

## World Language/Digital Literacy Courses

Students will register for a foreign language or Digital Literacy elective.

All Students will choose between World Language or Digital Literacy elective. Seventh or eighth grade students who are currently enrolled in Spanish will be recommended for next year's course by their instructor.

Grade 6		Grade 7		Grade 8	
<u>World Language</u>	<u>Literacy Elective</u>	<u>World Language</u>	<u>Literacy Elective</u>	<u>World Language</u>	<u>Literacy Elective</u>
-Spanish 1A (FY) -Spanish 1A/B* -French 1A (FY) -French 1A/B*	-Digital Literacy 1	-Spanish 1A (FY) -Spanish 1B (FY) -Spanish 1A/B* -Spanish 2A/B* -French 1A (FY) -French 1B (FY) -French 1A/B* - French 2A/B*	-Digital Literacy 2	- Spanish 1A/B* - Spanish 1B (FY) - Spanish 2A/B* - Spanish 3A/B* - French 1A/B* - French 2A/B*	-Digital Literacy 3

\*High school paced course broken into semesters.  
 (FY)- Denotes Full Year course, middle school paced

## Elective Courses

The Briggs Chaney Middle School electives program includes Unified and Performing Arts classes. Students will have the opportunity to choose a Fine Arts or STEM elective.

Grade 6	Grade 7	Grade 8
<b><u>Music/Performing Arts</u></b> Band 6 (FY) Chorus 6 (FY) Orchestra 6 (FY)	<b><u>Music/Performing Arts</u></b> Band 7/8 (FY) Orchestra 7/8 (FY) Intermediate Chorus 7/8 (FY) Advanced Chorus 7/8 (FY)	<b><u>Music/Performing Arts</u></b> Band 7/8 (FY) Orchestra 7/8 (FY) Intermediate Chorus 7/8 (FY) Advanced Chorus 7/8 (FY)
<b><u>Unified Arts</u></b> <i>Includes a quarterly rotation of the following courses</i> MS Theater 1 Studio Art 1 General Music 6 Information and Communication Technology 6	<b><u>Unified Arts 7</u></b> <i>Includes 1 semester of each course</i> MS Theater 2/Invention and Engineering  <b>OR</b> Studio Art 2/Invention and Engineering	<b><u>Unified Arts 8</u></b> <i>Each course is a full year course. Students select only one course</i> MS Theater 3 Full Year <b>OR</b> Specialty Art 8 Full Year <b><u>STEM</u></b> Foundations of Computer Science <i>(FY-HS Credit)</i> <b>OR</b> Introduction to Engineering <i>(co-requisite of Algebra needed)</i> <i>(FY-HS Credit)</i>

**ENGLISH INSTRUCTIONAL**  
**PROGRAM OVERVIEW**

Ms. Adrienne Calhoun,  
Content Specialist

In English, the Common Core State Standards require critical content for all students. Students develop skills in reading, writing (including grammar and mechanics), speaking, and listening. These skills will help the students become critical thinkers and develop skills in analyzing texts of all types. There is a focus on argumentative writing and using support for responding to thought-provoking enriching student-to-student discourse. **Students will read novels, e-zines and articles from a variety of sources, short stories, music, poetry and videos while focusing on literacy.** Technology is regularly incorporated for research skills, presentation development, differentiating instruction through multi-media approaches, and word processing.

Grade level courses are organized into four thematic units, each approximately one marking period in duration. Each unit addresses an overarching theme designed to serve as a lens through which students explore the human experience across time and distance in their own writing and published exposition, narration, poetry and drama. Enduring understandings and essential questions for each unit provide a larger purpose for learning targeted content. Each unit identifies specific learning goals (assessed indicators) to focus instruction, and provides assignments (common tasks) to help students show their understanding of the objectives. Rigor and challenge are integral in the instructional approach to English at all levels.

The curriculum has incorporated the skill set needed to prepare our students for the Partnership for Assessment of Readiness for College and Careers (PARCC) and other assessments in their future. Vocabulary development, test taking skills, and testing formats are explicitly taught. Teachers regularly develop lessons and assessments aligned to the format of state required assessments. Timed readings and writings are part of our ongoing process to help prepare our students to excel on all tests.

**Advanced English 6**

In preparation for advanced middle and high school English courses, students read challenging texts written in various time periods and rhetorical contexts. Students develop their ability to express ideas with clarity and precision by writing increasingly complex compositions for a variety of purposes, including literary analysis, argumentative writing, and research.

Students experience literature, literary non-fiction, and various forms of writing through, StudySync, a technology-based literacy program. Writing projects are designed to focus primarily on the writing process (highlighting the informative and persuasive intents) and they include taking students through literary and nonfiction texts that explore individuals facing crucial decisions, learning from their responses, becoming a better version of themselves. Instruction in reading and writing strategies, grammar, and vocabulary is embedded in every unit. All students develop portfolios and revisit their compositions as they work to strengthen their writing skills. Advanced English 6 prepares students, through activities integrated to each thematic unit for formal, county, state, and national assessments. **Curriculum and materials are differentiated and scaffolded within each class to meet students' learning needs.**

Teachers will implement the curriculum through the following thematic units:

**UNIT 1: Testing Our Limits**

**UNIT 2: You and Me**

**UNIT 3: In the Dark**

**UNIT 4: Personal Best**

**UNIT 5 Making your Mark**

**UNIT 6 True to Yourself**

**Advanced English 7**

In the English Language Arts Curriculum platform called StudySync, each of the six units of instruction at the 7th grade level is united by a single theme and essential question. Multi-faceted exploration of this theme and essential question allows students to write, read, and engage in academic conversations with opportunities for cross-curricular content and student choice. This investigation also provides students with the opportunity to apply learning across a wide range of texts as they apply earlier standards with greater depth to increasingly complex texts in multiple genres so that they become self-directed, critical learners who work collaboratively while continuously using metacognitive skills. In addition to the theme and essential question, each unit component, and each lesson therein, shares an integrated approach that blends instruction across listening, speaking, reading, writing, and thinking.

The StudySync platform takes students through literary and informational texts that explore individuals facing crucial decisions, learning from their responses, becoming a better version of themselves. Unit 1, Conflicts and Clashes, examines how differences can become conflicts. Unit 2, Highs and Lows, focuses on relationships and asks the Essential Question: What do we learn from love and loss? Unit 3, Chasing the Impossible, asks students to consider what makes a dream worth pursuing, while Unit 4, Moment of Truth, asks students to consider the unit’s driving question—How can one event change everything?—by providing a range of texts that examine individuals whose lives changed from one decision, action, or event. Next, Unit 5’s Test of Time asks students to think about why we still read myths and folktales. Finally, students finish up the year with by thinking about society as they address the question “How do we stand out from the crowd?” in Unit 6, The Power of One.

### **Advanced English 8 (tentative description)**

StudySync’s core English Language Arts curriculum centers on six units of instruction at each grade level, which, in total, provide instructional content, lesson plans, and all other resources necessary for 180 days of instruction. Each of the six units of instruction at a grade level is united by a single theme and essential question. Multi-faceted exploration of this theme and essential question allows students to write, read, and engage in academic conversations with opportunities for cross-curricular content and student choice. This investigation also provides students with the opportunity to apply learning across a wide range of texts as they apply earlier standards with greater depth to increasingly complex texts in multiple genres so that they become self-directed, critical learners who work collaboratively while continuously using metacognitive skills. In addition to the theme and essential question, each unit component, and each lesson therein, shares an integrated approach that blends instruction across listening, speaking, reading, writing, and thinking.

The Grade 8 StudySync’s core English Language Arts curriculum takes students through literary and nonfiction texts that explore how individuals are affected by their choices, their relationships, and the world around them. In Unit 1, Everyone Loves a Mystery, students will try to determine what attracts us to stories of suspense. Unit 2, Past and Present, asks the Essential Question: What makes you, you? Unit 3, No Risk, No Reward, asks students to consider why we take chances, while Unit 4, Hear Me Out, asks students to consider the unit’s driving question—How do you choose the right words?—by providing a range of texts that allow students to consider how a person’s words can affect an audience. Next, Unit 5’s Trying Times asks students to think about who they are in a crisis. Finally, students finish up the year with an examination of science fiction and fantasy texts as they think about the question “What do other worlds teach us about our own?” in Unit 6, Beyond Reality.

Instruction in reading and writing strategies, grammar, and vocabulary are embedded in every unit. All students develop portfolios and revisit their compositions as they work to strengthen their writing skills. Advanced English 8 prepares students for the rigors of high school English classes as well as for county, state, and national assessments.

In preparation for advanced high school English courses, students read challenging texts written in various time periods and rhetorical contexts, at times making interdisciplinary connections with historical events and concepts developed in their Grade 8 U.S. History class. Students develop their ability to express ideas with clarity and precision by writing increasingly complex compositions for a variety of purposes, including literary analysis, persuasion, and research. It builds on the students’ experiences in Advanced English 6 and 7 and involves greater rigor and challenge in instruction. There also is an increasing complexity in the material selected as the foundation for the study of English, as students prepare for the high school experience and the Maryland State Department of Education’s English I High School Assessment. There are three units of study: Literature as Craft, Literature in Context, and Literature as Art. The course is divided into semester classes (English 8A and English 8B) and is modeled after the 9<sup>th</sup> grade curriculum. **Curriculum and materials are differentiated and scaffolded within each class to meet students’ learning needs.**

Teachers will implement the curriculum through the following thematic units:

**UNIT 1: LITERATURE AS CRAFT**

**UNIT 2: LITERATURE IN CONTEXT**

**UNIT 3: LITERATURE AS ART**

## **READING INSTRUCTIONAL PROGRAM OVERVIEW**

**Ms. Adrienne Calhoun, Content Specialist**

Students will be placed into reading support classes at the discretion of their teachers based on assessments and learning needs. Students who have been identified as needing additional support have several options in reading. Special reading programs are provided during a period of reading support. Students will be placed into these courses based on teacher recommendations.

### **BASIC READING (Intensive Reading Needs 1 and 2):**

These courses focus on helping students learn strategies to improve their ability to break down words and to read them more accurately, easily, and fluently using the Phonics for Reading intervention. Students are screened and placed into individualized levels that target their specific needs. Phonics for Reading supports students who struggle with reading comprehension due to weak phonemic awareness and decoding skills. Systematic, explicit instruction builds confidence and motivation through the use of varied, engaging content.

### **DEVELOPMENTAL READING (Intensive Reading Needs 3):**

These courses focus on helping students learn strategies to improve their ability to break down words and to read them more accurately, easily, and fluently. This course uses the REWARDS Secondary and the REWARDS Plus programs. Rewards is a scripted decoding intervention that uses Direct Instruction to teach students strategies beginning with multisyllabic words. In Rewards Plus Social Studies, students apply the strategies learned in Rewards to read content material. Fluency, vocabulary, and writing strategies are an integral part of the Rewards Plus instruction.

### **ACADEMIC LITERACY**

This course focuses on helping students with vocabulary, fluency, and comprehension skills. It also provides support for students that need additional support in decoding. The course uses the Flex Literacy intervention. FLEX Literacy uses embedded scaffolded instruction, practice, assessment, acceleration, remediation, and review opportunities to provide comprehensive reading and language arts instruction that is engaging, effective, and easy to use. It is designed to reach students of all levels, from Beginning Reader to 1300L. Students engage in a digital experience with computer software tailored to their individual needs based on ongoing assessments. Students also engage in a print experience with guided practice with the teacher.

### **MS READ 180**

MS READ 180 is an intensive reading intervention program designed to meet the needs of students whose reading achievement is below proficient level. The program directly addresses individual needs through adaptive and instructional software, high-interest reading materials, and direct instruction in reading and writing skills. Students rotate among a small group, teacher-directed lesson, a computer station for reinforcement and practice, and an independent reading center where students read books at their reading level. The program is designed to rapidly accelerate student achievement with the goal of bringing students to grade level. This course is an intensive reading intervention taught over two class periods each day.

## **STUDENT LITERACY ELECTIVES**

*Students may register for a Digital Literacy OR World Language elective.*

### **Digital Literacy 1 (6th grade)**

The Digital Literacy 1 curriculum focuses on developing critical and creative thinking through reading, writing, speaking, listening, and viewing in a 21st Century approach. Working through a problem-based process, students learn to define real world problems of interest, research the causes of those problems using real-time global texts and then create solutions to address the problems. Students will advance their understanding of comprehension, analysis, and evaluation of text as well as vocabulary acquisition through reading complex informational and argumentative texts in a technology-rich medium. Students will collaborate regularly through research and solution phases of their investigations. Students' curiosity and motivation will engage the students in their investigations while learning and refining the processes that will enrich all other courses and prepare them for college and career projects.

### **Digital Literacy 2 (7th grade)**

The Digital Literacy 2 curriculum focuses on increasing critical and creative thinking through reading, writing, speaking, listening, and viewing through an integrated approach. By participating in a problem-based process, students learn to define, analyze and evaluate real world problems of interest related to standards-based curriculum topics. Students will use research skills to investigate problems using real-time global texts and then create solutions to address the problems. Students will participate in sustained inquiry, analysis, and evaluation of text through reading complex informational, expository and argumentative texts in a technology-rich medium. Students will hone their communication, collaboration, research, and problem-solving skills and learn to give, receive, and use the feedback to improve their process and products during complex tasks. Digital Literacy creates authentic work for students to engage in by allowing for presentation of their solutions beyond the walls of the classroom.

### **Challenging Problem or Question**

Semester 1: Humanities

Semester 2: STEM

### **Digital Literacy 3 (8th grade)**

The Digital Literacy 3 curriculum focuses on increasing critical and creative thinking through reading, writing, speaking, listening, and viewing through an integrated approach. Students will be introduced to a variety of social issues from various perspectives, examine the history of social movements and the impact on social and economic justice, explore their identity, and understand the ways in which communities can respond to these complex issues. Students will explore social justice terminology in order to better advocate for a socially just society. They will have multiple opportunities to participate in book clubs where they will interact with classmates to analyze social justice texts. Students will participate in sustained inquiry, analysis, and evaluation of text through reading complex informational, expository and argumentative texts in a technology-rich medium. Students will use research skills to investigate a contemporary social issue using real-time global texts and then create solutions to address the issue at the individual and/or systemic level.

Teachers will implement the curriculum through the following thematic units:

Quarter 1: How does my identity shape my experience?

Quarter 2: What is Social Justice?

Quarter 3: What Social Justice issue am I passionate about?

Quarter 4: What does it mean to be an advocate for Social Justice?

## WORLD LANGUAGE INSTRUCTIONAL PROGRAM OVERVIEW

Mrs. Sara Ezeonu, Content Specialist

*Students may register for a Digital Literacy OR World Language elective.*

World Language courses are high school credit-bearing courses. Students begin and expand their ability to communicate orally and in writing in a culturally appropriate manner about topics related to daily life. They interpret basic information when listening and reading. Vocabulary and basic grammatical structures are taught within the context of these familiar topics. Culture is embedded throughout the course. Students' listening, reading, and speaking skills are enhanced through various instructional practices with a primary focus on student-centered activities. Students are also engaged in cooperative and collaborative learning experiences.

There are two different types of world language course offerings. Option 1: A/B courses are at a high school paced course of study, whereby students complete level A in the first semester and level B in the second semester of an academic year. This is equivalent to 2 chapters a quarter. Option 2: FY courses are full year courses, extending the A/B course over a two-year period, that is, level A is completed during the first academic year and level B is completed during the second academic year. This is equivalent to about 1 chapter a quarter.

### **Level 1A/1B HS CREDIT**

Students begin to learn to communicate orally and in writing in a culturally appropriate manner about topics related to daily life. They interpret basic information when listening and reading. Vocabulary and basic grammatical structures are taught within the context of these familiar topics. Culture is embedded throughout the course.

### **Level 2A/2B HS CREDIT**

Students expand their ability to communicate orally and in writing in a culturally appropriate manner about topics related to daily life. They interpret information when listening and reading. Vocabulary and grammatical structures are taught within the context of these topics. Culture is embedded throughout the course.

### **Level 3A/B HS CREDIT**

Students continue to expand their ability to communicate orally and in writing in a culturally appropriate manner about a variety of familiar topics. They interpret detailed information when listening and reading. Vocabulary and more complex grammatical structures are taught within the context of these topics. Culture is embedded throughout the course.

Briggs Chaney Middle School will offer Spanish and French. Students currently enrolled in a foreign language will be placed in the next level course based on their instructor's recommendation and the students' grades. Course offerings are subject to change based on enrollment.

<b>Spanish</b>		<b>French</b>	
<b>6<sup>th</sup> Grade --</b>	Spanish 1A FY (full year) Spanish 1A/B (high school paced)	<b>6<sup>th</sup> Grade --</b>	French 1A FY (full year) French 1A/B (high school paced)
<b>7<sup>th</sup> Grade --</b>	Spanish 1A FY (full year) Spanish 1B FY (full year) Spanish 1A/B (high school paced) Spanish 2A/B (high school paced)	<b>7<sup>th</sup> Grade --</b>	French 1A FY (full year) French 1B FY (full year) French 1A/B (high school paced) French 2A/B (high school paced)
<b>8<sup>th</sup> Grade --</b>	Spanish 1B FY (full year) Spanish 1A/B (high school paced) Spanish 2A/B (high school paced) Hon. Spanish 3A/B (high school paced)	<b>8<sup>th</sup> Grade --</b>	French 1B FY (full year) French 1A/B (high school paced) French 2A/B (high school paced)

High school paced course broken into semesters.

(FY)- Denotes Full Year course, middle school paced

### **Spanish for Spanish Speakers 1 A/B HS credit (based on teacher recommendation only)**

Spanish for Spanish Speakers 1 A/B and Spanish for Spanish Speakers 2 A/B are offered at selected middle schools. Spanish for Spanish Speakers provides language instruction for students with proficiency in Spanish, either because it is their first language or it is spoken extensively in their home. Each course integrates history, culture, language, and connections related to the Spanish-speaking world.

Please note: Students earn world language credit towards high school graduation when they successfully complete both levels A/B. For students who entered Grade 6 prior to the 2018-2019 school year, the final grade and credit for high school courses successfully completed in middle school are reported on the high school transcript and included in the calculation of the student's cumulative GPA. For students who enter Grade 6 during or after the 2018-2019 school year, the final grade and credit earned for high school courses successfully completed while in middle school will be reported on the high school transcript, but will not be calculated into the cumulative GPA unless requested by the parent/guardian or the student if 18 years old or married (eligible students). Students/parents/guardians will be notified annually of procedures to follow in order to include such courses in their cumulative GPA

### **English for Speakers of Other Languages (ESOL)**

Students who need assistance in learning English receive instruction aligned with the Maryland State Department of Education (MSDE) English language proficiency (ELP) state curriculum. Students will be grouped for instruction based on their language needs. The amount of daily instruction varies according to the level of English language proficiency, with students at the lower levels of English language proficiency receiving the most intensive instruction. ESOL students at all proficiency levels have access to the general education curriculum in the core content areas of Math, Science, and Social Studies. Students will be placed in ESOL classes levels 1 through 5 based on placement assessments.

The middle school ESOL curriculum is aligned to the World Class Instructional Design and Assessment (WIDA) English language development standards and the Common Core State Standards. The curriculum frames academic English by focusing on the academic language functions, language structures, and vocabulary that ESOL students need to master the skills of listening, speaking, reading, and writing academic English.

## **SOCIAL STUDIES INSTRUCTIONAL PROGRAM OVERVIEW**

**Ms. Asewe Onyango, Content Specialist**

The social studies curriculum is designed to provide students with a firm foundation in the structures and concepts of the systems of geography, economics, politics, and culture that exist in today's world as well as the historical basis of those systems. Included in this foundation are the requisite skills necessary for students to independently acquire, interpret, evaluate and communicate information. This foundation will help students build a more complex and comprehensive understanding of the systems and the history of the United States and world in high school. There are two major strands that run through each unit. The first strand is specific present day content in geography, economics, government or culture. The second strand examines how history is influenced by those same factors.

The skills of historical thinking that form the backbone of these courses are part of a grade six to eight continuum of skill development. Skills are built through the use of Document Based Inquiry (DBI) tasks. In grade six, advanced students are introduced to basic skills of historical thinking. In grade seven, these skills become the foundation for more complex skills of analysis and historical inquiry. Advanced students in grade eight hone the skills developed in earlier years as they learn how to respond to complex writing tasks known as Document Based Questions (DBQs), a central element of social studies Advanced Placement courses taken in high school.

The Briggs Chaney Middle School Social Studies Department has various foci embedded:

- Developing 21<sup>st</sup> Century Learning through technology with the use of Google Chromebooks, Google apps, and other electronic tools and resources.
- Enhancing argumentative writing skills by evaluating historical events throughout varied cultures.
- Engaging and motivating students through student-to-student discourse using historical lenses.
- Exposing students to specific content, questions, and scenarios to prepare them for the PARCC assessment.

In social studies, students are exposed to different cultures and time periods. This exposure builds cultural awareness and sensitivity. With these exposure students are more interested in the topics as well as open to differences.

Students are expected to analyze as well as critically evaluate historical events presented to them in multiple ways. Further, students are taught to respond through the tool of argumentative writing by introducing a claim, providing support, refuting where appropriate, and summarizing. By the end of middle school, students should be routinely writing over extended time frames as they master the skills of Common Core Standards.

### **Historical Inquiry in World Studies 6**

Students learn about the rich culture and history from the earliest human settlements of Mesopotamia, Egypt, Greece, Rome, and China to great civilizations of the year 1000 CE. Students are challenged to analyze archeological evidence, ask questions to further their knowledge, and understand history as an ongoing investigation. They are introduced to historical thinking skills including sourcing, close reading, corroboration, and research as they analyze primary and secondary documents. This course lays a foundation for students to understand key principles of cultural, political, economic and geographic systems both in the past and today.

### **Historical Inquiry in World Studies 7**

Through the study of world civilizations and global interactions from 1000 CE to 1450 CE, students learn about political, cultural, geographic and economic systems today and in the past. They study the rise of empires and nation-states in Europe, Africa, and Latin America and the impacts of their interactions still felt today. Building on historical thinking skills learned in Grade 6, students continue to engage in sourcing, close reading, corroboration, investigation, contextualization, and historical interpretation as they examine primary and secondary sources.

### **Historical Inquiry in US History 8**

Students explore the history of the United States from colonization to post Civil War Reconstruction and Industrialization while extending their understanding of political, economic, geographic and cultural systems. Throughout the course students analyze multiple perspectives and study how the diverse populations of Americans, including Native Americans, African Americans, women, immigrants, and Mexican Americans contributed to and were impacted by events. Connections to current issues help students identify patterns and themes that have shaped America in the past and continue to shape the nation today. Students extend their literacy practices by using the historical thinking skills learned in Grades 6 and 7 to build effective, evidence based historical arguments. This course prepares students for continuing their study of U.S. History in Grade 9.

## **SCIENCE INSTRUCTIONAL PROGRAM OVERVIEW**

**Mrs. Jenan Dahmas, Content Specialist**

MCPS offers three core courses during the Middle School years which have been newly designed to directly align with the Next Generation Science Standards (NGSS). Each grade level has a foci around one or two branches of the sciences (Environmental Sciences, Chemistry, Biology, Earth and Space Sciences, and Physics). All students are required to complete county-wide Common Tasks as a means of informally and formally assessing their acquisition of the content. These tasks may involve hands-on labs, virtual lab exploration, informative and argumentative writing, project based learning, and research. Instruction is designed to develop background knowledge, promote student inquiry, critical thinking skills, engagement in real world problems and solution design. Our students will be expected to utilize the new online textbook in order to support quarterly projects, and the development of scientific and technological integration throughout the course of the year.

### **Investigations in Science 6 NGSS**

Investigations in Science for Grade 6 is a problem/project based curriculum. The learning is student-centered with the teacher acting as a facilitator. Instruction is woven around one main problem within each unit of study, and students will be presented a request for proposal or unit project within each unit. Minds-on inquiry and hands-on explorations, productive discourse, purposeful reading and meaningful writing will guide the students through this exciting science course! Students engage in science, technology, engineering and mathematics (STEM) in order to propose solutions to real world problems. They will engage in research, project development, design and self-evaluate.

*The sixth Grade Outdoor Education Experience is a unique opportunity that will provide each student with science based learning experiences, and SSL hours upon completion of the trip.*

Teachers will implement the curriculum through the following thematic units:

**UNIT 1: MATTER AND INTERACTIONS**

**UNIT 2: ECOSYSTEMS AND INTERACTIONS, ENERGY AND DYNAMICS**

**UNIT 3: EARTH'S RESOURCES AND HUMAN IMPACT ON THE ENVIRONMENT**

**UNIT 4: ENERGY AND WAVES**

### **Investigations in Science 7 NGSS**

Investigations in Science for Grade 7 is a unique project/research based curriculum. Instruction is woven around biological content within each unit of study. The students will be presented with a unit project and/or a problem based request for proposals (RFP) during each unit. Students engage in science, technology, engineering and mathematics (STEM) in order to propose solutions to identified problems. Dissection is one of the many instructional methods that will be utilized within Science 7. Students are encouraged to engage in these hands-on experiences, however parents may request one of the county's alternatives to dissection, if necessary. Alternatives may include the use of such materials as videotapes, charts, diagrams, and textbook overlays.

Teachers will implement the curriculum through the following thematic units:

**UNIT 1: CELLULAR STRUCTURE AND PROCESSES**

**UNIT 2: MATTER AND ENERGY FLOW IN ORGANISMS**

**UNIT 3: INHERITANCE AND VARIATION OF TRAITS**

**UNIT 4: EARTH'S HISTORY AND EVOLUTION**

### **Investigations in Systems 8 NGSS**

Investigations in Science for Grade 8 curriculum involves research, problem and project based learning experiences. Instruction is woven around Earth Space Science, Environment, and Physics content. The students will be present with unit projects and/or request for proposals (RFP) designed around the science and engineering practices during each unit. Students engage in science, technology, engineering and mathematics (STEM) in order to propose solutions to identified problems.

Teachers will implement the curriculum through the following thematic units:

**UNIT 1: WEATHER AND CLIMATE**

**UNIT 2: EARTH MATERIALS AND SYSTEMS**

**UNIT 3: FORCES, MOTION, AND INTERACTIONS**

**UNIT 4: EARTH, THE SOLAR SYSTEM, AND THE UNIVERSE**

## **MATHEMATICS INSTRUCTIONAL PROGRAM OVERVIEW**

**Ms. Kayla Johnson, Content Specialist**

The goal of the Mathematics Department at Briggs Chaney is to provide students with a solid foundation in mathematics, an appreciation for the discipline and the preparation necessary for future math classes. Students are challenged and motivated by courses that require creative and critical thinking skills, persistence, collaboration, and communication skills to achieve academic success. Through the implementation of the Common Core State Standards (CCSS) and MCPS Mathematics Curriculum 2.0 (C2.0), teachers strive to develop students who value mathematics and see it as useful with respect to solving problems and making sense of the world. Students learn to work collaboratively and express their understanding in multiple ways in order to develop and demonstrate a deep understanding of mathematics. Teachers are implementing the CCSS Standards of Mathematical Practices (SMPs), which exemplify the definition of deep understanding in C2.0 mathematics. The SMPs empower students to:

- make sense of problems and persevere in solving them;
- reason abstractly and quantitatively;
- construct viable arguments and critique the reasoning of others;
- represent real-world situations with mathematical modeling;
- use appropriate tools strategically (manipulatives, calculators, etc.);
- use definitions, calculations, and estimations with the appropriate level of precision;
- look for and make use of patterns and structure; and
- look for and express generalities within mathematics.

With this deep understanding of mathematics, students are prepared with the desire and skills necessary for opportunities to take Advanced Placement or other college-level math courses in high school.

### **Curriculum 2.0 Algebra 1 A/B HS CREDIT**

Curriculum 2.0 (C2.0) Algebra 1 is designed to analyze and model real-world phenomena. Exploration of linear, exponential, and quadratic functions forms the foundation of the course. Key characteristics and representations of functions—graphic, numeric, symbolic, and verbal—are analyzed and compared. Students develop fluency in solving equations and inequalities. One- and two-variable data sets are interpreted using mathematical models.

C2.0 Algebra 1 focuses on the Standards for Mathematical Practice to build a climate that engages students in the exploration of mathematics. The Standards of Mathematical Practice are habits of mind applied throughout the course so that students see mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. Through this course, students will do the following:

- Develop fluency and master writing, interpreting, and translating between various forms of linear equations and inequalities in one variable, and using them to solve problems.
  - Solve simple exponential equations that rely only on the application of the laws of exponents.
- Interpret functions (graphically, numerically, symbolically, and verbally), translate between representations, and understand the limitations of various representations.

- Use regression techniques to describe approximately linear relationships between quantities and look at residuals to analyze the goodness of fit and use more formal means of assessing how a model fits data.
- Compare the key characteristics of quadratic functions to those of linear and exponential functions and select from among these functions to model phenomena.
- Explore more specialized functions—absolute value, step, and those that are piecewise-defined and select from among these models to model phenomena and solve problems.

#### Topics of Study:

- Relationships between Quantities and Reasoning with Equations
  - Linear Equations in One Variable
  - Linear Inequalities in One Variable
  - Exponential Equations in One Variable
- Linear and Exponential Relationships
  - Characteristics of Functions
  - Constructing and Comparing Linear and Exponential Functions
  - Solving Systems of Equations and Inequalities in Two Variables
- Descriptive Statistics
  - Analyzing Data Representations
- Quadratic Relationships
  - Quadratic Functions
  - Equations in Two Variables
  - Solving Quadratic Equations
- Generalizing Function Properties
  - Function Families

#### **Curriculum 2.0 Honors Geometry HS CREDIT**

Curriculum 2.0 (C2.0) Geometry formalizes and extends students’ geometric experiences from the elementary and middle school grades. Students explore more complex geometric situations and deepen their understanding of geometric relationships, progressing toward formal mathematical arguments. Instruction at this level will focus on the understanding and application of congruence as a basis for developing formal proofs; the relationship among similarity, trigonometry, and triangles; the relationship between two- and three-dimensional objects and their measurements; exploration of geometric descriptions and equations for conic sections; and application of geometric concepts in modeling situations.

Curriculum 2.0 (C2.0) Geometry focuses on the Standards for Mathematical Practice to build a climate that engages students in the exploration of mathematics. The Standards of Mathematical Practice are habits of mind applied throughout the course so that students see mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

Through this course, the student will do the following:

- Prove theorems and solve problems about triangles, quadrilaterals, and other polygons.
- Apply understanding of similarity and right triangle trigonometry to find missing measures of triangles.
- Utilize the rectangular coordinate system to verify geometric relationships.
- Apply understanding of circles to derive equations and solve problems.
- Measure two- and three-dimensional objects.

#### Topics of Study:

- Congruence
  - Experiment with transformations in the plane
  - Understand congruence in terms of rigid motions
  - Prove geometric theorems
  - Make geometric constructions
- Similarity, Right Triangles, and Trigonometry
  - Understand similarity in terms of similarity transformations
  - Prove theorems involving similarity
  - Define trigonometric ratios and solve problems involving right triangles
  - Apply trigonometry to general triangles
- Circles
  - Understand and apply theorems about circles
  - Find arc lengths and areas of sectors of circles
- Expressing Geometric Properties with Equations
  - Translate between the geometric description and the equation for a conic section
  - Use coordinates to prove simple geometric theorems algebraically
- Geometric Measurement and Dimension
  - Explain volume formulas and use them to solve problems

- Visualize relationships between two-dimensional and three-dimensional objects
- Modeling with Geometry
  - Apply geometric concepts in modeling situations

### **Curriculum 2.0 Investigations into Mathematics**

Curriculum 2.0 (C2.0) Investigations into Mathematics (IM) extends students' understanding of mathematical concepts developed in C2.0 Mathematics 6 and accelerates the pace of instruction to prepare for C2.0 Algebra 1. This course compacts all of the Grade 7 Common Core State Standards and much of the Grade 8 Common Core State Standards into a single year. Students who successfully complete C2.0 IM are prepared for C2.0 Algebra 1 in Grade 8. The remaining Grade 8 CCSS are compacted into the C2.0 Algebra 1 course. Instruction for C2.0 IM will focus on four critical areas: (1) developing a unified understanding of number, recognizing fractions, decimals (including both those that have a finite or a repeating decimal representation), and percents as different representations of rational numbers; (2) using linear equations and systems of linear equations to represent, analyze, and solve a variety of problems; (3) comparing two data distributions and reasoning about differences between populations; (4) analyzing geometric relationships in order to solve real-world mathematical problems.

C2.0 IM focuses on the Standards for Mathematical Practice to build a climate that engages students in the exploration of mathematics. The Standards for Mathematical Practice are habits of mind applied throughout the course so that students see mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. Through this course, students will:

- Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide positive and negative rational numbers.
- Create and interpret numerical and algebraic expressions and equations in one variable.
- Develop understanding of proportionality through the use of linear equations and systems of equations to
- Solve and graph single- and multi-step real world and mathematical problems.
- Reason about geometric relationships among two-dimensional and three-dimensional figures.
- Compare two data distributions and generate data sets by random sampling.
- Investigate chance processes and develop, use, and evaluate probability models.

#### **Topics of Study:**

- Rational Numbers and Exponents
  - Apply and extend previous understandings of operations with fractions to rational numbers.
  - Develop understanding of irrational numbers by using rational approximations.
  - Develop understanding of radicals and integer exponents.
- Proportionality and Linear Relationships
  - Analyze proportional relationships and use them to solve problems.
  - Understand the connections between proportional relationships, lines, and linear equations.
  - Analyze and solve linear equations and pairs of simultaneous linear equations.
- Statistics and Probability
  - Use random sampling to draw inferences about a population and compare two populations.
  - Develop understanding of probability models.
- Creating, Comparing, and Analyzing Geometric Figures
  - Construct and describe geometric figures through understanding of congruence and similarity.
  - Investigate angle measures, area, surface area, and volume of geometric figures.

### **Math 6**

The Grade 6 Math Course extends students' understanding of concepts developed throughout the elementary grades. There are intentional connections between and within units in this course. This allows students to explore ideas informally and concretely in order to build toward a more formal and abstract understanding. The intent of this course, through the organization of content, carefully selected pedagogy, and inclusion of the Standards of Mathematical Practice in design, is that students will work collaboratively to deepen their understanding of concepts, practice procedural skill and fluency, and apply their understanding to a variety of contexts.

The Grade 6 Math Course begins with a unit on reasoning about area and understanding and applying concepts of surface area. These materials incorporate opportunities to practice elementary arithmetic concepts and skills. From geometry, students move to studying ratios, unit rates, and percentages using various diagrams. The first semester ends with dividing fractions using diagrams and the standard algorithm. From there, students continue the study of standard algorithms to compute with decimals. Students will then evaluate expressions, solve equations, and study rational numbers before concluding the year with an introduction to statistics.

In Grade 6 Math, there are approximately two units per quarter. The course ends with a culminating optional unit that combines learning from previous units.

#### **Topics of Study:**

- Area and Surface Area
  - Decompose, rearrange, and compose shapes or use a formula to find the area of triangles and parallelograms.
  - Represent polyhedral with nets and find their surface areas.

- Introducing Ratios
  - Recognize when two ratios are or are not equivalent.
  - Represent ratios using various diagrams and as expressions.
- Unit Rates and Percentages
  - Recognize that equivalent ratios have equal unit rates.
  - Represent ratios using various diagrams and as expressions.
- Dividing Fractions
  - Examine how the relative sizes of numerator and denominator affect the size of their quotient.
  - Represent multiplication and division of fractions using diagrams and compute quotients of fractions using the standard algorithm.
  - Solve problems involving lengths, areas, and volumes of figures with fractional side lengths.
- Arithmetic in Base Ten
  - Compute sums, differences, products, and quotients of multi-digit whole numbers and decimals, using efficient algorithms and including real-world contexts.
- Expressions and Equations
  - Evaluate expressions with positive whole-number exponents and whole-number, fraction, or variable bases when given a value for the variable.
  - Find solutions for linear equations in one variable.
  - Represent collections of equivalent ratios as equations and use and make connections between tables, graphs, and linear equations that represent the same relationships.
- Rational Numbers
  - Interpret signed numbers in contexts (e.g., temperature above or below zero).
  - Plot points with signed rational number coordinates on the number line and coordinate plane.
  - Use absolute value notation, understanding that the absolute value of a number is its distance from zero on the number line.
  - Graph inequalities in one variable on number line diagrams.
  - Solve simple inequalities, show solutions symbolically and on the number line, and interpret the solution in contexts.
- Data Sets and Distributions
  - Study variables associated with a population.
  - Create and interpret histograms, bar graphs, tables of frequencies, and box plots and describe the distribution.
  - Calculate measures of center and variability and interpret those measures in contexts.

## **Math 7**

The Grade 7 Math Course builds on the learning from Grade 6 Math in multiple and meaningful ways. There are intentional connections between and within units in this course. This allows students to explore ideas informally and concretely in order to build toward a more formal and abstract understanding. The intent of this course, through the organization of content, carefully selected pedagogy, and inclusion of the Standards of Mathematical Practice in design, is that students will work collaboratively to deepen their understanding of concepts, practice procedural skill and fluency, and apply their understanding to a variety of contexts.

The Grade 7 Math Course begins by studying scale drawings and makes use of grade 6 arithmetic understanding and skill. Students then build on their understanding of ratios to study proportional relationships and apply that knowledge to the study of circles. The first semester ends by building on percentage work started in grade 6 to include operations with multiple percentages involving decrease or increase in value. During the 2nd semester, significant learning occurs involving computation with rational numbers and solving more complex equations and inequalities. The course completes by building on knowledge of angle relationships and the introduction of probability.

In Grade 7 Math, there are approximately two units per quarter. The course ends with a culminating optional unit that combines learning from previous units.

### **Topics of Study:**

- Scale Drawings
  - Recognize when two pictures or plane figures are or are not scaled copies of each other and justify why.
  - Make, interpret, and reason about scale drawings.
- Introducing Proportional Relationships
  - Recognize when a relationship is or is not proportional and represent proportional relationships in various ways.
- Measuring Circles
  - Understand why the circumference of a circle is proportional to its diameter.
  - Use the relationships of circumference, radius, diameter, and area of a circle to find lengths and areas.
- Proportional Relationships and Percentages
  - Use ratios, scale factors, unit rates (also called constants of proportionality), and proportional relationships to solve multi-step, real-world problems that involve fractions and percentages.

- Use long division to write fractions as repeating or terminating decimals. presented in the form.
- Rational Number Arithmetic
  - Interpret signed rational numbers in contexts (e.g., temperature) together with their sums, differences, products, and quotients.
  - Represent and compute sums and differences of signed numbers.
  - Plot points in the plane with signed number coordinates, representing and interpreting sums and differences of coordinates.
- Expressions, Equations, and Inequalities
  - Solve equations of the forms  $px + q = r$  and  $p(x+q) = r$  where  $p$ ,  $q$ , and  $r$  are rational numbers.
  - Draw, interpret, and write equations in one variable.
  - Students solve linear inequalities in one variable and represent their solutions on the number line.
  - Generate equivalent expressions.
- Angles, Triangles, and Prisms
  - Study and apply angle relationships.
  - Analyze and describe cross-sections of prisms, pyramids, and polyhedra.
  - Use the formula for the volume of a right rectangular prism, and solve problems involving area, surface area, and volume.
- Probability and Sampling
  - Design and use simulations to estimate probabilities of outcomes of chance experiments.
  - Represent sample spaces and calculate the number of outcomes in a given sample space to find the probability of a given event.
  - Generate samples from a given population and compare two populations.

## **Math 8**

The Grade 8 Math Course builds on the learning from both the Grade 6 Math and Grade 7 Math Courses. There are intentional connections between and within units in this course. This allows students to explore ideas informally and concretely in order to build toward a more formal and abstract understanding. The intent of this course, through the organization of content, carefully selected pedagogy, and inclusion of the Standards of Mathematical Practice in design, is that students will work collaboratively to deepen their understanding of concepts, practice procedural skill and fluency, and apply their understanding to a variety of contexts.

Students begin the Grade 8 Math Course with transformational geometry. They then apply the proportion relationship learning from grade 7 to study linear relationships in a variety of contexts and using a variety of representations. The first semester ends with students building on their prior work with linear equations and an introduction to linear systems. In the second semester, students are introduced to functions and then apply their understanding of linear relationships and functions to contexts involving data with variability. Work from grade 6 about exponents extends to include all integers and the properties of exponents. In Grade 8 Math, students encounter both scientific notation and irrational numbers for the first time. The year concludes with the study and application of the Pythagorean Theorem and a study of volume.

In Grade 8 Math, there are approximately two units per quarter. The course ends with a culminating optional unit that combines learning from previous units.

### **Topics of Study:**

- Rigid Transformations and Congruence
  - Identify and describe translations, rotations, and reflections, and sequences of these.
  - Draw images of figures under rigid transformations on and off square grids and the coordinate plane.
  - Understand congruence of plane figures in terms of rigid transformations.
- Dilations, Similarity, and Introducing Slope
  - Draw images of figures under dilations on and off the coordinate plane.
  - Use the similarity of slope triangles on the same line to understand that any two distinct points on a line determine the same slope.
- Linear Relationships
  - Represent linear relationships with tables, equations, and graphs that include lines with negative slopes or vertical intercepts, and horizontal and vertical lines.
  - Understand the graph of a linear equation as the set of its solutions.
- Linear Equations and Systems
  - Write and solve linear equations in one variable and interpret the meaning of the solution.
  - Write and solve systems of linear equations in two variables and interpret the solutions in the context from which the equations arose.
- Functions and Volume
  - Analyze, describe, and represent functions.

- Compare and rearrange the formulas to reason about volume and other measurements of rectangular prisms, cylinders, and cones and calculate a measurement of those shapes using the formula.
- Associations in Data
  - Generate and work with bivariate data sets using various representations.
- Exponents and Scientific Notation
  - Extend the definition of exponents (from Grade 6) to include all integers and apply various properties of exponents.
  - Study orders of magnitude and scientific notation in order to represent and compute with very large and very small quantities.
- Pythagorean Theorem and Irrational Numbers
  - Work with square and cube roots and approximate their values on a number line.
  - Apply using long division to express fractions as decimals to include irrational numbers.
  - Study the proof of the Pythagorean Theorem and apply it to calculate distances on and off the coordinate plane.

## **Mathematics Intervention**

### **MS Math 180**

Math 180 is a comprehensive system of instruction, assessment, and professional development designed to help older, struggling students thrive in Algebra. The program directly addresses individual needs through adaptive and instructional software, high-interest materials, and direct instruction in mathematical calculation and application skills. Students rotate among a small group, teacher-directed lessons, a computer station for reinforcement and practice, and an independent brain arcade where students complete math problems at their instructional level. Built with the student in mind, the learning experience is a uniquely motivating and fun way to accelerate to grade-level ability.

## **PHYSICAL EDUCATION AND HEALTH INSTRUCTIONAL PROGRAM OVERVIEW**

**Mr. Earl Hoffman, Content Specialist**

The middle school physical education program focuses on health-related fitness, movement skills and concepts, and personal and social responsibility. Each physical education unit challenges students to better understand the benefits of physical activity toward fitness, fundamentals of efficient movement in physical activity and sport, 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 participate in games and activities that promote fitness, develop tactical awareness, and build social qualities.

### **Comprehensive Health Education**

Comprehensive Health Education promotes positive health-related attitudes and behaviors that support self-reliance and self-regulation while developing health literacy and lifelong wellness. The health skills emphasized throughout the program include analyzing influences, accessing information, interpersonal communication, decision-making, goal-setting, self-management, and advocacy.

### **Health Grade 6**

The Grade 6 nine-week course includes the following four units of instruction: mental and emotional health; alcohol, tobacco and other drugs; personal and consumer health and safety and injury prevention.

### **Health Grade 7**

The Grade 7 nine-week course includes the following five units of instruction: mental and emotional health; alcohol, tobacco, and other drugs; personal and consumer health; family life and human sexuality; and disease prevention and control.

Parents of Grade 7 students will receive information about the family life and human sexuality unit and the disease-prevention and control unit of instruction prior to the start of classroom instruction. Information about responsibilities of families, components of healthy relationships, responsible decision-making are included in the family life and human sexuality unit. The disease unit includes information about sexually transmitted diseases and infections, including HIV/AIDS. Parents must sign a permission form checking “Yes” for their child to participate in these units of instruction. Parents who object to the content of this instruction will check “No” on the parent permission form and the child will be excused from that unit. If excused, the child will complete an independent-study alternative unit of health education that does not include information about human sexuality or disease prevention, including HIV/AIDS.

### **Health Grade 8**

The Grade 8 nine-week course includes the following five units of instruction: alcohol, tobacco and other drugs; personal and consumer health; family life and human sexuality; safety and injury prevention; and nutrition and fitness.

Parents of Grade 8 students will receive information about the family life and human sexuality unit of instruction prior to the start of classroom instruction. Information about the components of healthy relationships, human reproduction, sexual limits and responsible decision-making, contraception methods, gestation, prenatal care and parenting skills are included in Grade 8 health education. Parents must sign a permission form checking “Yes” for their child to participate in these units of instruction. Parents who object to the content of this instruction will check “No” on the parent permission form and the child will be excused from that unit. If excused, the child will complete an independent-study alternative unit of health education.

### **Physical Education 6**

By the end of Grade 6, students should know and be able to demonstrate skills in the following categories; *Health-Related Fitness* where they define and compare the health-related fitness components, including aerobic capacity/cardiorespiratory fitness, muscular strength, muscular endurance, and flexibility. This includes but is not limited to; defining the exercise principles of overload, specificity, and progression, developing a personal fitness plan using the Frequency, Intensity, Time, and Type (F.I.T.T.) formula and defining and calculate target heart rate. This class also includes the topics of movement skills and concepts and personal and social responsibility.

### **Physical Education 7**

By the end of Grade 7, students should know and be able to demonstrate skills in the following categories; *Health-Related Fitness* where they apply exercise principles to the health-related fitness components to develop and modify a personal fitness plan. This includes but is not limited to how to calculate and apply methods for measurement of target heart rate and healthy fitness zone and compare the relationship between nutrition and physical activity. This class also includes the topics of movement skills and concepts and personal and social responsibility.

### **Physical Education 8**

By the end of Grade 8, students should know and be able to demonstrate skills in the following categories; *Health-Related Fitness* where they apply exercise principles to the health-related fitness components to develop, analyze, and refine a personal fitness plan. This includes but is not limited to applying and analyzing methods for measuring their heart rate and distinguishing between nutritional needs that maintain the average healthy body and those for athletic performance. They will also participate in movement and skills concepts where they apply and analyze concepts related to defense and offense in personal development and tactical game activities. They will further develop their knowledge in personal and social responsibility by learning how to resolve conflicts and make healthy decisions that promote a sense of community and respect for others in physical activity settings.

## **ELECTIVES INSTRUCTIONAL PROGRAM OVERVIEW**

**Mrs. Sara Ezeonu, Arts Content Specialist**

*Course Bulletin Electives are contingent on staffing.*

### **Music/Performing Arts Electives GRADES 6-8**

#### **Orchestra 6 (Full Year)**

The String Orchestra is offered to all students who play the violin, viola, cello or string bass. Private lessons are encouraged to coincide with classroom instruction. The students will study many of the classic composers, expand their repertoire of orchestral literature, and increase their performance abilities. Participation in school concerts is a requirement of this course. Students may need to furnish their own instruments.

#### **Band 6 (Full Year)**

This course is offered to all sixth students interested in learning a band instrument. The student may have little or no experience playing an instrument or may have played an instrument for several years. Together, the teacher and student can decide on the best instrument to meet the student’s interest and aptitude. Areas of study include the elements of musical form, terms, symbols, tone production, instrument care, maintenance and performance. Students may need to furnish their own instruments. Participation in school concerts is a requirement of this course.

#### **Advanced Band 7/8 (Full Year)**

Grade 7 and 8 band students who have demonstrated a mastery of musical notation reading, tone production, instrument care and maintenance, and who have demonstrated consistent practice habits and rehearsal procedures will continue to develop and refine their technical skills in order to perform a variety of advanced music. Emphasis is placed on developing formal rehearsal decorum, following a conductor, and developing pitch and rhythmic security within the band ensemble.

### **Intermediate Band 7/8 (Full Year)**

Grade 7 and 8 students new to the band program, as well as current band students who demonstrate emerging instrumental skills, will prepare for participation in the Advanced Band. Students will perform a variety of music, and will increase their understanding of musical terms and symbols, tone production, instrument care and maintenance, and the importance of consistent practice habits and rehearsal procedures.

### **Intermediate Orchestra 7/8 (Full Year)**

The String Orchestra is offered to all students who have played the violin, viola, cello or string bass for one year or more. Beginners are encouraged to obtain a private teacher. The students will study many of the classic composers, expand their repertoire of orchestral literature and increase their performance abilities. There will be opportunities to audition for solos with the MCPS Honors Orchestra and All State Orchestra. Students may need to furnish their own instruments. Participation in school concerts is a requirement.

### **Chorus 6 (Full Year)**

This course is offered to all sixth grade students who are interested in singing. There is no prior experience needed. Areas of study include healthy vocal production, breath support, diction, intonation, musical expressions and articulations, singing in 2-3 part harmony, and music literacy. Participation in school concerts is a requirement of this course.

### **Intermediate Chorus 7/8 (Full Year)**

This course is offered to all seventh and eighth grade students who are interested in singing. Students may have previous experience in a choral program, but it is not required. Areas of study include healthy vocal production, breath support, diction, intonation, musical expressions and articulations, singing in 2-4 part harmony, and music literacy. Participation in school concerts is a requirement of this course.

### **Advanced Chorus 7/8 (Full Year)**

This course is offered to seventh and eighth grade students by audition only. Students who are interested in this ensemble must receive approval from the director to participate. Areas of study include healthy vocal production, breath support, diction, intonation, musical expressions and articulations, singing in 3-4 part harmony, and music literacy. Music literacy is expanded into multiple clefs and keys and is adjudicated at the county level at an annual MS Choral Festival. Participation in school concerts is a requirement.

### **GRADE 6 UNIFIED ARTS**

Unified Arts 6 is an exploratory group of subjects that provide students with exposure each quarter to the courses below. It is considered **one elective class** even though it consists of several subjects taught by different teachers. The Unified Arts course may include the following subjects:

#### **General Music Grade 6 (Quarter)**

General Music Grade 6 will provide students an opportunity to learn about music and instruments from a variety of world cultures. The class is divided into three units of study:

- World Music Drumming – focusing on the dance drumming traditions of Ghana.
- Guitar – focusing on simple chords and melodies for beginners.
- Piano Keyboard – focusing on simple one and two hand songs for beginners

#### **Middle School Studio Art 1 (Quarter)**

This exploratory course helps students recognize, develop skills, and apply knowledge of art elements of line, color, texture, value, form, and shape through projects in a variety of art media by creating drawings, paintings, sculptures, prints, commercial art, and crafts. Students will learn the safe and proper use of art materials, tools, and equipment, and will learn authentic studio processes, techniques, and vocabulary.

Students will explore and begin to understand how professional artists and the arts and crafts from many cultures organize art elements to create works of art, and will begin to apply criteria for recognizing quality. Themes and subjects for art production will incorporate students' daily lives and relationships with other curriculum areas. Through use of a sketchbook and aesthetic awareness, students will learn to draw from observation with some degree of proportional accuracy.

#### **Middle School Theater 1 (Quarter)**

In this beginning level course, students will explore how the theater is a space that both creates and challenges COMMUNITY. Theatre artists create an ensemble amongst themselves which functions as a safe space for risk-taking and creating. A sustained investigation of COMMUNITY in this intermediate level course engages students to study a variety of dramatic works, participate in the creation and enhancement of ensemble, and question the role of theatre within their COMMUNITY.

#### **Information and Communication Technology Grade 6 (Quarter)**

Students use technology in a rigorous, inquiry, and project based learning environment that promotes relevance and engagement. Students acquire knowledge and skill sets connected to Grade 6 content areas involving the use of application, web-based, and multimedia tools. Programming concepts will be applied to the development of games, educational simulations, and robotic products. The application of computer-aided drafting and design and graphics software is used to communicate 2-D and 3-D designs. Students

acquire website-development skills and digital art concepts and use them to create a portfolio. The completion of this course prepares students to follow middle school pathways that lead to high school credit courses in Grade 8. Course outcomes are based on the Maryland Technology Literacy Standards for Grades Pre-K–8 and the Maryland State Department of Education Voluntary State Curriculum for technology education.

### **GRADE 7 UNIFIED ARTS**

Unified Arts 7 is an exploratory group of subjects that provides students with exposure to a variety of topics. This course content builds on the knowledge gained and skills developed in the Grade 6 Unified Arts Program. This course is considered **one elective class** even though it consists of several subjects taught by different teachers. The Unified Arts course may include the following subjects:

#### **Middle School Theater 2 (Semester w/ Invention and Engineering 7)**

Middle School Theater 2 is an activity-oriented course designed to introduce students to the basic elements of the theater experience. These include the fundamental techniques of performance, self-expression and confidence-building, group interaction and cooperation, and the appreciation of the aesthetic aspects of theater. These elements are the foundation for future study of dramatics and the basis for exploration of theater as an art form.

#### **Middle School Studio Art 2 (Semester w/ Invention and Engineering 7)**

This course extends students' knowledge and skills in applying art elements to create, discuss, and critique works of art through a progression of drawing, painting, sculpture, printmaking, and design activities. Students gain competence in observing and drawing shapes, proportions, and the effects of light and shadow on subjects through focus on still life compositions and portraits and figure studies.

Traditional and contemporary techniques, artistic styles and functions of art in society, as well as, art career awareness will be explored. Students will select and apply evaluation criteria to improve work quality and craftsmanship while developing meaningful sketchbook and portfolio of creative work. Themes and concepts for producing art will relate to students, other disciplines, and to the unique and the universal from specific cultures. Students will demonstrate responsibility in using and caring for art materials and studio etiquette.

### **STEM Grade 7**

#### **Invention and Engineering 7 (Semester w/MS Theater 2 or MS Studio Art 2)**

Students develop an understanding of the cultural, social, economic, environmental, and political impact on technology; the role of society in the development and use of technology; and the influence of technology on history. Students use engineering design, troubleshooting, research and development, invention and innovation, and experimentation in problem solving while learning to use and maintain technological systems.

### **GRADE 8 UNIFIED ARTS**

Unified Arts 8 is an exploratory group of subjects that provides students with exposure to a variety of topics. This course content builds on the knowledge gained and skills developed in the Grade 7 Unified Arts Program. This course is considered **one elective class** even though it consists of several subjects taught by different teachers. The Unified Arts 8 course may include the following subjects:

#### **Middle School Theater 3 (Full Year)**

In Middle School Theatre Level 3, students will have the opportunity to refine their craft while exploring ideas about CONFLICT. CONFLICT drives drama. When a character faces an obstacle, the tension created, the decisions made, and the consequences portrayed on stage engage the audience and artists in deeper reflection of the world around them. There are many types of conflicts that theatre artists face both onstage and off. The way conflicts are handled and developed reveal much about the agents involved.

#### **Specialty Art 8 (Full Year)**

This course is planned to develop students' skills and knowledge to an intermediate or advanced level of performance through intensive exploration of processes, techniques and concepts specific to the particular discipline. By the end of Specialty Art, students will be able to apply an advanced understanding of the elements of art in combination with the effective use of the design principles to create quality original products demonstrating good craftsmanship. Through exploration of artwork by professional artists today, artists from many cultures, and artists from several historical and important stylistic periods and through individual and group critiques using authentic art vocabulary and applying standards and criteria to their work, students gain proficiency in the specialty area.

Students demonstrate a high level of responsibility in the appropriate use and care of art materials, tools, equipment and facilities. Students prepare artwork for display and/or publication on a web site or the internet, and are active and effective participants in the exhibition and documentation process. Students maintain sketchbooks and develop portfolios of sequential, progressively, personally meaningful projects related to the specialty art medium and course-specific objectives.

## STEM Grade 8

### **Foundations of Computer Science HS credit (FULL YEAR)**

This course provides an engaging introduction to computing concepts through a nationally developed curriculum, offered through a unique partnership with Code.org®. The course focuses on the conceptual ideas of computing so that students understand why tools and languages are used to solve problems through a study of human computer interaction, problem solving, web design, programming, data analysis, and robotics.

### **Introduction to Engineering Design HS credit (FULL YEAR/Algebra corequisite required)**

*This high school course is for Grade 8 students who are enrolled in or have successfully completed Algebra I.* Students develop a design after using computer software to produce, analyze, and evaluate models of projects and solutions. Students study the design concepts of form and function, and then use state-of-the-art technology to translate conceptual design into reproducible products.