics assessment by the Every Student Succeeds Act (ESSA). The Maryland Comprehensive Assessment Program (MCAP) assessments associated with the grade in which the student is currently enrolled meet this requirement. In addition, Maryland requires that a student participate in the Maryland Integrated Science Assessment (MISA) and a comprehensive social studies assessment, both administered in eighth grade. Students may also participate in the Algebra I in middle school to meet the high school graduation requirement.

The MCAP are challenging tests that measure student achievement of the state’s Maryland College and Career-Ready Standards (MCCRS), which are identified by the Maryland State Department of Education as the skills and knowledge necessary to show understanding of each course’s content and which are embedded in the Washington County Public Schools (WCPS) Essential Curriculum.

MCAP Proficiency
To be considered proficient, students must meet the minimum scores below.

<table>
<thead>
<tr>
<th>MCAP Assessment</th>
<th>Passing Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math/ELA</td>
<td>750</td>
</tr>
<tr>
<td>MISA</td>
<td>TBD</td>
</tr>
<tr>
<td>Social Studies</td>
<td>TBD</td>
</tr>
</tbody>
</table>

Note: Beginning with sixth graders in 2017-2018, when a student takes Algebra I, the student must receive a minimum score of 750 to meet the graduation requirement.

Multi-State Alternative Assessment (MSAA) and Alternative Maryland Integrated Science Assessment (Alt-MISA)
The MSAA and Alt-MISA are based on Alternate Academic Achievement Standards. Students participate in the alternative assessments if, through the individualized educational program process, it has been determined that they meet specific eligibility criteria. The MSAA and Alt-MISA assess and report student attainment of individually selected indicators and objectives from the Maryland College and Career-Ready Standards.

For students who qualify, the MSAA is required in English Language Arts and mathematics for grades 3-8 and 11. This is an online, computer-adaptive assessment that is given near the end of the school year. Students participate in the Alt-MISA in grades 5, 8, and 11.
Credits from Middle School
Credit will be awarded for courses taken prior to enrollment in high school in each academic curricular area (e.g. Algebra 1, World and Classical Languages and Foundation of Technology) under the following circumstances:

- The course is identified as an approved course for high school credit;
- The middle school course follows the outcomes and rigor of the approved high school course; and
- The student passed the approved middle school course.

Credit awarded in the middle school will not be calculated in a student’s high school grade point average (GPA). Only grades earned for courses taken in high school will be used in the calculation of a student’s high school GPA.

Credit will not be awarded in the middle school when it is determined that the course should be repeated before continuing with the sequence of courses in any given content area.

Middle School Requirements for Every Student Succeeds Act (ESSA) Well-Rounded Curriculum
The following outlines well-rounded curriculum measures for Middle School as submitted in the ESSA state plan:

- Credit for completion of a well-rounded curriculum: 8th grade students passing one each of coursework in mathematics, ELA, social studies, and science.
- Access to a well-rounded curriculum: 8th grade students enrolled in fine arts, physical education, health, and computational learning.
Advanced Programs & Course Descriptions

WCPS Advanced Programs is the umbrella term for programs that serve gifted and talented learners, highly able learners, and emergent scholars. These programs are WCPS Magnet Program (Academic and Creative), WCPS Merit Programs, and WCPS Emergent Scholars.
Definitions

**Gifted and Talented**
A *gifted and talented 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.

Students are formally identified as “gifted and talented” (*GATE*" based on multiple criteria of ability/aptitude, performance, and potential; however, these students typically have ability stanine scores of 8 or 9 if they are native speakers of English. English Learners (EL) with a nonverbal stanine score of 7, 8, or 9 are also identified as GATE students. Students who are **twice exceptional (2e)** or “gifted and distractible” (have Attention Deficit/Hyperactivity Disorder, anxiety, autism, depression, dysgraphia, dyslexia, etc.) are also identified as WCPS’s GATE students; these students may have large discrepancies between areas of the Cognitive Abilities Test (CogAT) or between the CogAT and performance.

*It is critical to note that the gifted and talented identification process is designed to dictate specialized educational needs for the student, rather than label or dictate privilege.*

**Highly Able**
A *highly-able learner* is one who demonstrates above average ability and/or performs at advanced levels in one or more content areas.

**Emergent Scholar**
An *emergent scholar* is one who has the desire and determination to take more rigorous courses and may be an average-level student. These are students who aspire to attend a 4-year college or university and require the supports to help them achieve this goal. WCPS Emergent Scholars are eased into WCPS Merit Courses that best fit their aptitude(s) and interest(s). The AVID (Advancement Via Individual Determination) College Readiness System is the perfect match for these students who require support, as they begin to challenge themselves academically. AVID is only located at E. Russell Hicks.

WCPS Emergent Scholars may also participate in the Promise Pathway Program at their home schools. The Promise Pathway Program is a partnership between Hagerstown Community College and WCPS and places eligible students in the pipeline to receive additional academic guidance, mentoring, and access to financial assistance for college coursework.

**WCPS Merit Courses**
Merit Program Courses, designed for both highly-able learners and gifted learners, are located in every WCPS Middle School. WCPS Merit Courses are available for English Language Arts, Math, Science, and Social Studies. Highly-able and gifted learners may also take a World Language course. WCPS Merit Courses follow the WCPS Essential Curriculum, as do grade-level courses.
However, the pace of WCPS Merit Courses is typically faster, and content is more in-depth in its exploration. In Merit Math, the student may also experience acceleration to the next grade level of a given topic. In language-based merit courses, the select readings tend to be above grade-level, and require student to read and perform above grade level. A comprehensive, universal screening process with multiple criteria is used for placement in one or more WCPS Merit Course(s), and no student is guaranteed placement in these courses. Successful performance on MCAP is required for students to continue in merit courses each year.

**WCPS Magnet Programs**

Magnet Programs serving academically and creatively gifted (GATE) learners are located at specific middle schools throughout Washington County. The programs are highly-competitive and thematically-based. A student participating in a magnet program school takes magnet program courses offered at that school and the required summer learning, which varies by school. A magnet program participant may or may not have merit courses for the other subject areas in his/her schedule. WPCS Academic Magnet Program courses follow the WCPS Essential Curriculum. They are regularly taught at one to two years above the student’s current grade level. Resources used in the Academic Magnet Programs include those designed by nationally and internationally-recognized Centers for Gifted Education and Research, such as the College of William and Mary.

Since openings are limited in WCPS Academic Magnet Programs, the WCPS Merit Courses in the “home” school (school in their attendance zone) are a great option for students with gifts and talents in one or more academic areas. Multiple criteria are used during the selection process for WCPS Magnet Programs, and no student is guaranteed placement. Successful performance on MCAP is required for students to continue in WCPS Academic Magnet Programs.

**Signature Programs**

Signature Programs are those offerings located at a student’s “home” middle school that are not typically extended to other students in the county through the competitive application process. Depending upon a school’s current enrollment, students may be considered through a separate special permission process. Northern Middle School’s Schoolwide MYP Program currently offers a special permission process. Please see the “Signature Program Descriptions” section.

**Magnet Program Descriptions**

**Academic Magnet Programs**

WCPS Academic Magnet Programs are designed to meet the unique academic strengths and social/emotional needs of the GATE student with gifts and talents in specific content areas. These five programs include:

**Global Citizenship at Boonsboro Middle School**

Magnet students will study the impact of language and global culture on communications while building global literacy and examining their roles and responsibilities as global citizens. Students will analyze culture and language through collaboration, global literature, and current events. Students with aptitudes for/interests in reading, writing, and learning about other cultures and languages will enjoy this program. Each year, magnet program students take special English
language arts (ELA) and social studies classes that infuse the magnet theme into the curriculum; they are also enrolled in a full-immersion Spanish course. Upon successful completion of three years in Spanish, students will enter high school with two language credits. They may also earn a high school credit for Foundations of Technology. Additionally, sixth grade students practice vocabulary in Latin, using Transparent Language during their Spanish class. Coursework moves at an accelerated pace that is one to two years above grade level in terms of breadth and/or depth. Students are expected to complete summer assignments, with “frontload” content and allow magnet teachers to increase the depth of unit exploration throughout the school year. Within this program, students will take action and create community projects to promote the global theme at both the local and global community levels. In addition, students will frequently collaborate with other students in Maryland and globally via digital exchange and online discussions. Past program activities have include guest speakers, field experiences, multi-media projects using various technology tools, student-led social action projects, ongoing digital exchange with Peru and Japan, student-led conferences, and other “showcase” events.

- Gifted Focus: ELA, Social Studies, & Spanish
- Qualifying Ability Score Area: verbal

The Humanities at E. Russell Hicks Middle School
Students with aptitudes for an interests in the humanities (literature, social sciences, history of the arts) will enjoy this program. Magnet program students take specialized, cross-curricular English Language Arts and social studies classes that infuse the magnet theme into the curriculum. These courses, which move at an accelerated pace one to two years above grade level in terms of complexity, utilize the William and Mary curriculum for gifted and talented students, incorporating a wide selection of both classical and modern literature. Students will take deep dives into primary source materials to interpret their historical importance and impact on our changing world. Each summer, students complete a multi-disciplinary project that allows them to extend their learning and hit the ground running at the start of the next school year. The ultimate goal of this magnet program is not only to provide students with the skills necessary to be successful in advanced placement opportunities in high school and beyond, but more importantly to prepare them to participate as informed, critically-minded global citizens. Students are granted unique academic experiences that encourage analytical thinking and creativity, including field experiences in the Smithsonian Forensics program and the Holocaust museum, participation in our consistently top-rated choral, band and orchestra programs, art club, Morning Announcements Crew, and the opportunity to publish material in our student-run ERH Magnet Blog. Additionally, students have the opportunity to earn high school credit in both Spanish and Career Technical Education (CTE).

- Gifted Focus: ELA & Social Studies
- Qualifying Ability Score Area: verbal

International Baccalaureate (IB) Middle Years Programme (MYP) at Northern Middle School
As a candidate IB World School*, Northern Middle School provides competitive IB MYP students with a well-rounded preparation for high school. International Baccalaureate programs represent the gold standard of internationally-recognized, rigorous curriculum. The IB Middle Years Programme is a five year programme, starting in the 6th grade and culminating with the awarding of an IB MYP Certificate in the 10th grade. The Middle Years Programme aligns vertically with both North Hagerstown High School’s IB Career Related Programme and their IB Diploma Programme. The IB MYP consists of eight subject groups; Language Acquisition (French, Spanish, and German), Language and Literature, Individuals and Societies, Science, Mathematics, Arts,
Physical and Health Education, and Design. Inquiry is used in all subject areas to expand student knowledge and understanding of the world around them. The student centered framework, which is built around the ten traits of the IB Learner Profile, enhances the WCPS Essential Curriculum by building critical thinking skills in a globally minded classroom. Students in the IB MYP will complete a Community Project in the 8th grade. The Community Project focuses on community and service, encouraging students to explore their right and responsibility to take informed action in their community through service. Additionally, students would also enroll in a compacted math curriculum that would permit them to take Algebra I in Grade 7 and Geometry in Grade 8.

- **Gifted Focus: ELA & Math**
- **Qualifying Ability Score Area(s):** verbal and quantitative

Northern Middle School is a candidate school* for the International Baccalaureate (IB) Middle Years Programme and pursuing authorization as an IB World School.

IB World Schools share a common philosophy – a commitment to improve the teaching and learning of a diverse and inclusive community of students by delivering challenging, high quality programmes of international education that share a powerful vision.**

*Only schools authorized by the International Baccalaureate can offer any of its four academic programmes: the Primary Years Programme (PYP), the Middle Years Programme (MYP), the Diploma Programme (DP) or the Career-related Programme (CP). Candidate status gives no guarantee that authorization will be granted.

For further information about the IB and its programmes, visit [www.ibo.org](http://www.ibo.org)

**Mission Statement from the IB The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

**STEM at Springfield Middle School**
Magnet students will connect the study of technology to the areas of math and science as they enhance the problem-solving skills needed for success in S.T.E.M. (science, technology, engineering, and math) related fields. Students with aptitudes for/interests in math, science, and technology will enjoy this program. Magnet program students take rigorous math and science classes that infuse the magnet theme into the curriculum. This coursework moves at an accelerated pace in terms of breadth and/or depth. Students will take Magnet Algebra I and Magnet Geometry during this program to allow for more time for AP/IB Math courses in high school. Students are also enrolled in a technology class, take a specialized research co-curricular course and are required to take Introduction to Engineering Design in Grade 8. Students have regular access to home and school iPads, interactive whiteboards, laptop computers, and probeware that will enhance assignment/project production and new learning. Students are expected to complete summer assignments, which allow magnet teachers to increase the depth of unit exploration throughout the school year. Past activities have included field experiences, a campus-wide engineering day, and guest speakers.

- **Gifted Focus: Math & Science**
- **Qualifying Ability Score Area(s):** quantitative and nonverbal
**Creative and Performing Arts Magnet Program**

**Arts: SCAPE (Arts Supporting Creative and Academic Performance Excellence) Avenue A at Western Heights Middle School**

Arts: SCAPE Avenue A provides expanded opportunities to magnet students in the visual and performing arts, while incorporating best practices through arts integration (AI). Avenue A (Academic) is designed for students who are highly gifted in both reading and math. These academically gifted students will be invited to apply following the current screening model. Advanced-level coursework will utilize best practices from gifted education and arts integration (AI). Students who are placed in Avenue A must commit to taking a summer math course prior to entering Grade 6. The Advanced Summer Math course, combined with Grade 6 Accelerated and Enriched Math, compacts curriculum standards for Grades 6-8.

Students invited to apply to Avenue A may also apply to Avenue B – the Creative Performing Arts Avenue. Dual applicants must also engage in the Avenue B audition process, in addition to completing the interview and task associated with the Avenue A application process.

- **Gifted Focus:** ELA & Math
- **Qualifying Ability Score Area(s):** verbal and quantitative

**Creative and Performing Arts Magnet Program**

**Arts: SCAPE (Arts Supporting Creative and Academic Performance Excellence) Avenue B at Western Heights Middle School**

Arts: SCAPE Avenue B provides expanded opportunities to magnet students in the visual and performing arts, while incorporating best practices through arts integration (AI). Avenue B is designed for students who have demonstrated talent or the potential for exceptional talent in the creative and performing arts. It attracts students who show both passion and promise in band, choral arts, dance, graphic design, orchestra, theater, or visual arts. No qualifying ability score is needed; however, the student with high nonverbal ability scores should strongly consider applying to Avenue B. Any current Grade 5 student may apply for Avenue B. Admittance to Avenue B requires successful completion of either an audition or a portfolio, depending upon the area of interest. This process mirrors the current criteria used for admission to the Barbara Ingram School for the Arts (BISFA). Avenue B students are typically interested in attending the Barbara Ingram School for the Arts for their high school years. Creatively gifted and talented students who are admitted to Arts: SCAPE Avenue B will select a visual/performing arts concentration path, and participants may be enrolled in WCPS Merit Program courses in their area(s) of identified academic strength(s) and/or grade level courses.

- **Gifted Focus:** non-Academic Program; creative and performing arts
- **Qualifying Ability Score Area:** none, but strongly suggested for students with a high nonverbal ability score

**Signature Program Descriptions**

**Signature Integrated Instruction**

These programs are designed for students who are interested in a particular theme and may or may not be identified as gifted and talented (GATE). Signature Integrated Instruction Programs are located at the student’s home school, open to all students in that school, and do not require a formal application at the county level. These programs integrate the theme into content area
instruction and offer specialized enrichment opportunities through Encore or classroom instruction. These two programs include:

- **Arts Integration at Western Heights Middle School (School-Wide)**
  - Content courses infuse the arts into instruction and often offer student choices for products that incorporate the arts.
  - Elective opportunities include band, chorus, creative writing, dance, graphic design, orchestra, theater, and visual arts.

- **International Baccalaureate (IB) Middle Years Programme (MYP) at Northern Middle School (School-Wide Theme)**
  - Note: students who do not qualify for the Academic Magnet Program at Northern Middle School can still apply for special permission to attend Northern Middle School. See “Steps to Apply for the MYP Signature Program at Northern Middle School. These processes differ from the Academic Magnet MYP Program.

All students at Northern Middle:
- Take all 8 MYP subjects in 6th, 7th, and 8th grade. (Arts, Design, Language Acquisition, Physical and Health Education, Sciences, Individuals and Societies, Mathematics, and Language & Literature)
- Are considered for Merit level classes in Sciences, Individuals & Societies, Mathematics, and Language & Literature.
- Are eligible for a Northern Middle School MYP Certificate after completing all requirements in Year 3 of the programme.
- If they meet the academic criteria for course placement, can earn high school credit in Spanish I, French I, German I & II, Algebra I, and Foundations of Technology
- Steps to Apply for the MYP at Northern Middle School (non-magnet):
  - Set up a meeting and tour of Northern Middle with the MYP Coordinator (Jim Rossi: rossijam@wcps.k12.md.us)
  - Pick up a special permission form(for the 2019-2020 school year) from your student’s elementary school.
  - Complete the special permission form and submit it to Northern Middle School. Applications for special permission are reviewed on a case by case basis by the school principal.

*Please note: NMS is currently an IB MYP Candidate School. They submitted their application for authorization in October 2019 with the goal to receive IBMYP Authorized School Status by Spring 2019.

**Emergent Scholars**
These programs are designed for highly motivated students who are in the academic middle and aspire to attend a 4-year college or university and require the supports to help them achieve this goal. WCPS Emergent Scholars have the desire and determination to take more rigorous courses and may perform at an average level. WCPS Emergent Scholars are typically those who will be the first in their family to attend and/or complete college.
AVID (Advancement Via Individual Determination) for Emergent Scholars at E. Russell Hicks Middle School

- AVID is an in-school academic support and college readiness system that prepares students for college eligibility and success.
- AVID focuses on students in the academic middle — B and C students — who have the desire to attend college and the willingness to work hard.
- Students who are capable of completing rigorous curriculum, but maybe falling short of their potential, are selected to participate in AVID after an application and interview process.
- AVID eases students into WCPS Merit Courses that align to their area(s) of strength to prepare them for Honors and Advanced Placement courses in High School.
- Formally-trained tutors facilitate AVID students’ access to rigorous curriculum through twice-weekly tutoring sessions. The involvement of parents is a priority in AVID.
- Parents sign a contract agreeing to support all AVID academic requirements; encourage and support their children’s academic success; and attend AVID parent meetings.

Hagerstown Community College’s Promise Pathway Program -- for Emergent Scholars at all WCPS Middle Schools

- Designed to “address the financial barriers for Washington County Students who have the academic readiness and the commitment to succeed in college” (www.hagerstowncc.edu).
- The Promise Pathway Program is available at all middle schools and places eligible students—known as “Prospects”—in the pipeline to receive academic guidance, mentoring, and access to financial assistance for college coursework.
- Prospects remain in the pipeline until Grade 10 or later, when they can formally be awarded admission to an HCC Program of Study. The majority of Promise Pathway Program services begin in Grade 10.
- Prospects must maintain a minimum 2.5 grade point average, have documented financial need, and commit to complete the Free Application for Federal Student Aid (FAFSA).
- All Prospects are required to participate in two bridge program meetings during the school year.

Transportation

Transportation is not provided to WCPS Magnet Program and AVID participants who reside outside the attendance zone of the magnet program school. For this reason, WCPS Merit Courses are an option for qualified students at every WCPS middle school.

Identification and Placement

AVID (Advancement Via Individual Determination)
Students entering Grade 6 at E. Russell Hicks school are identified by the Office of Advanced
Programs as being Emergent Scholars who may be a fit for AVID. These are students who may have be on the cusp of achieving above-grade level performance; they may also have been recommended by their Grade 5 teacher as a hard worker. Emergent Scholars may not participate in AVID during Grade 6—particularly if it is not offered—but they will be watched as a potential AVID 7 applicant.

Students must apply to AVID and interview with one or more AVID Site Team members.

**WCPS Merit Courses**

WCPS Merit Course placement begins with the opening of a Grade 5 parent nomination window in January. Parent input is important, as it describes student’s specific areas of interest, characteristics, and work ethic. It allows the reviewers to “watch” a student who may not qualify immediately for merit courses based on data available by spring of Grade 5, but who may qualify as additional scores become available over the summer.

Regardless of parent and teacher nomination, every rising Grade 6 student is reviewed by a committee led by the Office of Advanced Programs for placement in one or more merit courses should they qualify. A student who is identified as “gifted and talented” (GATE) based on ability scores must have at least one merit course in his/her talent area.

Students with high CogAT scores will have merit courses that parallel the given talent area; however, students must also be passing MCAP. The following CogAT Stanine Scores guide placement:

- 7 = above average
- 8 = superior
- 9 = very superior

- CogAT Verbal Stanine Scores of 7, 8, or 9 = Merit ELA, Merit Social Studies, possibly Merit Science
- CogAT Quantitative Stanine Scores of 7, 8, or 9 = Merit Math
- CogAT Nonverbal Stanine Scores of 7, 8, or 9 = possibly Merit Maths and or Science; recommended for STEM club if performance scores on MCAP are not competitive

Alternatively, placement in WCPS Merit ELA and math-related coursework may be determined by “advanced” performance on MCAP in that given area. Students enrolled in WCPS Merit Courses are expected to achieve at the “advanced” performance level the MCAP test that corresponds to that course.

**WCPS Academic Magnet Program Identification Processes**

In accordance with Code of Maryland Regulations (COMAR) 13A.04.07 for Gifted and Talented (GT) Education, all students are screened for WCPS Academic Magnet Programs during Grades 1 and 5, using the Cognitive Abilities Test (CogAT). Students are invited to apply to WCPS Academic Magnet Programs based on qualifying scores. The curriculum is highly specialized, and the level of rigor and pace requires the magnet program participants to be highly competitive. Typically, successful academic magnet program applicants have CogAT Stanine scores at levels 8 (superior) and 9 (very superior) in the “Qualifying Ability Score Area(s)” listed for that magnet.
school. Also in accordance with COMAR for GT, multiple indicators of ability/aptitude, performance, and potential comprise the **composite score** for each applicant. The applicant's data may include, but is not limited to, the following:

- CogAT Scores (specific areas noted by school)
- Task with Interview at WCPS Academic Magnet Program school
- Performance Scores - school-based assessments (except grades)
- Performance Scores - MCAP
- Teacher Perception Instrument

All of the aforementioned data are assigned different weights in the composite score. The CogAT scores and the Task with Interview score carry the most weight in the composite score. WCPS Magnet Program participants are expected to score at the “advanced” level on the MCAP assessment(s) that are related to the area(s) of talent. More information regarding WCPS Magnet Programs may be found at [www.yourfuturestartsnowwcps.com](http://www.yourfuturestartsnowwcps.com).
In Career and Technology Education, students develop an understanding of the progression and scope of technology. Through group and individual activities, students will develop an awareness of the designed (human-made) world. Through analyzing technological products and processes, students will assess the impacts of technology. Students will begin to identify that core technologies are the building blocks to all technological systems. Problem-solving skills are enhanced throughout the course using hands-on activities.
## Middle School Career and Technology Education Pathways

<table>
<thead>
<tr>
<th>8th Grade</th>
<th>Grade 8 Technical Education (808)</th>
<th>Grade 8 Foundations of Technology (FOT) (870)</th>
</tr>
</thead>
<tbody>
<tr>
<td>7th Grade</td>
<td>Grade 7 Technical Education (807)</td>
<td></td>
</tr>
<tr>
<td>6th Grade</td>
<td>Grade 6 Technical Education (806)</td>
<td></td>
</tr>
</tbody>
</table>

**ON GRADE LEVEL PATHWAY**

All students must take on grade level Technical Education classes.

Technical Education and FOT are all grade level classes.
COMMUNICATION
850/850SM  Grade Level 6
Students are introduced to the history of the computer and internet. This course also examines the intent and correct usage of social media, develops basic computer programming skills, and introduces students to the Google platform and its various capabilities.

GATEWAY TO TECHNOLOGY
836  Grade Level 6
Students discover the design process and develop an understanding of the influence of technology in their lives. Students use tools such as the engineering-design process, an engineering notebook, computer simulations and prototyping materials to invent and innovate. They are then challenged and empowered to use and apply what they have learned throughout the course to engage in creative thinking and problem solving that could change their world. Available at Northern Middle School.

TECHNOLOGY EDUCATION
806/806SM  Grade Level 6
Students develop an understanding of the progression and scope of technology. Through group and individual activities, students will develop an awareness of the designed (human-made) world. Students will begin to see the relationships among technologies and the connection between other fields of study, specifically math and science. Through analyzing technological products and processes, students will assess the impacts of technology. Students will begin to identify that the core technologies are the building blocks to all technological systems. Problem-solving skills are enhanced throughout the course using hands-on activities.

AEROSPACE
863/863SM  Grade Level 7
Students are introduced to the historical development of flight, while engaging in interesting, hands-on aviation and space-related STEM activities.

COMMUNICATION
851/851SM  Grade Level 7
Students are introduced to the evolution of technology and specific milestones in history of the computer and Internet. This course also examines Adobe Photoshop and develops higher-level computer programming skills through computational thinking.

DESKTOP PUBLISHING
794/794SM  Grade Level 7
Students are introduced to desktop publishing and/or word processing software to teach them to produce documents in a professional, effective manner. Students learn to communicate ideas to readers. These skills help students produce effective documents with any software program.
INTRODUCTION TO AGRICULTURE
800/800SM  Grade Level 7
Students will learn the scientific and technological concepts involved in the production of agricultural commodities, such as food, fiber, horticultural crops, and other plant and animal products. The course also explores food processing and marketing, health, nutrition and food consumption, and the conservation of land and water resources. Available at Boonsboro Middle School.

TECHNOLOGY EDUCATION
807/807SM  Grade Level 7
Students will focus on the design process. Brainstorming, modeling, testing, evaluating, and modifying will be used to apply the design process in the invention or innovation of a new product, process, or system. Students participate in engineering design activities to understand how criteria, constraints, and processes affect design. Throughout the design process, students will develop skills to communicate design information. Students will learn how various inventions and innovations impact their lives.

GATEWAYS TO TECHNOLOGY
837  Grade Level 7
838  Grade Level 8
Students expand on Project Lead the Way (PLTW) Gateway’s 10 units which empower students to lead their own discovery. The hands-on program boosts classroom engagement and excitement, drives collaboration, and inspires “aha! moments,” and deep comprehension. As students engage in PLTW’s activities in computer science, engineering, and biomedical science, they see a range of paths and possibilities they can look forward to in high school and beyond. Available at Springfield Middle and Northern Middle. At Springfield students complete the Science and Technology, Design and Modeling, Automation and Robotics, Magic of Electrons, and Flight and Space units.

COMMUNICATION
852/852SM  Grade Level 8
Students are introduced to the Microsoft platform and examine the intent and correct usage of those programs. This course also develops advanced computer computational thinking skills and enhances students’ knowledge of the Google platform and its various capabilities.
FOUNDATIONS OF TECHNOLOGY
870/870SM  Grade Level 8  1 High School Technology Credit
Students will focus on the three dimensions of technological literacy: knowledge, ways of thinking and acting, and capabilities with the goal of students developing the characteristics of a technologically literate citizen. The course is designed to engage students in exploring and deepening their understanding of “big ideas” regarding technology and makes use of a variety of assessment instruments to reveal the extent of understanding. Students will develop an understanding of the influence of technology on history by learning how people have increased their capability by using their skills to innovate, improvise and invent. They will gain an understanding of how technological innovation results when ideas, knowledge, or skills are shared within a technology, among technologies or across other fields of study. Students will develop an understanding of engineering design, the formal process that transforms ideas into products or systems of the designed world. They will select and use manufacturing technologies and understand that modern manufacturing technologies influence peoples’ quality of life. Students will select and use construction technologies that impact the design of structures. Students will select and use energy and power technologies and explore the processing and controlling of energy resources. They will become familiar with information and communications technologies and their role in maintaining competitive economic growth. The course will conclude with the synthesizing of major ideas through an understanding of the core concepts of technology with an emphasis on systems-thinking and related principles. This course fulfills the graduation requirement for Technology Literacy.

INTRODUCTION TO AGRICULTURE
800/800SM  Grade Level 8
Students may select several occupational families, which are related to the areas of interest initially investigated during the sixth and seventh grades. Learning activities should be provided which emphasize “hands-on” experiences in realistic or simulated work environments. Activities such as constructing small wood or metal projects, distributing and selling a product, or landscaping a portion of the school campus enable students to examine various work roles and acquire manipulative skills and knowledge related to the occupational area. The subject areas of mathematics, science, social studies and English should be integrated with the learning activities of the program. Offered at Boonsboro Middle School.

INTRODUCTION TO ENGINEERING-DESIGN (Magnet only)
858MG  Grade Level 8
Students are introduced to the engineering design process, applying math, science, and engineering standards to identify and design solutions to a variety of real problems. They work both individually and in collaborative teams to develop and document design solutions using PLTW Engineering Notebooks and 3D modeling software. Available only at Springfield Middle School.
Students will learn how technological systems work together to solve problems and extend human capabilities. A technological system consists of parts (such as electrical and mechanical) working together to accomplish a task. Systems have inputs, processes, outputs, and feedback. This course will give students a general background on the different types of systems, how systems have evolved over time, how systems can be modified, and how systems work together.

INTERNATIONAL BACCALAUREATE MIDDLE YEARS PROGRAMME DESIGN SUBJECT GROUP COURSES
The following courses are offered only at Northern Middle School. Discover more about the IB MYP at Northern Middle School by reading the Signature Programs Descriptions section. Each of these Grades 6, 7, 8 courses is part of the Design Subject Group. The Design Subject Group is one of the 8 MYP Subjects in which MYP students must participate. These courses include the content of the foundational courses that are similarly-named on the preceding pages. Additionally, the curriculum includes the following components:

- **Key Concepts and Related Concepts**, such as *Perspective* and *Adaptation* that are explored over an MYP student’s time in the Programme.
- **Global Contexts**, such as *Scientific & Technical Innovation* and *Identities & Relationships*.
- **Approaches to Learning** skills, such as *Self-Management* and *Communication Skills*.
- **Statements of Inquiry**, which allow the students to explore the content and skills through a conceptual lens.

**MYP Digital Arts and Technology Education**
MYP806/MYP806SM Grade Level 6  
MYP807/MYP807SM Grade Level 7  
MYP808/MYP808SM Grade Level 8

**MYP Foundations of Technology**
MYP870/MYP870SM Grade Level 8
Students are required to complete three courses in middle school English Language Arts (ELA). In each course, students will work to enhance their skills in reading and writing through participation in the Essential Curriculum. Student progress toward grade-level standards will be assessed each year using the MCAP (Partnership for Assessment of Readiness for College and Careers) exam for English Language Arts/Literacy.
## Middle School English Pathways

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</table>

**ON GRADE LEVEL PATHWAY**

*Students with on grade level reading and writing skills.*

**MERIT / PRE-AP PATHWAY**

*Students with on or above grade level reading and writing skills.*

**MAGNET / PRE-AP PATHWAY**

*Students placed in the Magnet Program at Boonsboro, E. Russell Hicks, Springfield, or Western Heights Middle Schools*

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*Students entering middle school will be placed according to multiple criteria of ability/aptitude, performance, and potential as reviewed by the current elementary school and the Office of Advanced Programs. Students may change columns as a result of increased skill or of a desire to elect a more challenging course load. Placement in the more advanced “Merit” course is not guaranteed.*
ENGLISH LANGUAGE ARTS 6
106   Grade Level 6
Students participate in a standard course of study that is aligned with Maryland’s College and Career-Ready Standards. Students read works of fiction and literary nonfiction and participate in guided discussions to evaluate the texts for content, organization, and language. Research and writing serve to support the analysis of literary and informational texts. Research exercises focus on developing thought-provoking questions as well as a plan for collecting information to address those questions. Writing exercises focus on implementing the writing process in its entirety, from generating a topic to publishing the final draft. Integrated grammar and vocabulary study enhances students’ comprehension and communication skills.

MERIT ENGLISH LANGUAGE ARTS 6
116   Grade Level 6
Students participate in a rigorous course of study that is aligned with Maryland’s College and Career-Ready Standards. This course introduces pre-Advanced Placement (AP) strategies and is designed to prepare students for the challenges posed by Advanced Placement English courses in high school. Students independently read works of fiction and literary nonfiction and participate in discussions to evaluate the texts for content, organization, and language. Research and writing serve to support the analysis of literary and informational texts. Research exercises focus on developing thought-provoking questions as well as a plan for collecting information to address those questions. Writing exercises focus on implementing the writing process in its entirety, from generating a topic to publishing the final draft. Integrated grammar and vocabulary study enhances students’ comprehension and communication skills. Instruction in merit classes is at a rigorous pre-AP level. Students are expected to complete above grade-level assignments, both in class and for independent practice.
Prerequisite: Placement by the Office of Advanced Programs.
MAGNET ENGLISH LANGUAGE ARTS 6
116MG Grade Level 6
Students participate in a rigorous course of study that is aligned with Maryland’s College and Career-Ready Standards and is designed for gifted readers and writers. Best practices from gifted education and Advanced Placement (AP) strategies are used to deliver content. Research-based gifted education resources, such as those from the College of William and Mary, are woven into the WCPS Essential Curriculum ELA Standards. Projects and topics often overlap Magnet Social Studies and units integrate the school’s WCPS Magnet Program Theme. This course is designed to prepare students for the challenges posed by Advanced Placement English courses in high school. Students independently read significantly complex works of fiction and literary nonfiction and participate in discussions to evaluate the texts for content, organization, and language. Research and writing serve to support the analysis of literary and informational texts. Research exercises focus on developing thought-provoking questions as well as a plan for collecting information to address those questions. Writing exercises focus on implementing the writing process in its entirety, from generating a topic to publishing the final draft. Integrated grammar and vocabulary study enhances students’ comprehension and communication skills. Instruction in magnet classes is at a rigorous pre-AP level. Students are expected to complete above grade-level assignments, both in class and for independent practice. The successful magnet ELA student will be prepared to bypass Honors English 9 and enter into Honors English 10 at the Clear Spring High AP Capstone, North Hagerstown High International Baccalaureate, and South Hagerstown High Academic Leadership Academy Programs.
Prerequisite: Acceptance into the WCPS Magnet Program at Boonsboro, E. Russell Hicks Middle, Northern, or Western Heights Middle Schools.

ENGLISH LANGUAGE ARTS 7
107 Grade Level 7
Students participate in a standard course of study that is aligned with Maryland’s College and Career-Ready Standards. Students read works of fiction and literary nonfiction, developing strategies for text annotation, to prepare them for a rich analysis of the texts for content, organization, and language. Research and writing serve to support the analysis of literary and informational texts. Research exercises focus on evaluating the relevance of several sources to select those that most sufficiently address the research questions. Writing exercises focus on refining individual use of the writing process, with specific attention to editing and revision. Integrated grammar and vocabulary study enhances students’ comprehension and communication skills.
MERIT ENGLISH LANGUAGE ARTS 7
117   Grade Level 7
Students participate in a rigorous course of study that is aligned with Maryland’s College and Career-Ready Standards. This course utilizes pre-Advanced Placement (AP) strategies and is designed to prepare students for the challenges posed by Advanced Placement English courses in high school. Students independently read works of fiction and literary nonfiction, developing strategies for text annotation, to prepare them for a rich analysis of the texts for content, organization, and language. Research and writing serve to support the analysis of literary and informational texts. Research exercises focus on evaluating the relevance of several sources to select those that most sufficiently address the research questions. Writing exercises focus on refining individual use of the writing process, with specific attention to editing and revision. Integrated grammar and vocabulary study enhances students’ comprehension and communication skills. Instruction in merit classes is at a rigorous pre-AP level. Students are expected to complete above grade-level assignments, both in class and for independent practice.
Prerequisite: Placement by the Office of Advanced Programs.

MAGNET ENGLISH LANGUAGE ARTS 7
117MG  Grade Level 7
Students participate in a rigorous course of study that is aligned with Maryland’s College and Career-Ready Standards and is designed for gifted readers and writers. Best practices from gifted education and Advanced Placement (AP) strategies are used to deliver content. Research-based gifted education resources, such as those from the College of William and Mary, are woven into the WCPS Essential Curriculum ELA Standards. Projects and topics often overlap Magnet Social Studies and units integrate the school’s WCPS Magnet Program Theme. This course is designed to prepare students for the challenges posed by Advanced Placement English courses in high school. Students independently read significantly complex works of fiction and literary nonfiction, applying strategies for text annotation, to prepare them for a rich analysis of the texts for content, organization, and language. Research and writing serve to support the analysis of literary and informational texts. Research exercises focus on evaluating the relevance of several sources to select those that most sufficiently address the research questions. Writing exercises focus on refining individual use of the writing process, with specific attention to editing and revision. Integrated grammar and vocabulary study enhances students’ comprehension and communication skills. Instruction in merit classes is at a rigorous pre-AP level. Students are expected to complete above grade-level assignments, both in class and for independent practice. The successful magnet ELA student will be prepared to bypass Honors English 9 and enter into Honors English 10 at the Clear Spring High AP Capstone, North Hagerstown High International Baccalaureate, and South Hagerstown High Academic Leadership Academy Programs.
Prerequisite: Acceptance into the WCPS Magnet Program at Boonsboro, E. Russell Hicks Middle, Northern, or Western Heights Middle Schools.
ENGLISH LANGUAGE ARTS 8

Students participate in a standard course of study that is aligned with Maryland’s College and Career-Ready Standards. Students read increasingly complex works of fiction and literary nonfiction, using annotation strategies to monitor their thinking and develop questions to guide analysis. Those self-selected questions serve as the basis for evaluation of texts for content, organization, and language. Research and writing serve to support the analysis of literary and informational texts. Research exercises focus on evaluating the credibility and accuracy of several sources to develop a larger, contextual understanding about the issue under investigation. Writing exercises focus on demonstrating command of the writing process, with emphasis on producing written work in which they have selected, organized, and analyzed relevant content for a range of audiences and purposes. Integrated grammar and vocabulary study enhances students’ comprehension and communication skills.

MERIT ENGLISH LANGUAGE ARTS 8

Students participate in a rigorous course of study that is aligned with Maryland’s College and Career-Ready Standards. This course utilizes pre-Advanced Placement (AP) strategies and is designed to prepare students for the challenges posed by Advanced Placement English courses in high school. Students independently read increasingly complex works of fiction and literary nonfiction, using annotation strategies to monitor their thinking and develop questions to guide analysis. Those self-selected questions serve as the basis for evaluation of texts for content, organization, and language. Research and writing serve to support the analysis of literary and informational texts. Research exercises focus on evaluating the credibility and accuracy of several sources to develop a larger, contextual understanding about the issue under investigation. Writing exercises focus on demonstrating command of the writing process, with emphasis on producing written work in which they have selected, organized, and analyzed relevant content for a range of audiences and purposes. Integrated grammar and vocabulary study enhances students’ comprehension and communication skills. Instruction in merit classes is at a rigorous pre-AP level. Students are expected to complete above grade-level assignments, both in class and for independent practice.

Prerequisite: Placement by the Office of Advanced Programs.
MAGNET ENGLISH LANGUAGE ARTS 8
118MG Grade Level 8
Students participate in a rigorous course of study that is aligned with Maryland’s College and Career-Ready Standards and is designed for gifted readers and writers. Best practices from gifted education and Advanced Placement (AP) strategies are used to deliver content. Research-based gifted education resources, such as those from the College of William and Mary, are woven into the WCPS Essential Curriculum ELA Standards. Projects and topics often overlap Magnet Social Studies and units integrate the school's WCPS Magnet Program Theme. This course is designed to prepare students for the challenges posed by Advanced Placement English courses in high school. Students independently read significantly complex works of fiction and literary nonfiction, using annotation strategies to monitor their thinking and develop questions to guide analysis. Those self-selected questions serve as the basis for evaluation of texts for content, organization, and language. Research and writing serve to support the analysis of literary and informational texts. Research exercises focus on evaluating the credibility and accuracy of several sources to develop a larger, contextual understanding about the issue under investigation. Writing exercises focus on demonstrating command of the writing process, with emphasis on producing written work in which they have selected, organized, and analyzed relevant content for a range of audiences and purposes. Integrated grammar and vocabulary study enhances students’ comprehension and communication skills. Instruction in this magnet classes is at a rigorous pre-AP level. Students are expected to complete above grade-level assignments, both in class and for independent practice. The successful magnet ELA student will be prepared to bypass Honors English 9 and enter into Honors English 10 at the Clear Spring High AP Capstone, North Hagerstown High International Baccalaureate, and South Hagerstown High Academic Leadership Academy Programs.
Prerequisite: Acceptance into the WCPS Magnet Program at Boonsboro, E. Russell Hicks Middle, Northern, or Western Heights Middle Schools.

CREATIVE WRITING
130 Grade Level 6-8
Students have the opportunity to expand on genre-based writing skills, including fiction, nonfiction, poetry, and drama. By using a model for full process writing, students develop a portfolio that includes a wide variety of genres, including multimodal options for demonstrating mastery, to showcase their expertise in craft and style.
INTERNATIONAL BACCALAUREATE MIDDLE YEARS PROGRAMME LANGUAGE AND LITERATURE SUBJECT GROUP COURSES

The following courses are offered only at Northern Middle School. Discover more about the IB MYP at Northern Middle School by reading the Signature Programs Descriptions section. Each of these Grades 6, 7, 8 courses is part of the Language and Literature Subject Group. The Language and Literature Subject Group is one of the 8 MYP Subjects in which MYP students must participate. These courses include the content of the foundational courses that are similarly-named on the preceding pages. Additionally, the curriculum includes the following components:

- **Key Concepts and Related Concepts**, such as Perspective and Style, that are explored over an MYP student’s time in the Programme.
- **Global Contexts**, such as Fairness & Development and Identities & Relationships.
- **Approaches to Learning** skills, such as Self-Management and Communication Skills.
- **Statements of Inquiry**, which allow the students to explore the content and skills through a conceptual lens.

**MYP Language and Literature**
- MYP106 Grade Level 6
- MYP107 Grade Level 7
- MYP108 Grade Level 8

**MYP Merit Language and Literature**
- MYP116 Grade Level 6
- MYP117 Grade Level 7
- MYP118 Grade Level 8

**MYP Magnet Language and Literature**
- MYP116MG Grade Level 6
- MYP117MG Grade Level 7
- MYP118MG Grade Level 8
English Learner (EL) courses are for students to become interculturally competent and to acquire academic English skills in speaking, listening, reading, and writing. The goal of EL instruction is to build a foundation of academic language skills that allow students to make meaning of content and ultimately transfer those skills in their second language. Instruction aligns with both World-Class Instructional Design and Assessment (WIDA) English Language Development Standards and Maryland College and Career-Ready Standards.

* Although several EL courses are described, their availability depends on student enrollment and staffing at the individual schools.*
# English Learner Course Pathway

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<tr>
<td>Newcomer EL</td>
<td>Level 1 Proficiency Level</td>
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</tbody>
</table>
NEWCOMER ENGLISH LEARNER (EL)
181/181SM  Grade Level 6, 7, 8
Students focus on developing social and academic language in listening, speaking, reading, and writing while targeting academic vocabulary and academic skills. This course is designed for students who are new to the country with limited English proficiency and is aligned to the WIDA English Language Development Standards.
Prerequisite: Level 1 Proficiency Level

BEGINNER ENGLISH LEARNER (EL)
180/180SM  Grade Level 6, 7, 8
Students continue to develop social and academic language while building speaking, listening, reading, and writing skills. This course aligns to the WIDA English Language Development Standards and the Maryland College and Career-Ready Standards. The course is for beginning level EL students (Level 2) and/or those recommended by the EL teacher and the counselor.
Prerequisite: Level 2 Proficiency Level

INTERMEDIATE ENGLISH LEARNER (EL)
182/182SM  Grade Level 6, 7, 8
Students focus on developing listening, speaking, reading, and writing with an emphasis on more complex text, reading comprehension, and academic writing. This course aligns to both the WIDA English Language Development Standards and the Maryland College and Career-Ready English Standards. The course is for intermediate level EL students (Level 3) and/or those recommended by the EL teacher and the counselor.
Prerequisite: Level 3 Proficiency Level

ADVANCED ENGLISH LEARNER (EL)
184/184SM  Grade Level 6, 7, 8
Students develop fluency in reading critically and in crafting well written compositions including the use of descriptive, narrative, and argumentative techniques. This course aligns to both the WIDA English Language Development Standards and the Maryland College and Career-Ready English Standards. It expands and bridges ELs' critical reading, writing, and thinking skills. Complex informational texts are used to teach literacy skills in English that transfer to academic content areas to ensure more independent success and work toward career and college readiness.
Prerequisite: Level 4 Proficiency Level

ACCELERATED ENGLISH LEARNER
186/186SM  Grade Level 6, 7, 8
Students develop academic and communication skills necessary for success in all content areas. This course reinforces English, math, social studies and/or science curricula and provides state assessment support while aligning with WIDA English Language Development Standards. Students are enrolled upon recommendation of the EL instructor and the school counselor.
The Washington County Public Schools fine arts curriculum is aligned with the National Core Arts Standards and the Maryland State Department of Education’s Fine Arts Standards. These standards address four areas/artistic processes including Creating, Presenting/Performing, Responding, and Connecting within the framework of developing 21st century skills. Students learn arts-specific techniques, as well as how to present and perform their works. Analysis, evaluation, and refinement of artistic products and learning to think and produce creatively through the sequential pathway of the middle school fine arts program enables students to make personal, cultural, and historical connections and helps prepare students for achievement and lifelong learning within and through the arts.
ART 6
606/606SM  Grade Level 6
Students study fundamental visual art elements (i.e., color, line, shape, etc.) and principles of
design (i.e., balance, rhythm, contrast, etc.). Students survey art history and appreciation,
demonstrate basic skills (i.e., drawing) and conceptual experiences, as well as use a wide variety
of techniques and materials. Evaluation (critique/grading) of student works are teacher-directed
with participation from students. Students improve their artwork and are held accountable for the
respect of materials and other students in the class.

BAND 6
636/636SM  Grade Level 6
Students learn to produce a characteristic sound on their instrument and perform as a part of an
ensemble. In addition to learning proper tone production and control, students learn music
reading skills, sight-reading skills, and performance/ensemble skills through their interaction with
and study of band literature from various musical time periods and cultures that is
developmentally appropriate for their knowledge and skill level. Band is a performance-based
class and participation in concert performances outside of regular class hours is required.

ORCHESTRA 6
646/646SM  Grade Level 6
Students learn to produce a characteristic sound on their instrument and perform as a part of a
string ensemble. In addition to learning proper tone production and control, students learn music
reading skills, sight-reading skills, and performance/ensemble skills through their interaction with
and study of orchestra literature from various musical time periods and cultures that is
developmentally appropriate for their knowledge and skill level. Orchestra is a performance-
based class and participation in concert performances outside of regular class hours is required.

GENERAL MUSIC 6
616/616SM  Grade Level 6
Students learn the basic elements of music with emphasis on developing critical listening skills
and gaining an understanding of music’s role as part of the wider context of history and culture
through time. Listening materials are drawn from a wide variety of sources including classical
music, non-Western music, American popular music and the American folk music tradition.

ADVANCED DANCE 6
676ADV  Grade Level 6
Students learn the advanced techniques associated with the American dance disciplines of
ballet, lyrical, modern, jazz and hip hop. Each unit culminates in student created choreography,
which combines advanced technique and history associated with each discipline. Students will
be placed in this course based on prior studio experience.

BASIC DANCE 6
676  Grade Level 6
Students learn the basic techniques associated with the American dance disciplines of ballet,
lyrical, modern, jazz and hip hop. Each unit culminates in student created choreography, which
combines basic technique and history associated with each discipline.
MAGNET DANCE 6
676MG       Grade Level 6
Students audition for the magnet program and all students in this class are expected to perform at a high technical ability. Class time is focused on creating choreography that highlights advanced movements and connections to other artistic disciplines.
Prerequisite: Acceptance into the WCPS Magnet Program at Western Heights Middle Schools.

KEYBOARD/GUITAR 6
662/662SM    Grade Level 6
Students learn basic guitar and piano technique. Topics studied include playing single notes of several scales; chords; reading guitar and keyboard notation, lead sheets, and standard notation; and students will learn a variety of guitar and piano styles encompassing both classical and modern performance techniques. The class will take a student from a complete beginner to an early intermediate player.

ART 7
607/607SM    Grade Level 7
Students continue to study fundamental visual art elements (i.e., color, line, shape, etc.) and principles of design (i.e., balance, rhythm, contrast, etc.). Students survey new periods of art history and appreciation, demonstrate developing skills (i.e., drawing) and conceptual experiences, as well as use a wide variety of techniques and materials. Evaluation (critique/grading) of student works are teacher-directed with increasing participation from students. Students improve their artwork focusing on refining and evaluating. Students also are held accountable for the respect of materials and other students in the class.

ADVANCED ART
607ADV       Grade Level 7
Students expand upon observational drawing skills learned during the previous semester. Students will focus on proportion, composition, shading and form as they explore the use of a variety of art media. Additional focus with be placed on the exploration of the art world through studio habits such as developing craft, envisioning and understanding art works.

BAND 7
637/637SM    Grade Level 7
Students continue the development of a characteristic sound on their instrument as part of an instrumental ensemble experience. In addition to learning proper tone production and control, students learn music reading skills, sight-reading skills, and performance/ensemble skills through their interaction with and study of band literature from various musical time periods and cultures that is developmentally appropriate for their knowledge and skill level. Band is a performance-based class and participation in concert performances outside of regular class hours is required.

ORCHESTRA 7
647/647SM    Grade Level 7
Students continue the development of a characteristic sound on their instrument as part of a string ensemble experience. In addition to learning proper tone production and control, students learn music reading skills, sight-reading skills, and performance/ensemble skills through their interaction with and study of orchestra literature from various musical time periods and cultures that is developmentally appropriate for their knowledge and skill level. Orchestra is a performance-based class and participation in concert performances outside of regular class hours is required.
GENERAL MUSIC 7
617/617SM  Grade Level 7
Students learn the basic elements of music with emphasis on developing critical listening skills and gaining an understanding of music's role as part of the wider context of history and culture through time. Listening materials are drawn from a wide variety of sources including classical music, non-Western music, American popular music and the American folk music tradition.

ADVANCED DANCE 7
677ADV  Grade Level 7
Students learn the advanced techniques associated with the American dance disciplines of ballet, lyrical, modern, jazz and hip hop. Each unit culminates in student created choreography, which combines advanced technique and history associated with each discipline. Students will be placed in this course based performance in the 6th grade year. The technique taught builds upon the 6th grade course.

BASIC DANCE 7
677  Grade Level 7
Students learn the basic techniques associated with the American dance disciplines of ballet, lyrical, modern, jazz and hip hop. Each unit culminates in student created choreography, which combines basic technique and history associated with each discipline. All technique will build upon the 6th grade coursework.

MAGNET DANCE 7
677MG  Grade Level 7
Students audition for the magnet program. All students in this class are expected to perform at a high technical ability. Class time is focused on creating choreography that highlights advanced movements and connections to other artistic disciplines.
Prerequisite: Acceptance into the WCPS Magnet Program at Western Heights Middle Schools.

DIGITAL PHOTOGRAPHY
614/614SM  Grade Level 7 and 8
Students are introduced to the technology of producing, printing and filing digital images. Students will be introduced to design principles as they apply to Photography. A variety of subjects will be covered including Portraiture, Still Life, Landscape, Action, Abstract and others as time permits. A brief overview of the history of Photography will introduce students to major Artists and trends in Photography.

ART 8
608/608SM  Grade Level 8
Students learn the advanced study of fundamental visual art elements (i.e., color, line, shape, etc.) and principles of design (i.e., balance, rhythm, contrast, etc.). Students survey new periods of art history and appreciation, demonstrate advanced skills (i.e., drawing) and conceptual experiences, as well as use a wide variety of techniques and materials. Evaluation (critique/grading) of student works remain teacher-directed with a continuing shift towards student ownership of the process. Students further refine their artwork and begin to focus on preparing pieces for presentation. Students continue to be held accountable for the respect of materials and other students in the class.
ADVANCED ART
608ADV    Grade Level 8
Students expand upon the elements and principles of art with continued exploration of basic art media and techniques in drawing, painting, sculpture and mixed media. This course will consist of a more in-depth study of art history, aesthetics and criticism. Students will develop the ability to talk about their work and the work of others during in classroom critiques.

PRINTMAKING
880/880SM    Grade Level 8
Students learn the basic principles and concepts of woodcut and relief printmaking processes. Students are introduced to linoleum and alternative substrates progressing to more advanced additive, reductive and color methods of printing. Students will learn to edition prints as well as explore experimentation.

BAND 8
638/638SM    Grade Level 8
Students continue the development of a characteristic sound on their instrument as part of an instrumental ensemble experience. In addition to learning proper tone production and control, students learn music reading skills, sight-reading skills, and performance/ensemble skills through their interaction with and study of band literature from various musical time periods and cultures that is developmentally appropriate for their knowledge and skill level. Band is a performance-based class and participation in concert performances outside of regular class hours is required.

ORCHESTRA 8
648/648SM    Grade Level 8
Students continue the development of a characteristic sound on their instrument as part of a string ensemble experience. In addition to learning proper tone production and control, students learn music reading skills, sight-reading skills, and performance/ensemble skills through their interaction with and study of orchestra literature from various musical time periods and cultures that is developmentally appropriate for their knowledge and skill level. Orchestra is a performance-based class and participation in concert performances outside of regular class hours is required.

GENERAL MUSIC 8
618/618SM    Grade Level 8
Students learn the basic elements of music with emphasis on developing critical listening skills and gaining an understanding of music's role as part of the wider context of history and culture through time. Listening materials are drawn from a wide variety of sources including classical music, non-Western music, American popular music and the American folk music tradition.

DANCE 8
678    Grade Level 8
Students learn the advanced techniques associated with the American dance disciplines of ballet, lyrical, modern, jazz and hip hop. Each unit culminates in student created choreography, which combines advanced technique and history associated with each discipline. The technique taught builds upon the 7th grade course. This course is intended for all 8th grade dancers, regardless of past experience.
PERFORMING ARTS 8
656/656SM  Grade Level 6
657/657SM  Grade Level 7
658/658SM  Grade Level 8

Students demonstrate knowledge of a wide variety of musical topics. Students learn to read rhythms and play them on instruments. They learn the development of classic and modern music history, gain an understanding of musical form, compare and contrast pivotal points in music history and representative musicians. Students develop understandings of careers in music performance, business, and technology.

CHORUS
626/626SM  Grade Level 6
627/627SM  Grade Level 7
628/628SM  Grade Level 8

Students learn to use their vocal instrument to create a characteristic vocal sound. In addition to learning proper vocal production technique, students learn music reading skills, sight-singing skills, and performance/ensemble skills through their interaction with and study of choral literature from various musical time periods and cultures that is developmentally appropriate for their vocal knowledge and skill level. Chorus is a performance-based class and participation in concert performances outside of regular class hours is required.
INTERNATIONAL BACCALAUREATE MIDDLE YEARS PROGRAMME ARTS SUBJECT
GROUP COURSES
The following courses are offered only at Northern Middle School. Discover more about the IB MYP at Northern Middle School by reading the Signature Programs Descriptions section. Each of these Grades 6, 7, 8 courses is part of the Arts Subject Group, which includes Visual and Performing Arts. The Arts Subject Group is one of the 8 MYP Subjects in which MYP students must participate. These courses include the content of the foundational courses that are similarly-named on the preceding pages. Additionally, the curriculum includes the following components:

- **Key Concepts and Related Concepts**, such as Perspective and Composition that are explored over an MYP student's time in the Programme.
- **Global Contexts**, such as Orientation in Time & Space and Personal & Cultural Expression.
- **Approaches to Learning** skills, such as Self-Management and Communication Skills.
- **Statements of Inquiry**, which allow the students to explore the content and skills through a conceptual lens.

**MYP Art**

MYP606/MYP606SM Grade Level 6
MYP607/MYP607SM Grade Level 7
MYP608/MYP608SM Grade Level 8

**MYP Band**

MYP636/MYP636SM Grade Level 6
MYP637/MYP637SM Grade Level 7
MYP638/MYP638SM Grade Level 8

**MYP Chorus**

MYP626/MYP626SM Grade Level 6
MYP627/MYP627SM Grade Level 7
MYP628/MYP628SM Grade Level 8

**MYP Orchestra**

MYP646/MYP646SM Grade Level 6
MYP647/MYP647SM Grade Level 7
MYP648/MYP648SM Grade Level 8
Mathematics Course Descriptions

The Washington County Public Schools mathematics curriculum follows the Maryland College and Career-Ready Standards. The standards concentrate on a clear set of math skills and concepts that students need to be prepared for mathematics in college, career and in life. Students learn concepts in an organized way both during the school year and across grade levels. The standards provide opportunities for students to not only determine how to solve a problem, but also why a solution makes sense and when it is appropriate to use various methods to solve real-world problems.
# Middle School Mathematics Pathways

<table>
<thead>
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<th>Grade Level</th>
<th>ON GRADE LEVEL PATHWAY</th>
<th>MERIT / PRE-AP PATHWAY</th>
<th>MAGNET / PRE-AP PATHWAY</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>6th Grade</strong></td>
<td>Grade 6 Mathematics (306)</td>
<td>Grade 6 Enriched Mathematics (316)</td>
<td>Magnet Grade 6 Accelerated &amp; Enriched Mathematics (326MG)</td>
</tr>
<tr>
<td><strong>7th Grade</strong></td>
<td>Grade 7 Mathematics (307)</td>
<td>Grade 7 Accelerated &amp; Enriched Mathematics (317)</td>
<td>Magnet Grade 7 Algebra (327MG)</td>
</tr>
<tr>
<td><strong>8th Grade</strong></td>
<td>Grade 8 Mathematics (308)</td>
<td>Grade 8 Algebra (318)</td>
<td>Magnet Grade 8 Geometry (328MG)</td>
</tr>
</tbody>
</table>

**Students entering middle school will be placed according to multiple criteria of ability/aptitude, performance, and potential as reviewed by the current elementary school, the Office of Advanced Programs and the Middle School Mathematics Content Specialist. Students have the opportunity to change columns from grade 6 to grade 7 as a result of increased skill and the desire to elect a more rigorous course load. Placement in the more advanced “Merit” course is not guaranteed.**
GRADE 6 MATHEMATICS
306   Grade Level 6
Students take a standard course of study aligned with the Grade 6 Maryland College and Career-Ready Standards. Students will study the number system, including fluent computation with multi-digit and decimal numbers, as well as computation with the division of fractions. Students develop an initial understanding of ratio concepts and use ratio reasoning to solve problems. Students will extend and apply their understanding of arithmetic expressions to algebraic expressions and will solve single-variable equations in one step and understand inequalities. Students will solve real-world problems involving area, surface area, and volume, and will develop an understanding of statistical variability. The Standards for Mathematical Practice apply throughout the course, and together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that provides opportunities for students to reason and problem solve with real-world situations. Students will take the Grade 6 Mathematics MCAP assessment during this course.

GRADE 6 ENRICHED MATHEMATICS (Merit Program Course)
316   Grade Level 6
Students take a rigorous course of study aligned with the Grade 6 Maryland College and Career-Ready Standards and will also make natural connections with some grade 7 standards. Students will study the number system, including fluent computation with multi-digit and decimal numbers, with the division of fractions, and with positive and negative rational numbers. Students develop an initial understanding of ratio concepts and use ratio reasoning to solve problems. Students will extend and apply their understanding of arithmetic expressions to algebraic expressions and will solve single-variable equations in one and two steps and understand inequalities. Students will solve real-world problems involving area, surface area, and volume, and will develop an understanding of statistical variability. The Standards for Mathematical Practice apply throughout the course, and together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that provides opportunities for students to reason and problem solve with real-world situations. Students will take the Grade 6 Mathematics MCAP assessment during this course.

Prerequisite: Placement by the Office of Advanced Programs.
MAGNET GRADE 6 ACCELERATED & ENRICHED MATHEMATICS
326MG Grade Level 6
Students take a rigorous course of study aligned with all of the Grade 6, all of the Grade 7 and some of the Grade 8 Maryland College and Career-Ready Standards. In this accelerated course, students will compute with positive and negative rational numbers and will expand their understanding real numbers to also include irrational numbers. Students will build an understanding of ratio concepts and use that understanding to analyze proportional relationships in context and to compare relationships represented in graphs, tables and equations. Students will use the operations of rational numbers to formulate expressions and equations in one variable and will use these linear equations to solve problems with one solution, no solutions, or infinitely many solutions. Students will solve mathematical and real-world problems involving area, surface area, and volume. Students engage in learning experiences around statistics and probability which allow them to draw inferences, to compare two populations, and to evaluate probability models. The Standards for Mathematical Practice apply throughout the course, and together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that provides opportunities for students to reason and problem solve with real-world situations. Students will take the Grade 6 Mathematics MCAP assessment during this course.

Prerequisite: Acceptance into the Magnet program at Northern, Springfield, or Western Heights Middle Schools during Grade 6, only.

GRADE 7 MATHEMATICS
307 Grade Level 7
Students take a standard course of study aligned with the Grade 7 Maryland College and Career-Ready Standards. Students will study the number system, fluently adding, subtracting, multiplying and dividing with positive and negative rational numbers. Students will build on their previous understanding of ratio concepts to analyze proportional relationships in context. Students will apply number properties to generate equivalent expressions and will solve single-variable equations and inequalities with rational numbers. Students will solve mathematical problems involving area, surface area, and volume, and will explore angle relationships. Grade 7 students engage in learning experiences around statistics and probability which allow them to draw inferences, to compare two populations, and to evaluate probability models. The Standards for Mathematical Practice apply throughout the course, and together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that provides opportunities for students to reason and problem solve with real-world situations. Students will take the Grade 7 Mathematics MCAP assessment during this course.
GRADE 7 ACCELERATED & ENRICHED MATHEMATICS (Merit Program Course)

317   Grade Level 7
Students take a rigorous course of study aligned with all of the Grade 7 and some of the Grade 8 Maryland College and Career-Ready Standards. In this accelerated course, students will compute with positive and negative rational numbers and will expand their understanding of real numbers to also include irrational numbers. Students will build on their previous understanding of ratio concepts to analyze proportional relationships in context and to compare relationships represented in graphs, tables and equations. Students will use the operations of rational numbers to formulate expressions and equations in one variable and will use these linear equations to solve problems with one solution, no solutions, or infinitely many solutions. Students will solve mathematical problems involving area, surface area, and volume, and will explore transformations in the coordinate plane and angle relationships. Students engage in learning experiences around statistics and probability which allow them to draw inferences, to compare two populations, and to evaluate probability models. The Standards for Mathematical Practice apply throughout the course, and together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that provides opportunities for students to reason and problem solve with real-world situations. Students will take the Grade 7 Mathematics MCAP assessment during this course.

Prerequisite: Outstanding performance during Grade 6 Mathematics, satisfactory performance during Grade 6 Enriched Mathematics, and/or concurrent enrollment in AVID 7 at E. Russell Hicks/Springfield Middle Schools.

Note: Moving from Grade 6 Mathematics to Grade 7 Accelerated and Enriched Mathematics will require summer learning and an assessment of that learning. Participation in summer learning alone does not guarantee placement.

MAGNET GRADE 7 ALGEBRA

327MG   Grade Level 7   1 Algebra Mathematics High School Credit
Students take a rigorous course of study aligned with some of the Grade 8 and all of the high school Algebra 1 Maryland College and Career-Ready Standards. Students will deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend. Students engage in methods for analyzing, solving, and using quadratic functions. This advanced course, for high school credit, includes additional standards integrated into the course, such as an understanding of rational and radical functions in preparation for Honors Algebra 2 in high school. The Standards for Mathematical Practice apply throughout the course, and together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that provides opportunities for students to reason and problem solve with real-world situations. Students will take the Algebra 1 MCAP assessment during this course. For the Algebra 1 MCAP assessment, students must attain a state-determined score to meet high school graduation requirements.

Prerequisite: Magnet Grade 6 Accelerated & Enriched Mathematics at Northern, Springfield, or Western Heights Middle Schools, only.
GRADE 8 MATHEMATICS
308   Grade Level 8
Students take a standard course of study aligned with the Grade 8 Maryland College and Career-Ready Standards. Students will expand their understanding of real numbers to include irrational numbers. Students connect understandings about proportional relationships from sixth and seventh grades to linear equations. They will apply their knowledge of solving single-variable linear equations (for one, zero, or infinitely many solutions in context) and their knowledge of graphing linear equations to solving systems of linear equations in two variables. Students engage in experiences in which linear functions are represented and compared graphically, algebraically, numerically in tables, and by verbal descriptions. Students explore statistics by determining patterns of association in bivariate categorical data. Students will solve mathematical problems involving volume, and will explore transformations, angle relationships, and right triangles using the Pythagorean Theorem. The Standards for Mathematical Practice apply throughout the course, and together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that provides opportunities for students to reason and problem solve with real-world situations. Students will take the Grade 8 Mathematics MCAP assessment during this course.

GRADE 8 ALGEBRA (Merit Program Course)
318   Grade Level 8   1 Algebra Mathematics High School Credit
Students take a rigorous course of study aligned with some of the Grade 8 and all of the high school Algebra 1 Maryland College and Career-Ready Standards. Students will deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend. Students engage in methods for analyzing, solving, and using quadratic functions. This advanced course, for high school credit, includes additional standards integrated into the course, such as an understanding of rational and radical functions in preparation for Honors Algebra 2 in high school. The Standards for Mathematical Practice apply throughout the course, and together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that provides opportunities for students to reason and problem solve with real-world situations. Students will take the Algebra 1 MCAP assessment during this course and must attain a state-determined score to meet high school graduation requirements.
Prerequisite: Outstanding performance during Grade 7 Accelerated & Enriched Mathematics.
Students take a rigorous course of study aligned with the Grade 8 geometry standards and all of the high school Geometry Maryland College and Career-Ready Standards. Students will explore complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. This advanced course, for high school credit, includes additional standards integrated into the course. The Standards for Mathematical Practice apply throughout the course, and together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that provides opportunities for students to reason and problem solve with real-world situations. Students will take the Geometry MCAP assessment during this course.

**Prerequisite:** Magnet Grade 7 Algebra at Northern, Springfield, or Western Heights Middle Schools, only.
INTERNATIONAL BACCALAUREATE MIDDLE YEARS PROGRAMME MATH SUBJECT GROUP COURSES

The following courses are offered only at Northern Middle School. Discover more about the IB MYP at Northern Middle School by reading the Signature Programs Descriptions section. Each of these Grades 6, 7, 8 courses is part of the Language and Literature Subject Group. The Language and Literature Subject Group is one of the 8 MYP Subjects in which MYP students must participate. These courses include the content of the foundational courses that are similarly-named on the preceding pages. Additionally, the curriculum includes the following components:

- **Key Concepts and Related Concepts**, such as Perspective and Models that are explored over an MYP student’s time in the Programme.
- **Global Contexts**, such as Globalization & Sustainability and Orientation in Time & Space.
- **Approaches to Learning** skills, such as Self-Management and Communication Skills.
- **Statements of Inquiry**, which allow the students to explore the content and skills through a conceptual lens.

**MYP Math**
- MYP306/MYP306SM Grade Level 6
- MYP307/MYP307SM Grade Level 7
- MYP308/MYP308SM Grade Level 8

**MYP Merit Math 6**
- MYP316 Grade Level 6

**MYP Magnet Accelerated and Enriched Math 6**
- MYP326MG Grade Level 6

**MYP Accelerated and Enriched Math 7 (Merit Program Course)**
- MYP317 Grade Level 7

**MYP Magnet Algebra 7**
- MYP327MG Grade Level 7

**MYP Algebra (Merit Program Course)**
- MYP318 Grade Level 8

**MYP Magnet Geometry 8**
- MYP328MG Grade Level 8
The Washington County Public School’s middle school Physical Education and Health Education programs are aligned with the Maryland State Department of Education’s Health and Physical Education Standards. Classes and units are designed so students will learn decision-making skills and techniques that will assist in promoting responsible and safe behaviors. Through Health and Physical Education classes students will develop and modify skills and strategies to assist them in employing behaviors that promote healthy active lifestyles.
# Middle School Physical Education & Health Pathways

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Physical Education</th>
<th>Grade</th>
<th>Health</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>8th Grade</strong></td>
<td>Grade 8 Physical Education (708)</td>
<td>Grade 8 Health (718)</td>
<td></td>
</tr>
<tr>
<td><strong>7th Grade</strong></td>
<td>Grade 7 Physical Education (707)</td>
<td>Grade 7 Health (717)</td>
<td></td>
</tr>
<tr>
<td><strong>6th Grade</strong></td>
<td>Grade 6 Physical Education (706)</td>
<td>Grade 6 Health (716)</td>
<td></td>
</tr>
</tbody>
</table>

**GRADED LEVEL PATHWAY**

All students must take on grade level Physical Education classes.

**GRADED LEVEL PATHWAY**

All students must take on grade level Health Education classes.
PHYSICAL EDUCATION 6
706/706SM  Grade Level 6
Students will evaluate their personal fitness and improve their sport and activity levels for a lifetime of well-being. The program focuses on health-related fitness, movement skills, personal and social responsibility. The physical education units challenge students to better understand the benefits of physical activity toward fitness, fundamentals of efficient movement in sport and physical activity and the essentials of responsibility in a movement setting. The learning tasks in physical education emphasize and teach problem-solving and decision making skills. Students learn the basic skills, rules and strategies of individual and team sports along with the fundamentals of good sportsmanship, self-control and respect for others. Students participate in games and activities that promote fitness, develop tactical awareness and indoctrinate social qualities.

HEALTH 6
716/716SM  Grade Level 6
Students will learn health related attitudes and behaviors that support self-reliance and self-regulation while developing health literacy and lifetime wellness. The life skills emphasized throughout the program include goal setting, decision making, identifying beliefs, attitudes and motivation, assessing information and advocating for personal family and community health. The course includes units in mental and emotional health; tobacco, alcohol and other drugs; nutrition and fitness; safety and injury prevention; family life and human sexuality; and disease prevention and control.

Parents of Grade 6 students will receive information about the family life unit of instruction prior to the start of classroom instruction. Parents may request that their child be excused from this unit of study.

PHYSICAL EDUCATION 7
707/707SM  Grade Level 7
Students learn to evaluate their personal fitness and improve their sport and activity levels for a lifetime of well-being. The program focuses on health-related fitness, movement skills, personal and social responsibility. Each physical education unit challenges students to better understand the development and implementation long term fitness and physical activity goals, the application of tactics and movement skills in sport and physical activity and the relationship between teamwork and achievement in a movement setting. The learning tasks in physical education emphasize and teach problem-solving and decision making skills. Students learn the advanced skills, rules and strategies of individual and team sports along with the fundamentals of good sportsmanship, self-control and respect for others. Students are challenged to utilize strategies that enhance understanding and promote self-efficacy in learning concepts of movement, fitness, and responsibility.
HEALTH 7
717/717SM Grade Level 7
Students learn health related attitudes and behaviors that support self-reliance and self-regulation while developing health literacy and lifetime wellness. The life skills emphasized throughout the program include goal setting, decision making, identifying beliefs, attitudes and motivation, assessing information and advocating for personal family and community health. The course includes units in mental and emotional health; tobacco, alcohol and other drugs; nutrition and fitness; safety and injury prevention; family life and human sexuality; and disease prevention and control.

Parents of Grade 7 students will receive information about the family life unit of instruction prior to the start of classroom instruction. Parents may request that their child be excused from this unit of study.

PHYSICAL EDUCATION 8
708/708SM Grade Level 8
Students learn to evaluate their personal fitness and improve their sport and activity levels for a lifetime of well-being. The program focuses on health-related fitness, movement skills, personal and social responsibility. Each physical education unit challenges students to develop and adhere to their personalized fitness plans, apply strategic movement concepts in sport and physical activity settings and participate in collaborative activities that foster a sense of membership and affiliation. The learning tasks in physical education emphasize and teach problem-solving and decision making skills. Students apply advanced skills, rules and strategies of individual fitness and team sport along with demonstrating fundamentals of good sportsmanship, self-control and respect for others.

HEALTH 8
718/718SM Grade Level 8
Students learn related attitudes and behaviors that support self-reliance and self-regulation while developing health literacy and lifetime wellness. The life skills emphasized throughout the program include goal setting, decision making, identifying beliefs, attitudes and motivation, assessing information and advocating for personal family and community health. The course includes units in mental and emotional health; tobacco, alcohol and other drugs; nutrition and fitness; safety and injury prevention; family life and human sexuality; and disease prevention and control.

Parents of Grade 8 students will receive information about the family life unit of instruction prior to the start of classroom instruction. Parents may request that their child be excused from this unit of study.
INTERNATIONAL BACCALAUREATE MIDDLE YEARS PROGRAMME SCIENCES HEALTH AND PHYSICAL EDUCATION GROUP COURSES

The following courses are offered only at Northern Middle School. Discover more about the IB MYP at Northern Middle School by reading the Signature Programs Descriptions section. Each of these Grades 6, 7, 8 courses is part of the Health & Physical Education Subject Group. The Health & Physical Education Subject Group is one of the 8 MYP Subjects in which MYP students must participate. These courses include the content of the foundational courses that are similarly-named on the preceding pages. Additionally, the curriculum includes the following components:

- **Key Concepts and Related Concepts**, such as Communication and Adaptation that are explored over an MYP student’s time in the Programme.
- **Global Contexts**, such as Identities & Relationships and Fairness & Development.
- **Approaches to Learning** skills, such as Self-Management and Communication Skills.
- **Statements of Inquiry**, which allow the students to explore the content and skills through a conceptual lens.

**MYP Physical Education**
- MYP706/MYP706SM Grade Level 6
- MYP707/MYP707SM Grade Level 7
- MYP708/MYP708SM Grade Level 8

**MYP Health**
- MYP716/MYP716SM Grade Level 6
- MYP717/MYP717SM Grade Level 7
- MYP718/MYP718SM Grade Level 8
Science Course Descriptions

Each middle school science course contains standards called “Performance Expectations” (PEs) from the Next Generation Science Standards (NGSS). Each PE is written to include a science practice, crosscutting concept, and disciplinary core idea. This 3-dimensional approach to science learning is the key innovation of the NGSS. Instruction with the NGSS should engage students in the science and engineering practices, along with the crosscutting concepts, in order to learn the disciplinary core ideas. Each middle school grade-level science course contains disciplinary core ideas from life, earth, and physical science. Student understanding of science content and practices should grow increasingly more sophisticated as concepts build throughout the middle school science curriculum. WCPS has adopted Amplify Science as the systemic resource for middle school science instruction. An overview of Amplify Science can be found at www.amplify.com/curriculum/amplifyscience.
Middle School Science Pathways

<table>
<thead>
<tr>
<th>Grade</th>
<th>Science Pathway</th>
<th>Merit Science Pathway</th>
<th>Magnet Science Pathway</th>
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<tbody>
<tr>
<td>8th Grade</td>
<td>Science 8 (408)</td>
<td>Merit Science 8 (418)</td>
<td>Magnet Science 8 (418MG)</td>
</tr>
<tr>
<td>7th Grade</td>
<td>Science 7 (407)</td>
<td>Merit Science 7 (417)</td>
<td>Magnet Science 7 (417MG)</td>
</tr>
<tr>
<td>6th Grade</td>
<td>Science 6 (406)</td>
<td>Merit Science 6 (416)</td>
<td>Magnet Science 6 (416MG)</td>
</tr>
</tbody>
</table>

**ON GRADE LEVEL PATHWAY**

Students with on grade level reading and writing skills.

**MERIT / PRE-AP PATHWAY**

Students with on or above grade level reading and writing skills.

**MAGNET / PRE-AP PATHWAY**

Students placed in the STEM Magnet Program at Springfield Middle School.

*Students entering middle school will be placed according to multiple criteria of ability/aptitude, performance, and potential as reviewed by the current elementary school and the Office of Advanced Programs. Students may change columns as a result of increased skill or of a desire to elect a more challenging course load. Placement in the more advanced “Merit” course is not guaranteed.*
SCIENCE 6

406/406SM  Grade Level 6

Students begin by describing Earth processes and Earth’s place in the solar system. They then investigate the forces that act between objects including electrical, gravitational, and magnetic forces. The course ends with a study of the importance of resources and interactions within ecosystems. Students interact with these content ideas by making observations, asking questions, designing and conducting investigations, analyzing data, developing models and communicating evidence through scientific argumentation.

MERIT SCIENCE 6

416/416SM  Grade Level 6

Students begin by describing Earth processes and Earth’s place in the solar system. They then investigate the forces that act between objects including electrical, gravitational, and magnetic forces. The course ends with a study of the importance of resources and interactions within ecosystems. Students interact with these content ideas by making observations, asking questions, designing and conducting investigations, analyzing data, developing models and communicating evidence through scientific argumentation. Merit science addresses the same science standards with greater emphasis on rigor, creativity, and problem solving. In merit classes students are expected to engage with the science content, processes, and crosscutting concepts in greater depth and with more refined modeling and application.

Prerequisite: Placement by the Office of Advanced Programs.

MAGNET SCIENCE 6

416MG/416MGSM  Grade Level 6

Students begin by describing Earth processes and Earth’s place in the solar system. They then investigate the forces that act between objects including electrical, gravitational, and magnetic forces. The course ends with a study of the importance of resources and interactions within ecosystems. Students interact with these content ideas by making observations, asking questions, designing and conducting investigations, analyzing data, developing models and communicating evidence through scientific argumentation. Magnet Science addresses the same science standards with greater emphasis on rigor, creativity, and problem solving. In the magnet class, students are expected to engage with the science content, processes, and crosscutting concepts in greater depth and with more refined modeling and application. Best practices from gifted education, as well as gifted education resources from the College of William and Mary and Gallagher's Problem Based Instructional Units, are woven into the curriculum. Projects and topics often overlap the Magnet 6 Accelerated and Enriched Math course and integrate the school’s STEM Magnet Program Theme.

Prerequisite: Acceptance to Magnet Program at Springfield Middle School in Grade 6, only.
SCIENE 7
407/407SM    Grade Level 7
Students investigate the relationships between cells, tissues, and systems in living organisms. The relationships between energy and matter are then studied in the concepts of photosynthesis, respiration and cycling of matter. Students then describe the role of chromosomes and genes in the production of proteins, and inherited traits that impact the survival of populations. Students finish the year studying the impact of weather, climate, and light waves on Earth systems and human behavior. Students interact with these content ideas by making observations, asking questions, designing and conducting investigations, analyzing data, developing models and communicating evidence through scientific argumentation.

MERIT SCIENCE 7
417/417SM    Grade Level 7
Students investigate the relationships between cells, tissues, and systems in living organisms. The relationships between energy and matter are then studied in the concepts of photosynthesis, respiration and cycling of matter. Students then describe the role of chromosomes and genes in the production of proteins, and inherited traits that impact the survival of populations. Students finish the year studying the impact of weather, climate, and light waves on Earth systems and human behavior. Students interact with these content ideas by making observations, asking questions, designing and conducting investigations, analyzing data, developing models and communicating evidence through scientific argumentation. Merit science addresses the same science standards with greater emphasis on rigor, creativity, and problem solving. In merit classes students are expected to engage with the science content, processes, and crosscutting concepts in greater depth and with more refined modeling and application.

Prerequisite: Outstanding performance during Science 6, satisfactory performance during Merit Science 6, and/or concurrent enrollment in AVID 7 at E. Russell Hicks/Springfield Middle Schools.

MAGNET SCIENCE 7
417MG/417MGSM    Grade Level 7
Students investigate the relationships between cells, tissues, and systems in living organisms. The relationships between energy and matter are then studied in the concepts of photosynthesis, respiration and cycling of matter. Students then describe the role of chromosomes and genes in the production of proteins, and inherited traits that impact the survival of populations. Students finish the year studying the impact of weather, climate, and light waves on Earth systems and human behavior. Students interact with these content ideas by making observations, asking questions, designing and conducting investigations, analyzing data, developing models and communicating evidence through scientific argumentation. Magnet Science addresses the same science standards with greater emphasis on rigor, creativity, and problem solving. In the magnet class, students are expected to engage with the science content, processes, and crosscutting concepts in greater depth and with more refined modeling and application. Best practices from gifted education, as well as gifted education resources from the College of William and Mary and Gallagher’s Problem Based Instructional Units, are woven into the curriculum. Projects and topics often overlap the Magnet Algebra 7 course and integrate the school’s STEM Magnet Program theme.

Prerequisite: Acceptance to Magnet Program at Springfield Middle School in Grade 6, only.
Transfer of energy and engineering designs to regulate this transfer are the beginning concepts of 8th grade science. Students then investigate chemical reactions and their application, followed by changes in populations of organisms over time. Students complete 8th grade science by studying evidence of Earth's changing climate and engineering designs to solve climate related challenges. The uneven distribution of Earth's resources and the impacts of rising populations and human consumption on Earth systems are key points of integration in the final 8th grade module. Students interact with these content ideas by making observations, asking questions, designing and conducting investigations, analyzing data, developing models and communicating evidence through scientific argumentation. Students are assessed in grade 8 on the state required Maryland integrated science assessment.

**MERIT SCIENCE 8**

Transfer of energy and engineering designs to regulate this transfer are the beginning concepts of 8th grade science. Students then investigate chemical reactions and their application, followed by changes in populations of organisms over time. Students complete 8th grade science by studying evidence of Earth's changing climate and engineering designs to solve climate related challenges. The uneven distribution of Earth's resources and the impacts of rising populations and human consumption on Earth systems are key points of integration in the final 8th grade module. Students interact with these content ideas by making observations, asking questions, designing and conducting investigations, analyzing data, developing models and communicating evidence through scientific argumentation. Merit science address the same science standards with greater emphasis on rigor, creativity, and problem solving. In merit classes students are expected to engage with the science content, processes, and crosscutting concepts in greater depth and with more refined modeling and application. Students are assessed in grade 8 on the state required Maryland integrated science assessment.

**Prerequisite:** Outstanding performance during Science 7, satisfactory performance during Merit Science 7, and/or concurrent enrollment in AVID 8 at E. Russell Hicks/Springfield Middle Schools.
MAGNET SCIENCE 8
418MG/418MGSM Grade Level 8
Transfer of energy and engineering designs to regulate this transfer are the beginning concepts of 8th grade science. Students then investigate chemical reactions and their application, followed by changes in populations of organisms over time. Students complete 8th grade science by studying evidence of Earth’s changing climate and engineering designs to solve climate related challenges. The uneven distribution of Earth’s resources and the impacts of rising populations and human consumption on Earth systems are key points of integration in the final 8th grade module. Students interact with these content ideas by making observations, asking questions, designing and conducting investigations, analyzing data, developing models and communicating evidence through scientific argumentation. Magnet Science addresses the same science standards with greater emphasis on rigor, creativity, and problem solving. In the magnet class, students are expected to engage with the science content, processes, and crosscutting concepts in greater depth and with more refined modeling and application. Best practices from gifted education, as well as gifted education resources from the College of William and Mary and Gallagher’s Problem Based Instructional Units, are woven into the curriculum. Projects and topics often overlap the Magnet Geometry 8 course and integrate the school’s STEM Magnet Program theme. Students are assessed in grade 8 on the state required Maryland integrated science assessment.
Prerequisite: Acceptance to Magnet Program at Springfield Middle School in Grade 6, only.

INTERNATIONAL BACCALAUREATE MIDDLE YEARS PROGRAMME SCIENCES SUBJECT GROUP COURSES
The following courses are offered only at Northern Middle School. Discover more about the IB MYP at Northern Middle School by reading the Signature Programs Descriptions section. Each of these Grades 6, 7, 8 courses is part of the Sciences Subject Group. The Sciences Subject Group is one of the 8 MYP Subjects in which MYP students must participate. These courses include the content of the foundational courses that are similarly-named on the preceding pages. Additionally, the curriculum includes the following components:
- **Key Concepts and Related Concepts**, such as Perspective and Models that are explored over an MYP student's time in the Programme.
- **Global Contexts**, such as Globalization & Sustainability and Scientific & Technical Innovation.
- **Approaches to Learning** skills, such as Self-Management and Communication Skills.
- **Statements of Inquiry**, which allow the students to explore the content and skills through a conceptual lens.

**MYP Science**
MYP406/MYP406SM Grade Level 6
MYP407/MYP407SM Grade Level 7
MYP408/MYP408SM Grade Level 8

**MYP Merit Science**
MYP416/MYP416SM Grade Level 6
MYP417/MYP417SM Grade Level 7
MYP418/MYP418SM Grade Level 8
Social Studies
Course Descriptions

The Middle School Social Studies curriculum emphasizes instruction in Maryland’s core learning goals for Social Studies: History, Geography, Economics, Political Systems and Peoples and Nations of the World. The WCPS curriculum is built on the foundations of Maryland’s State Curriculum and places a heavy emphasis on the development of Social Studies Skills and Processes as identified in Maryland’s Standard 6.0. The standards provide opportunities for students to engage deeply with history, to effectively integrate valuable skillsets, and to make meaning of the past in the context of the present.
# Middle School Social Studies Pathway

<table>
<thead>
<tr>
<th>Grade</th>
<th>Pathway</th>
<th>United States History I (208)</th>
<th>Merit United States History I (218)</th>
<th>Magnet United States History I (218MG)</th>
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<th>Grade</th>
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<th>Merit Geography and World Cultures (217)</th>
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<td>Merit</td>
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<td>Magnet Ancient World History (216MG)</td>
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</tr>
</tbody>
</table>

## ON GRADE LEVEL PATHWAY

Students with on grade level reading and writing skills.

## MERIT / PRE-AP PATHWAY

Students with on or above grade level reading and writing skills.

## MAGNET / PRE-AP PATHWAY

Students placed in the Magnet Program at Boonsboro, E. Russell Hicks, Springfield, or Western Heights Middle Schools.

Students entering middle school will be placed according to multiple criteria of ability/aptitude, performance, and potential as reviewed by the current elementary school, the Office of Advanced Programs and the Middle School Mathematics Content Specialist. Students have the opportunity to change columns from grade 6 to grade 7 as a result of increased skill and the desire to elect a more rigorous course load. Placement in the more advanced “Merit” course is not guaranteed.
ANCIENT WORLD HISTORY
206/206SM  Grade Level 6
Students study the growth of the first civilizations and the history of groups such as the Ancient Romans and Greeks, Medieval Europe, and the Transitional Americas. The focus of this course is on the development of these major civilizations and their impact on the expansion of global interactions. Students study people and societies from historical, cultural, geographic, political and economic perspectives in order to gain insight into the human experience of different cultural groups in various settings and at different times in history. In addition to the study of these Ancient Civilizations, students are also introduced to the practices of Historical Research and Investigation through a unit of study specifically focused on these skills.

MERIT ANCIENT WORLD HISTORY
216/216SM  Grade Level 6
Students study the growth of the first civilizations and the history of groups such as the Ancient Romans and Greeks, Medieval Europe, and the Transitional Americas. The focus of this course is on the development of these major civilizations and their impact on the expansion of global interactions. Students study people and societies from historical, cultural, geographic, political and economic perspectives in order to gain insight into the human experience of different cultural groups in various settings and at different times in history. In addition to the study of these Ancient Civilizations, students are also introduced to the practices of Historical Research and Investigation through a unit of study specifically focused on these skills. The merit level provides expectations and opportunities for students to work independently, at an accelerated pace, to engage in more rigorous and complex content, and to develop projects and products that reflect that level of understanding. Students will be expected to complete challenging assignments above grade level, such as the National History Day, both in and out of class.
Prerequisite: Placement by the Office of Advanced Programs project

MAGNET ANCIENT WORLD HISTORY
216MG/216MGSM  Grade Level 6
Students study the growth of the first civilizations and the history of groups such as the Ancient Romans and Greeks, Medieval Europe, and the Transitional Americas. The focus of this course is on the development of these major civilizations and their impact on the expansion of global interactions. Students study people and societies from historical, cultural, geographic, political and economic perspectives in order to gain insight into the human experience of different cultural groups in various settings and at different times in history. In addition to the study of these Ancient Civilizations, students are also introduced to the practices of Historical Research and Investigation through a unit of study specifically focused on these skills. The magnet level provides expectations and opportunities for students to work independently, at an accelerated pace, to engage in more rigorous and complex content, and to develop projects and products that reflect that level of understanding. Best practices from gifted education, as well as gifted education resources, are woven into the curriculum. Projects and topics often overlap Magnet English Language Arts 7 and integrate the school’s WCPS Magnet Program Theme. Students will be expected to complete challenging assignments above grade level, such as the National History Day project, both in and out of class.
Prerequisite: Acceptance into the WCPS Magnet Program at Boonsboro, E. Russell Hicks Middle, Northern, or Western Heights Middle Schools.
GEOGRAPHY AND WORLD CULTURES
207/207SM  Grade Level 7
Students study the world and its peoples through various topics stemming from an approach that considers modern issues framed through geographic, political, historical, social and economic lenses. This course explores different customs, traditions, and other unique characteristics of people and places around the globe. Students build and extend their skills by creating and interpreting maps, constructing timelines, reading primary and secondary sources, using atlases and globes, and interpreting cultural artifacts. Students also study significant events, critical movements, and people of various backgrounds that led to the development of and interaction between nations. Additionally, in 7th grade, students complete a Student Service Learning (SSL) Project as part of the state curriculum; successful participation in this curricular component earns the student 15 SSL Hours toward High School Graduation.

MERIT GEOGRAPHY AND WORLD CULTURES
217/217SM  Grade Level 7
Students study the world and its peoples through various topics stemming from an approach that considers modern issues framed through geographic, political, historical, social and economic lenses. This course explores different customs, traditions, and other unique characteristics of people and places around the globe. Students build and extend their skills by creating and interpreting maps, constructing timelines, reading primary and secondary sources, using atlases and globes, and interpreting cultural artifacts. Students also study significant events, critical movements, and people of various backgrounds that led to the development of and interaction between nations. Additionally, in 7th grade, students complete a Student Service Learning (SSL) Project as part of the state curriculum; successful participation in this curricular component earns the student 15 SSL Hours toward High School Graduation. The merit level provides expectations and opportunities for students to work independently, at an accelerated pace, to engage in more rigorous and complex content, and to develop projects and products that reflect that level of understanding. Students will be expected to complete challenging assignments above grade level, both in and out of class.

Prerequisite: Placement by the Office of Advanced Programs project

MAGNET GEOGRAPHY AND WORLD CULTURES
217MG/217MGSM  Grade Level 7
Students study the world and its peoples through various topics stemming from an approach that considers modern issues framed through geographic, political, historical, social and economic lenses. This course explores different customs, traditions, and other unique characteristics of people and places around the globe. Students build and extend their skills by creating and interpreting maps, constructing timelines, reading primary and secondary sources, using atlases and globes, and interpreting cultural artifacts. Students also study significant events, critical movements, and people of various backgrounds that led to the development of and interaction between nations. Additionally, in 7th grade, students complete a Student Service Learning (SSL) Project as part of the state curriculum; successful participation in this curricular component earns the student 15 SSL Hours toward High School Graduation. The magnet level provides expectations and opportunities for students to work independently, at an accelerated pace, to engage in more rigorous and complex content, and to develop projects and products that reflect that level of understanding. Best practices from gifted education, as well as gifted education resources, are woven into the curriculum. Projects and topics often overlap Magnet English Language Arts 7 and integrate the school’s WCPS Magnet Program Theme.

Prerequisite: Acceptance into the WCPS Magnet Program at Boonsboro, E. Russell Hicks Middle, Northern, or Western Heights Middle Schools.
UNITED STATES STUDIES I
208/208SM Grade Level 8
Students with the opportunity to study American history from the Colonial Era through the late nineteenth century. Following a brief overview of the exploration of North America, students study in more depth the causes and events of the American Revolution, the creation of the Constitutional government, and the growth, expansion, and conflict within America during the eighteenth and nineteenth centuries. Additional topics of study include the Federalist and Jeffersonian Eras, the Industrial Revolution, Manifest Destiny, the American Civil War, Reconstruction, Immigration, and Progressive Reforms during the late 1800s. Students use primary source documents to examine political, economic, social, cultural, and geographic perspectives. They study significant events, critical movements, and people of various backgrounds that led to the building of this nation and its growth as a world power. The Merit level provides expectations and opportunities for students to work independently, at an accelerated pace, to engage in more rigorous and complex content, and to develop projects and products that reflect that level of understanding.

MERIT UNITED STATES STUDIES I
218/218SM Grade Level 8
Students study American history from the Colonial Era through the late nineteenth century. Following a brief overview of the exploration of North America, students study in more depth the causes and events of the American Revolution, the creation of the Constitutional government, and the growth, expansion, and conflict within America during the eighteenth and nineteenth centuries. Additional topics of study include the Federalist and Jeffersonian Eras, the Industrial Revolution, Manifest Destiny, the American Civil War, Reconstruction, Immigration, and Progressive Reforms during the late 1800s. Students use primary source documents to examine political, economic, social, cultural, and geographic perspectives. They study significant events, critical movements, and people of various backgrounds that led to the building of this nation and its growth as a world power. The Merit level provides expectations and opportunities for students to work independently, at an accelerated pace, to engage in more rigorous and complex content, and to develop projects and products that reflect that level of understanding. Students will be expected to complete challenging assignments above grade level, such as the National History Day project, both in and out of class.
Prerequisite: Placement by the Office of Advanced Programs project
MAGNET UNITED STATES STUDIES I
218MG Grade Level 8

Students study American history from the Colonial Era through the late nineteenth century. Following a brief overview of the exploration of North America, students study in more depth the causes and events of the American Revolution, the creation of the Constitutional government, and the growth, expansion, and conflict within America during the eighteenth and nineteenth centuries. Additional topics of study include the Federalist and Jeffersonian Eras, the Industrial Revolution, Manifest Destiny, the American Civil War, Reconstruction, Immigration, and Progressive Reforms during the late 1800s. Students use primary source documents to examine political, economic, social, cultural, and geographic perspectives. They study significant events, critical movements, and people of various backgrounds that led to the building of this nation and its growth as a world power. The Magnet level provides expectations and opportunities for students to work independently, at an accelerated pace, to engage in more rigorous and complex content, and to develop projects and products that reflect that level of understanding. Best practices from gifted education, as well as gifted education resources, are woven into the curriculum. Projects and topics often overlap Magnet English Language Arts 7 and integrate the school’s WCPS Magnet Program Theme. Students will be expected to complete challenging assignments above grade level, such as the National History Day project or the We the People simulated Congressional hearings, both in and out of class. Projects and topics are integrated with Magnet English Language Arts 7.

Prerequisite: Acceptance into the WCPS Magnet Program at Boonsboro, E. Russell Hicks Middle, Northern, or Western Heights Middle Schools.
INTERNATIONAL BACCALAUREATE MIDDLE YEARS PROGRAMME INDIVIDUALS AND SOCIETIES SUBJECT GROUP COURSES

The following courses are offered only at Northern Middle School. Discover more about the IB MYP at Northern Middle School by reading the Signature Programs Descriptions section. Each of these Grades 6, 7, 8 courses is part of the Individuals & Societies Subject Group. The Individuals & Societies Subject Group is one of the 8 MYP Subjects in which MYP students must participate. These courses include the content of the foundational courses that are similarly-named on the preceding pages. Additionally, the curriculum includes the following components:

- **Key Concepts and Related Concepts**, such as *Time* and *Culture* that are explored over an MYP student's time in the Programme.
- **Global Contexts**, such as *Globalization & Sustainability* and *Orientation in Space & Time*.
- **Approaches to Learning** skills, such as *Self-Management* and *Communication Skills*.
- **Statements of Inquiry**, which allow the students to explore the content and skills through a conceptual lens.

**MYP Ancient World History**
MYP206/MYP206SM Grade Level 6

**MYP Merit Ancient World History**
MYP216/MYP216SM Grade Level 6

**MYP Geography and World Cultures**
MYP207/MYP207SM Grade Level 7

**MYP Merit Geography and World Cultures**
MYP217/MYP217SM Grade Level 7

**MYP US Studies I**
MYP208/MYP208SM Grade Level 8

**MYP Merit US Studies I**
MYP218/MYP218SM Grade Level 8
These course descriptions include only courses for students with a disability who are enrolled in a course of study culminating in the attainment of a Certificate of Program Achievement. Students working towards a Certificate of Program Achievement need to have specialized coursework that is aligned to the Maryland College Career-Ready Standards. Special education courses include coursework in all content areas in addition to specialized instruction aligned to individual education program goals and transition goals.
This course is individually structured to improve each student’s skills in the areas of independent living, adaptive skills, communication, self-management, leisure and social skills. It emphasizes specially designed instruction and functional skills to promote community integration and independence. This instruction will develop a solid foundation to further maximize post-secondary outcomes. Instruction takes into account the learning style of each student and addresses the goals and objectives in the student’s individualized education program (IEP). Sub-skills are congruent with Maryland College and Career-Ready Standards.
World Languages Course Descriptions

World language instruction enables students to communicate in a second language in a culturally appropriate manner by integrating communication skills. World language instruction and assessment use a proficiency-based approach, which focuses on what students can do with the language and to what degree they are able to function in the language. Instruction and assessment use authentic tasks that are performance-based. The study of culture is an integral part of the curriculum; it sets the stage for language use and heightens students’ sensitivity to and appreciation for diverse groups of people, cultures, and customs.

The University of Maryland Completer program requires that students study a minimum of two years of the same language, while some colleges prefer three to four years of language study.

Please speak with your School Counseling Office for your school’s language offerings.
## World Language Pathways

<table>
<thead>
<tr>
<th>Grade</th>
<th>Level IB</th>
<th>Level II</th>
<th>Level I</th>
<th>Level II/IIB</th>
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<tr>
<td>7th</td>
<td>Level IA</td>
<td>Level I</td>
<td></td>
<td>Level II A</td>
</tr>
<tr>
<td>6th</td>
<td>World Language 6</td>
<td>World Language 6</td>
<td></td>
<td>Level I</td>
</tr>
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<td></td>
<td>Honors/Pre-AP</td>
<td>Honors/Pre-AP</td>
<td>Honors/Pre-AP</td>
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## Boonsboro Middle School

<table>
<thead>
<tr>
<th>Grade</th>
<th>Spanish IIB/FOT</th>
<th>Spanish II B</th>
<th>Spanish IB</th>
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<tbody>
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<td>7th</td>
<td>Spanish IB/IIB/FOT</td>
<td>Spanish II A</td>
<td>World Languages 7 or Spanish IA</td>
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<td>Spanish I</td>
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<td>Magnet BMS</td>
<td>Merit/Pre-AP Pathway</td>
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WORLD LANGUAGES

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<td>507</td>
<td>Grade Level 7</td>
</tr>
<tr>
<td>508</td>
<td>Grade Level 8</td>
</tr>
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</table>

World Languages provides students with the introduction of Honors French I/IA, German I/IA and/or Honors Spanish I/IA about the spoken and written languages and introduces the relationships among the products, practices, and perspectives of the associated cultures.

HONORS LEVEL I

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Grade Level</th>
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<tr>
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<tr>
<td>547SM</td>
<td>Honors French I</td>
</tr>
<tr>
<td>580</td>
<td>Honors German I</td>
</tr>
<tr>
<td>580SM</td>
<td>Honors German I</td>
</tr>
<tr>
<td>527</td>
<td>Honors Spanish I</td>
</tr>
<tr>
<td>527SM</td>
<td>Honors Spanish I</td>
</tr>
<tr>
<td>527MG</td>
<td>Magnet Spanish I</td>
</tr>
<tr>
<td>527MGSM</td>
<td>Magnet Spanish I</td>
</tr>
</tbody>
</table>

Students develop basic communication skills in listening, speaking, reading, and writing using authentic topics, texts, situations and real-world media. Students engage in brief exchanges and short verbal and written presentations about personal interests in the target language. A variety of topics include: description of self and others, schools and activities, food and beverage and family. Students recognize various viewpoints and cultures while increasing their geographical knowledge. Students make connections with other subject areas by applying prior knowledge to new cultural concepts, such as the use of math to make metric and currency conversion. Students will end the course at an ACTFL Novice-Mid proficiency level.

Prerequisite: World Languages

HONORS LEVEL IA

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<tr>
<th>Course Code</th>
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<td>Honors French IA</td>
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<tr>
<td>581</td>
<td>Honors German IA</td>
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<td>581SM</td>
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<tr>
<td>517</td>
<td>Honors Spanish IA</td>
</tr>
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<td>Honors Spanish IA</td>
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<td>527MGA</td>
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<tr>
<td>527MGASM</td>
<td>Magnet Spanish IA</td>
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</tbody>
</table>

Students are introduced to the first half of Honors Level I. This course prepares students to communicate authentically in the target language by interpreting (reading, listening, viewing), exchanging (speaking and listening; reading and writing), and presenting (speaking, writing) information on a variety of topics.

Prerequisite: World Languages
HONORS LEVEL IB

<table>
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<th>Course Title</th>
<th>Grade Levels</th>
</tr>
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<td>538SM</td>
<td>Honors French IB</td>
<td>6, 7, or 8</td>
</tr>
<tr>
<td>582</td>
<td>Honors German II</td>
<td>6, 7, or 8</td>
</tr>
<tr>
<td>582SM</td>
<td>Honors German II</td>
<td>6, 7, or 8</td>
</tr>
<tr>
<td>518</td>
<td>Honors Spanish II</td>
<td>6, 7, or 8</td>
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<td>518SM</td>
<td>Honors Spanish II</td>
<td>6, 7, or 8</td>
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<tr>
<td>527MGB</td>
<td>Magnet Spanish I</td>
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<tr>
<td>527MGBSM</td>
<td>Magnet Spanish I</td>
<td>6, 7, or 8</td>
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</tbody>
</table>

Students develop basic communication skills in listening, speaking, reading, and writing using authentic topics, texts, situations and real-world media. Students engage in brief exchanges and short verbal and written presentations about personal interests in the target language. A variety of topics include: description of self and others, schools and activities, food and beverage and family. Students recognize various viewpoints and cultures while increasing their geographical knowledge. Students make connections with other subject areas by applying prior knowledge to new cultural concepts, such as the use of math to make metric and currency conversion. Students will end the course at an ACTFL Novice-Mid proficiency level.

**Prerequisites:** World Languages and Honors Level IA

HONORS LEVEL II

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<tr>
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<th>Grade Levels</th>
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<td>548SM</td>
<td>Honors French II</td>
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<tr>
<td>583</td>
<td>Honors German II</td>
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<tr>
<td>528</td>
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<tr>
<td>528SM</td>
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<td>528MG</td>
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<tr>
<td>528MGSM</td>
<td>Magnet Spanish II</td>
<td>7 or 8</td>
</tr>
</tbody>
</table>

Students continue to expand and develop their language skills in the areas of listening, speaking, reading, and writing using authentic tasks. Students participate in exchanges about familiar and personal topics in the present, past and future in the target language. Students communicate needs and desires in everyday living and travel situations. Students make presentations and write simple paragraphs on familiar topics in the target language. Students read to understand the main idea and some essential details. Students can demonstrate culturally appropriate etiquette and perspectives. Students will end the course at an ACTFL Novice High proficiency level.

**Prerequisite:** World Languages, Honors Level I or Magnet Level 1 or Honors Level IA and Honors Level IB
### HONORS LEVEL IIA

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
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<td>549SM</td>
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<td>584</td>
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<tr>
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<td>528MGA</td>
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</tr>
<tr>
<td>528MGASM</td>
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</tr>
</tbody>
</table>

Students will build upon skills developed in Honors Level I, preparing students to communicate authentically by interpreting (reading, listening, viewing), exchanging (speaking and listening; reading and writing), and presenting (speaking, writing) information on concrete topics. This course introduces the relationships among the products, practices, and perspectives of various cultures.

**Prerequisite:** World Languages, Honors Level I, or Honors Level IIA and Honors Level IIB

### HONORS LEVEL IIB

<table>
<thead>
<tr>
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<th>Course Title</th>
<th>Grade Levels</th>
</tr>
</thead>
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<td>585</td>
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<td>528MGBSM</td>
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</table>

Students continue to expand and develop their language skills in the areas of listening, speaking, reading, and writing using authentic tasks. Students participate in exchanges about familiar and personal topics in the present, past and future in the target language. Students communicate needs and desires in everyday living and travel situations. Students make presentations and write simple paragraphs on familiar topics in the target language. Students read to understand the main idea and some essential details. Students can demonstrate culturally appropriate etiquette and perspectives. Students will end the course at an ACTFL Novice High proficiency level.

**Prerequisite:** World Languages, Honors Level I, and/or Honors Level IIA.
INTERNATIONAL BACCALAUREATE MIDDLE YEARS PROGRAMME LANGUAGE ACQUISITION SUBJECT GROUP COURSES
The following courses are offered only at Northern Middle School. Discover more about the IB MYP at Northern Middle School by reading the Signature Programs Descriptions section. Each of these Grades 6, 7, 8 courses is part of the Language Acquisition Subject Group. The Language Acquisition Subject Group is one of the 8 MYP Subjects in which MYP students must participate. These courses include the content of the foundational courses that are similarly-named on the preceding pages. Additionally, the curriculum includes the following components:

- **Key Concepts and Related Concepts**, such as Connection and Audience that are explored over an MYP student’s time in the Programme.
- **Global Contexts**, such as Globalization & Sustainability and Personal & Cultural Expression.
- **Approaches to Learning** skills, such as Self-Management and Communication Skills.
- **Statements of Inquiry**, which allow the students to explore the content and skills through a conceptual lens.

**MYP World Languages**
- MYP506/MYP506SM Grade Level 6
- MYP507/MYP507SM Grade Level 7
- MYP508/MYP508SM Grade Level 8

**MYP Spanish 1A**
- MYP517/MYP517SM Grade Levels 6 or 7

**MYP Spanish 1B**
- MYP518/MYP518SM Grade Levels 7 or 8

**MYP French 1A**
- MYP537/MYP537SM Grade Levels 6 or 7

**MYP French 1B**
- MYP538/MYP538SM Grade Levels 7 or 8

**MYP German I**
- MYP580/MYP580SM Grade Level 7

**Please note that availability of this course is dependent upon coordinated schedules between Northern Middle and North Hagerstown High Schools.**

**MYP German II**
- MYP583/MYP583SM Grade Level 8

**Please note that availability of this course is dependent upon coordinated schedules between Northern Middle and North Hagerstown High Schools.**
Additional
Educational
Opportunities
ACADEMIC SKILLS AND CONCEPTS

Students develop the skills needed to improve their capability to manage school tasks and improve academic performance. Areas of focus include study skills, organizational tasks, short and long range planning for projects, test-taking skills, and self-advocacy. Instruction and support in specific academic or social skills to enhance academic success may also be provided as needed. Building independence with skills is a primary goal for this opportunity. Teaching staff monitors progress in academic courses and designs an individualized program as needed. This may be offered as a general or special education option.

**AVID 6 (Located at E. Russell Hicks)**

046/046SM  Grade Level 6

Students will develop awareness of the values accompanying academic goals and success. The course will focus on building self-confidence and communication skills in working with peers and adults. Students will be exposed to reading strategies that will assist in vocabulary building and understanding a variety of texts, and will also focus on prewriting techniques, summary writing and structural components of note-taking.

The students will increase college and career awareness through guest speaker presentations, field trip opportunities and research.

**Prerequisite:** Admittance to the AVID system via the application and interview process.

**AVID 7 (Located at E. Russell Hicks)**

047/047SM  Grade Level 7

Students continue to learn and practice organizational skills, study skills, and WICOR strategies: writing, inquiry, organization, collaboration, and reading. Students will refine short- and long-term goals, and as a result, begin to understand the value in taking charge of their actions. Students will take an active role in their learning, understanding the roles of all members in assignments and collaborative lessons. They will expand their knowledge bases of note-taking, in relation to studying and test preparation. Students will be exposed to different field trips, guest speakers and research, to increase their knowledge of college and career options.

**Prerequisite:** Current AVID students or admittance to the AVID system via the application and interview process

**AVID 8 (Located at E. Russell Hicks)**

048/048SM  Grade Level 8

Students will continue to learn and practice WICOR strategies: writing, inquiry, organization, collaboration, and reading as they take more rigorous classes. Students will refine previous goals, focusing on their transition to high school as part of a college preparatory path. Students will progress from active learners to leaders. Other areas of focus include increasing the use of technology and building upon their test preparation and test-taking knowledge. They will broaden their experiences with analyzing text and utilizing appropriate reading strategies in various settings.

**Prerequisite:** Current AVID students or admittance to the AVID system via the application and interview process
INSTRUCTIONAL ENRICHMENT
036/036SM Grade Level 6
037/037SM Grade Level 7
038/038SM Grade Level 8

Students are provided additional support if needed. This course may be recommended through the Individualized Education Program (IEP) team for students with a disability, or through the Classroom Focused Improvement Process for all students. Individualized and targeted instruction shall occur during this course to include pre-teaching, re-teaching, and individualized interventions on a daily basis. This course may be taken once a year for three years.

READING INTERVENTION
156/156SM Grade Level 6
157/157SM Grade Level 7
158/158SM Grade Level 8

Students who require specially or intentionally designed instruction and other supports are provided reading interventions for the development of basic reading and/or comprehension skills. Each student who requires this level of intervention is assessed through a variety of measures to determine the specific needs, and then a plan is developed and implemented by the instructional team to meet those needs. This can be addressed through a customized learning plan and/or a structured intervention program.

MATH INTERVENTION
166/166SM Grade Level 6
167/167SM Grade Level 7
168/168SM Grade Level 8

Students who require specially or intentionally designed instruction and other supports are provided math interventions for the development of calculation or problem solving skills. Each student who requires this level of intervention is assessed through a variety of measures to determine the specific needs, and then a plan is developed and implemented by the instructional team to meet those needs. This can be addressed through a customized learning plan and/or a structured intervention program. For students with disabilities in the area of math, math intervention will specifically target the goals that have been developed to address the identified disability-related area(s) of need.