

678

• Anne Arundel County Public Schools

Middle School Program of Study

2009–2010



Middle Schools

Annapolis Middle School

1399 Forest Drive, Annapolis 21403
410-267-8658

Arundel Middle School

1179 Hammond Lane, Odenton 21113
410-674-6900

Bates Middle School

701 Chase Avenue, Annapolis 21401
410-263-0270

Brooklyn Park Middle School

200 Hammonds Lane, Baltimore 21225
410-636-2967

Central Middle School

221 Central Avenue East, Edgewater 21037
410-956-5800

Chesapeake Bay Middle School

4804 Mountain Road, Pasadena 21122
410-437-2400

Corkran Middle School

7600 Quarterfield Road, Glen Burnie 21061
410-222-6493

Crofton Middle School

2301 Davidsonville Road, Crofton 21114
410-793-0280

George Fox Middle School

7922 Outing Avenue, Pasadena 21122
410-437-5512

Lindale Middle School

415 Andover Road, Linthicum 21090
410-691-4344

MacArthur Middle School

3500 Rockenbach Road, Ft. George G. Meade 20755
410-674-0032

Magothy River Middle School

241 Peninsula Farm Road, Arnold 21012
410-544-0926

Marley Middle School

10 Davis Court, Glen Burnie 21060
410-761-0934

Meade Middle School

1103 26th Street, Ft. George G. Meade 20755
410-674-2355

Old Mill Middle North

610 Patriot Lane, Millersville 21108
410-969-5950

Old Mill Middle South

610 Patriot Lane, Millersville 21108
410-969-7000

Severn River Middle School

241 Peninsula Farm Road, Arnold 21012
410-544-0922

Severna Park Middle School

450 Jumpers Hole Road, Severna Park 21146
410-647-7900

Southern Middle School

5235 Solomons Island Rd, Lothian 20711
410-867-2084

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Dear Student:

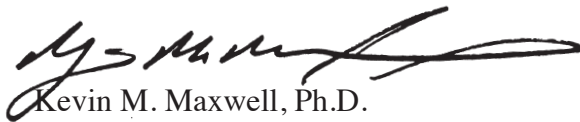
Anne Arundel County Public Schools is a system committed to quality education. Our curriculum is written to challenge, excite, and prepare you for achieving your personal best in school and for planning your future beyond graduation. These are exciting times for our school system, and we want each of you to take full advantage of the rich and varied program of studies.

I encourage you to work with your parents, teachers, and counselors to make decisions appropriate for achieving your individual goals. I want you to select courses that will be both challenging and rewarding. Think carefully about your interests, your goals, and what you see yourself doing after graduation. The courses you select will help you to be qualified and prepared for the future.

We are fortunate to have a strong school system with rich and diverse course offerings for our students. Take full advantage of the opportunities provided in the classroom and remember that your teachers, school staff members, and peers are valuable resources.

Best wishes for a successful year.

Sincerely,



Kevin M. Maxwell, Ph.D.
Superintendent of Schools

AACPS Board of Education

Enrique M. Melendez (President) • Edward P. 'Ned' Carey (Vice President)
Victor E. Bernson, Jr. • Teresa Milio Birge • Tricia Johnson • Michael G. Leahy • Patricia Nalley • Eugene Peterson • Colin Wojciechowski

Overview of the Middle School Program

The Six-Period Day Schedule

Core Courses				Encore Courses	
1	2	3	4	5	6
Language Arts	Mathematics	Science	Social Studies	Lunch	Encore
58 minutes		Every day, all year		25 minutes	4 minutes

Core Courses (pages 5–7)

All middle school students take English/Language Arts, Mathematics, Science, and Social Studies daily for the entire year. Your child's teachers will indicate his/her English/Language Arts and Math levels on the course selection form. The reading level will determine placement in English/Language Arts, as well as Social Studies and Science. Parents/Guardians make the final determination for a student's placement and indicate this with their signature.

If your child is a special education student, his/her teacher will indicate the level and the subjects for which he/she has a current IEP (Individual Education Program).

Core courses are offered in different instructional levels. Please consult the course descriptions in this booklet for the specific criteria in regard to advanced courses.

Encore Courses (pages 8–14)

Encore courses are offered on an A/B/C day, alternating day, and quarterly basis. The six-period day schedule provides two periods for encore courses. The availability of encore courses may differ from school to school, depending on student demand, teacher expertise and teaching resources. As we move into the 21st Century, our new sixth grade encore courses have been designed to include 21st Century workforce and life skills to equip learners with the tools they need to succeed.

Grade 6 Sample Schedule

Quarterly Encore Courses	A/B/C Encore Courses					
Q1: Technology Education	A: Focus on Fitness & Health (Required)	Language Arts	Lunch	Mathematics	Science	Social Studies
Q2: True Colors (Art)	B: Encore					
Q3: FACS/Health	C: Encore					
Q4: World Language Connections						

21st Century Competencies

All sixth graders take these courses.

Students choose two encore courses (see page 9).

For students accepted into AVID, one A/B/C Encore course selection will be replaced with AVID.

For students requiring reading intervention, that course will replace two out of three A/B/C blocks.

Parents will be notified regarding placement in AVID and reading intervention.

Overview of the Middle School Program

Grade 7 Sample Schedule

					A/B/C Encore Courses	Alternating Day Encore Courses
Science	Social Studies	Lunch	Mathematics	Language Arts	A-day: (a required Fine Arts course)	Gold-day: Focus on Fitness & Health
For students accepted into AVID, one A/B/C Encore course selection will be replaced with AVID. For students requiring reading intervention, that course will replace <i>Introduction to World Language</i> . Parents will be notified regarding placement in AVID and reading intervention.					B-day: Encore	Blue-day: Introduction to a World Language
					C-day: Encore	
					Students choose three encore courses (see page 9).	All seventh graders take these courses.

Grade 8 Sample Schedule

For students taking a World and Classical Language...

A/B/C Encore Courses						
Mathematics	Language Arts	A: Physical Education/Health (Required)	World and Classical Language Level I	Lunch	Science	Social Studies
		B-day: Encore (a required Fine Arts course)				
		C-day: Encore				
Students choose two encore courses (see page 9).						

For students who are not taking a World and Classical Language...

A/B/C Encore Courses			A/B/C Encore Courses			
Mathematics	Language Arts	A: Introduction to Fitness for Life & Health (Required)	A-day: Encore	Lunch	Science	Social Studies
		B-day: Encore (a required Fine Arts course)	B-day: Encore			
		C-day: Encore	C-day: Encore			
Students choose five encore courses (see page 9).						

For students accepted into AVID, one A/B/C Encore course selection will be replaced with AVID.
 For students requiring reading intervention, that course will replace two out of three A/B/C blocks.
 Parents will be notified regarding placement in AVID and reading intervention.

Overview of the Middle School Program

Middle School Course Sequences

	Grade 6	Grade 7	Grade 8
English/ Language Arts	<i>English/Language Arts 6</i>	<i>English/Language Arts 7</i>	<i>English/Language Arts 8</i>
Mathematics <i>Honors courses are distinguished by greater sophistication of content presented, skills developed and products expected.</i>	<i>Mathematics 6</i> → <i>Algebraic Readiness</i> →	<i>Mathematics 7</i> → <i>Pre-Algebra 7</i> → <i>Algebra I (Honors)</i> →	<i>Pre-Algebra 8</i> <i>Algebra I (Honors)</i> <i>Geometry (Honors)</i>
Science	<i>Science 6</i>	<i>Science 7</i>	<i>Science 8</i>
Social Studies	<i>Social Studies 6</i>	<i>Social Studies 7</i>	<i>Social Studies 8</i>
World and Classical Language (encore)	<i>World Language Connections</i> Every day for one quarter	<i>Introduction to Language</i> Every other day	<i>Level I Language</i> Every day

Earning High School Credit

Maryland State Board of Education policy* determines the requirements for students earning high school credit for a course taken in middle school:

Credit toward high school graduation may be earned by middle school students if the following criteria are met:

- (a) *The student has taken a high school level course meeting the local school system curricular objectives; and*
- (b) *The student passes an examination that assesses student demonstration of course objectives and the examination is equivalent in content coverage and rigor to examinations given to high school students for the course content area.*

As a result, students in Anne Arundel County Public Schools must meet the following requirements in order to earn high school credit for *Algebra I*, *Geometry*, *Algebra II*, *French I* or *Spanish I* taken in middle school:

- *Earn passing grades throughout the school year*
- *Pass the final examination (D or higher) given at the end of the fourth marking period. The final examination counts as 10 percent of the fourth marking period grade.*

Also, according to AACPS Board Policy and Administrative Regulation 608, the course grade will be calculated in the student's GPA in the same manner as other high school courses. In the event that a middle school student and/or parent decide(s) that the student should withdraw from a high school course, the student may withdraw prior to the start of the second semester. Withdrawing after the second semester is in progress will result in the course being treated as a withdrawal from a high school course. This will affect the GPA calculation and remaining part of the high school transcript.

Student Led Conferences

Anne Arundel County Public Middle Schools implement student led conferences for the following purposes:

1. To encourage students to actively engage in their learning process and to accept personal responsibility and accountability for their academic performance.
2. To teach students the ongoing process of self evaluation through setting Personal Goals, as well as completing Reflection Sheets.
3. To provide an opportunity for students, parents, and teachers to share educational goals and student work.

4. To facilitate the development of students' organizational and oral communication skills and to increase their self-confidence.
5. To increase parent attendance at conferences.

Advisory Program

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

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

*COMAR policy 13A.03.02.05

English/Language Arts

English/Language Arts 6

English/Language Arts 6 is designed to accelerate student achievement in reading, writing, listening, and speaking. The course includes blocks of time devoted to teacher-directed lessons on reading and writing, monitored reading, vocabulary development, and grammar and usage. Students enrolled in *Advanced English/Language Arts* extend their learning with greater depth at an accelerated pace.

English/Language Arts 7

English/Language Arts 7 is designed to accelerate student achievement in reading, writing, listening, and speaking. The course includes blocks of time devoted to teacher-directed lessons on reading and writing, monitored reading, vocabulary development, and grammar and usage. Students enrolled in *Advanced English/Language Arts* extend their learning with greater depth at an accelerated pace.

English/Language Arts 8

English/Language Arts 8 is centered on high-quality contemporary and classic literature, supported by skills instruction and practice in critical reading, writing, vocabulary, and grammar and usage. Students enrolled in *Advanced English/Language Arts* extend their learning with greater depth at an accelerated pace.

Criteria for Advanced Language Arts

Advanced English/Language Arts 6

Three of the following:

- Above reading grade level as indicated on 5th grade report card
- B average or better in 5th grade language arts
- Average of proficient or advanced on the 5th grade reading assessments
- 2006 MSA score of proficient or advanced

Advanced English/Language Arts 7

Three of the following:

- B average or better in 6th grade language arts
- Average of proficient or advanced on 6th grade language arts assessments
- Sixth stanine or above on standardized reading test (if available)
- 2006 MSA score of proficient or advanced

Advanced English/Language Arts 8

Three of the following:

- B average or better in 7th grade language arts
- Average of proficient or advanced on 7th grade language arts assessments
- Sixth stanine or above on standardized reading tests (if available)
- 2006 MSA score of proficient or advanced

Reading Intervention (Encore Course)

Specific reading interventions are provided as an encore course for those students identified as needing focused and intensive reading instruction, in addition to the regularly scheduled language arts class. Students must be scheduled into two out of three A/B/C rotations (sixth and eighth grade) or one out of two A/B rotations (seventh grade). These classes are designed to increase the student's specific reading need—decoding skills, fluency, and/or comprehension of text—in order to achieve higher levels of success and include the following programs:

- *Wilson Reading Program*
- *Corrective Reading, Levels A–C*
- *Spell Read (in selected schools)*
- *Soar to Success*

Students are placed in these programs only after testing and/or evaluation by the school's reading personnel.

Mathematics

Mathematics 6

Mathematics Six is a standard level course in the middle school mathematics sequence. Students will actively engage in the seven mathematics content and process standards that are outlined by the Maryland Voluntary State Curriculum. Students will refine their understanding and fluency in operating with fractions and decimals. They will explore and develop an understanding of the following mathematics concepts and their application: percents, integers, proportional reasoning, algebraic reasoning, properties of two- and three-dimensional figures, measurement, probability and statistics. Students will approach the learning of mathematics through problem-solving. Students who successfully complete Mathematics Six will enroll in Algebra Readiness in Grade 7.

Algebra Readiness

Algebra Readiness is a gateway course to Algebra I. Students will actively engage in the seven mathematics content and process standards that are outlined by the Maryland Voluntary State Curriculum. Content emphasis will be placed on the development of fluency with fractions, decimals, percents and integers as well as particular aspects of Geometry and Measurement that are critical foundations for Algebra. Students will approach the learning of mathematics through problem-solving. Students who successfully complete Algebra Readiness will enroll in Algebra I.

Mathematics 7

Mathematics 7 is the second standard level course in the middle school mathematics sequence. Students will actively engage in the seven mathematics content and process standards and their content expectations that are outlined by the Maryland Voluntary State Curriculum. An emphasis for students is algebraic reasoning and the mastery of and flu-

Mathematics, continued

ency with rational numbers and integers. Students in *Mathematics 7* will proceed to *Pre-Algebra 8* or *Algebra I*.

Pre-Algebra 7

Pre-Algebra 7 is an advanced mathematics course for Grade 7 students. In addition to the content objectives in the seven mathematics content and process standards content expectations, outlined by the Maryland Voluntary State Curriculum, this course prepares students for the formalized study of *Algebra I*. Students will approach the learning of the mathematics through problem-solving. Students will be expected to solve one-variable equations using the set of rational numbers efficiently and accurately. They will investigate the relationships among data, in particular linear relationships. This course serves as an introduction to modeling and solving contextualized problems through graphs, tables and symbolic representations. Students will be able to identify functions as linear or nonlinear and contrast their properties using tables, graphs and/or equations. Students who are successful in *Pre-Algebra 7* will proceed to *Algebra I*.

Pre-Algebra 8

Pre-Algebra 8 is the third standard level course in the middle school mathematics sequence. Students will extend their knowledge in the seven mathematics content and process standards content expectations that are outlined by the Maryland Voluntary State Curriculum. In addition, this course prepares students for the formalized study of *Algebra I*. Students will be engaged in representing problem situations with symbolic expressions, functions, and equations. Students will be expected to solve one-variable equations involving the set of rational numbers efficiently and accurately. They will investigate the relationships among data, in particular linear relationships. This course serves as an introduction

to modeling and solving contextualized problems through graphs, tables and symbolic representations. Students will be able to identify functions as linear or nonlinear and contrast their properties using tables, graphs and/or equations.

Algebra I (Honors Level)

This course serves as the first in a foundation for advanced mathematical coursework by providing a complete treatment of the topics in elementary algebra. Students will approach the learning of the mathematics through problem-solving. Instructional emphasis will be placed on modeling real-life situations with expressions, equations, inequalities and systems of equations and inequalities. In addition, students will explore functions as they represent real-world phenomena in the form of tables, equations and graphs through the use of technology. At the middle school level, students must pass the AACPS *Algebra I* final exam, as well as earn a passing grade in the course in order to receive high school credit in *Algebra I*.^{*} This course will appear on the student's high school transcript and become part of a student's high school GPA. Students must pass the Maryland High School Assessment for Algebra/Data Analysis. This is a requirement for a Maryland High School Diploma. The graphing calculator is used throughout the course.

Geometry (Honors Level)

This course serves as the second in a foundation of advanced mathematical coursework. Students will draw and interpret two- and three-dimensional figures; represent problem situations with geometric models; classify figures in terms of congruence and similarity; deduce properties of and relationships between figures from given assumptions; and translate geometric figures to an algebraic coordinate representation. Through the use of dynamic software, students will gain an understanding of

the relationships among mathematical figures and become active participants in the inductive and deductive processes of thinking. Students must pass the AACPS *Geometry* final exam as well as earn a passing grade in the course in order to receive high school credit in *Geometry*.^{*} This course will appear on the student's high school transcript and become part of a student's high school GPA (grade point average.) The graphing calculator is used throughout the course.

Algebra II (Honors Level)

This course serves as the third in a foundation for advanced mathematics coursework. Students will review linear equations and function, and systems of linear equations and inequalities. They will study matrices and determinants, quadratic functions, polynomials and polynomial functions, exponential and logarithmic functions. They will also study rational equations and functions and quadratic relations and conic sections. Students must pass the AACPS *Algebra II* final exam as well as earn a passing grade in the course in order to receive high school credit in *Algebra II*.^{*} This course will appear on the student's high school transcript and become part of a student's high school GPA. The graphing calculator is used throughout the course. This course may be taught using distance learning technology. The teacher may be in another school providing instruction in real-time with the use of web-conferencing software, webcams and other technologies.

^{*} This requirement is mandated by COMAR 13A.03.02.03.

Social Studies

Social Studies 6

Early World History

In this course, students investigate early world civilizations in Europe, Asia, Africa and the Americas. They use the skills of Social Studies by sequencing events, analyzing cause and effect and analyzing perspective. They will also read and analyze content specific materials: maps, charts, tables, graphs, primary sources and political cartoons. Service Learning requirement and career exploration activities are integrated throughout the year.

Social Studies 7

World Studies: Eastern Hemisphere

In this course, students will explore geographic concepts through an economic, cultural, and political lens. They will learn about Europe, the Middle East/Northern Africa, Africa, Eurasia (Russia and the Central Asian Republics) and the Pacific Rim. They use the skills of Social Studies by sequencing events, analyzing cause and effect and analyzing perspective. They will also read and analyze content specific materials: maps, charts, tables, graphs, primary sources and political cartoons. Service Learning requirement and career exploration activities are integrated throughout the year.

Social Studies 8

U.S. History: 1763–1877

Students investigate the history of the United States from 1763-1877 in order to answer the question, “How has the American identity evolved?” Through reading and analysis of selected primary and secondary sources, they will draw conclusions about the causes and consequences of important events. Students will take a comprehensive examination at the end of this course. Service Learning requirement and career exploration activities are integrated throughout the year.

Science

In middle school, science students begin a three-year study of Physical, Life, and Earth/Space science which lays the foundation for deeper concepts studies in high school. Students “spiral” through each of these disciplines each year of middle school. Science 6 lays the foundation for this study. Each year builds deeper understanding of science skills, processes, and concepts.

Science 6

Students use experimental data to analyze the properties of matter and energy, relate how Earth materials and Earth movements cause geologic events, and model our place in the Solar System. Students evaluate how the environment impacts the survival of organisms and how humans impact the environment. Students practice and apply the skills and processes of scientific inquiry. Students use computers to collect data and run science simulations (GIZMOS) to make abstract concepts more concrete. Students apply mathematics to graph and analyze data from experiments. Students read technical passages to extend their understanding of scientific text and use their oral, written and technology skills to share learning. Project based learning will allow students to identify and tackle real world problems important to students.

Science 7

Students use evidence to explain physical and chemical changes in matter and demonstrate that elements share common properties but have a different structure. Students collect evidence to develop an understanding of conservation of energy and how energy changes form. Students do experiments to build the idea that force and mass affect the motion of matter. Students use computers to collect data and run science simulations (GIZMOS) to make abstract concepts more concrete. Students apply

mathematics to graph and analyze data from experiments. Students read technical passages to extend their understanding of scientific text and use their oral, written, and technology skills to share learning. Project based learning allows students to identify and tackle real world problems important to students.

Science 8

Students analyze the impact of humans on natural resources, and justify decisions to use natural resources based on human impact. Students model changes in Earth materials, and use evidence to analyze changing life forms. Students model and explain the movements of celestial bodies and analyze factors that cause and affect Earth’s weather and climate. Students use computers to collect data and run science simulations (GIZMOS) to make abstract concepts more concrete. Students apply mathematics to graph and analyze data from experiments. Students read technical passages to extend their understanding of scientific text and use their oral, written and technology skills to share learning. Project based learning allows students to identify and tackle real world problems important to students.

Special Education

The Anne Arundel County Public School System is committed to ensuring all students with disabilities have access to appropriate services and educational opportunities to which they are entitled under federal and state laws. The county middle schools offer a full array of special education services to meet the unique needs of diverse learners requiring specialized instruction. Placement in special education is based on the Individualized Education Program (IEP) as written for each student identified as eligible within the IEP team process. A continuum of services is offered to students engaging in the general education content curriculum and pursuing a Maryland High School diploma. They may include but are not limited to the following:

- *Consultation*
- *Collaborative Teaching*
- *Co-teaching/TEAM teaching*
- *Self-Contained Classrooms*
- *Functional Life Skills*

Services are also provided in the appropriate educational setting for students pursuing a Maryland High School certificate. In addition, services such as speech/language therapy, vision services, hearing services, psychological services, occupational therapy, physical therapy, and other related services as designated by the IEP are offered.

Provision of special education services is a joint effort between general and special educators, working collaboratively to ensure maximum educational opportunities for all students with disabilities. In addition, general and special educators work cooperatively with parents to ensure a full educational opportunity for all students with disabilities in the least restrictive environment (LRE).

ESOL

English for Speakers of Other Languages

ESOL: Level 1

Beginning level English language learners examine authentic literature with a balance of fiction and non fiction, analyze types of text structure used in various writing models, and complete research projects and reports. Instruction includes systematic language development including literacy instruction and extended practice in applying the conventions of written English.

ESOL: Level 2

Intermediate level English language learners examine authentic literature with a balance of fiction and non-fiction, write and present narrative, descriptive, technical, and persuasive writing, and complete research projects and reports. Instruction includes application of research and study skills including the use of technology to complete research projects.

Encore Courses

The availability of encore courses may differ from school to school, depending on student demand, teacher expertise and teaching resources.

Art

All Art students will have sequential studio experiences in drawing, painting, printmaking, 3-D design, and technology. Enrichment activities may include artist-in-residence programs, collaboration with other students on school-wide art installations and museum trips.

True Colors! (Grade 6) (required)

Visualizing the World Through Art

Students will work with a variety of ways of depicting a likeness from observation and examine ways artists have shown details and specific features in their artwork. Additionally, artwork from a variety of different times and places will serve as the basis for imagery. A wide variety of media will be used to communicate ideas based on select criteria.

True Colors! (Grade 7)

Visualizing the World Through Art

Students will look at ways artists work from observation, memory, and experience to create artworks that depict characters and action, point of view, and sequencing. Additionally, student artwork inspired by different cultures and artists will explore similar subjects and themes.

True Colors! (Grade 8)

Visualizing the World Through Art

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

Choosing Encore Courses

		First Encore Block	Second Encore Block (A/B/C-day)									
Grade Six	Required 21 st Century Competencies (Quarterly)	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td>True Colors: Visualizing the World through Art</td></tr> <tr><td>FACS: Building Blocks For A Healthy Lifestyle</td></tr> <tr><td>World Language Connection</td></tr> <tr><td>Exploring Technology (Tech Ed)</td></tr> </table>	True Colors: Visualizing the World through Art	FACS: Building Blocks For A Healthy Lifestyle	World Language Connection	Exploring Technology (Tech Ed)	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td>Focus on Fitness & Health 6 (required)</td></tr> <tr><td>Student Choice</td></tr> <tr><td>Student Choice</td></tr> </table>	Focus on Fitness & Health 6 (required)	Student Choice	Student Choice		
True Colors: Visualizing the World through Art												
FACS: Building Blocks For A Healthy Lifestyle												
World Language Connection												
Exploring Technology (Tech Ed)												
Focus on Fitness & Health 6 (required)												
Student Choice												
Student Choice												
Grade Seven	(Alternating Day)	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td>Focus on Fitness & Health 7 (required)</td></tr> <tr><td>Introduction to a Word & Classical Language*</td></tr> </table>	Focus on Fitness & Health 7 (required)	Introduction to a Word & Classical Language*	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td>Student Choice — Fine Arts requirement</td></tr> <tr><td>Student Choice</td></tr> <tr><td>Student Choice</td></tr> </table>	Student Choice — Fine Arts requirement	Student Choice	Student Choice				
Focus on Fitness & Health 7 (required)												
Introduction to a Word & Classical Language*												
Student Choice — Fine Arts requirement												
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Grade Eight	(A/B/C-Day)	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td>Introduction to Fitness for Life & Health (required)</td></tr> <tr><td>Student Choice — Fine Arts requirement</td></tr> <tr><td>Student Choice</td></tr> </table>	Introduction to Fitness for Life & Health (required)	Student Choice — Fine Arts requirement	Student Choice	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;">World & Classical Language Level I</td> <td style="text-align: center;">or</td> <td> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td>Student Choice*</td></tr> <tr><td>Student Choice*</td></tr> <tr><td>Student Choice</td></tr> </table> </td> </tr> </table>	World & Classical Language Level I	or	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td>Student Choice*</td></tr> <tr><td>Student Choice*</td></tr> <tr><td>Student Choice</td></tr> </table>	Student Choice*	Student Choice*	Student Choice
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Student Choice*												
Student Choice*												
Student Choice												

Choose from the following Encore classes

Subject	Name	Available Grade Level	Meets Fine Arts Requirement?
Art	True Colors! Visualizing the World Through Art—7	7	Yes
	True Colors! Visualizing the World Through Art—8	8	
Dance Education	Dare to Dance	6	Yes
	So You Think You Can Dance?	8	
Family & Consumer Sciences (FACS)	Project Runway: Express Yourself in Style	6	No
	Get the FACS	7	
	Healthy Living in the 21st Century: Culinary and Environmental Design	8	
	Money, Money, Money	8	
Interdisciplinary	Box Score	6	No
	Computer Skills and Strategies for Academic Success	6	
	Passport to the World	6	
	Mission to the Stars	8	
	Stock Market Mania	8	
	Wrestling with World Class Ideas	6	
Music <small>(7th and 8th grade students may take two music courses, or two periods of the band, chorus or strings)</small>	Music Goes Global	6/7/8	Yes
	Chorus		
	Band		
	Strings		
	Percussion Ensemble		
Physical Education/ Health	Team Approach to Sports	8	No
Technology Education	Invention and Innovation	7	No
	Technological Systems	8	
World & Classical Languages	Introduction to French, Spanish, German, Russian, or Chinese	7	No
	French I, Spanish I, German I, Russian I, or Chinese I	8	

For AVID students, one A/B/C Encore course block will be AVID.

*Students taking an intervention course will be scheduled into two out of three A/B/C blocks (grades 6 and 8) or one Alternating day block (grade 7).

Dance Education

Dare to Dance (Grade 6) (Fine Arts)

This course offers the student an opportunity for creative movement expression while building important components of physical fitness and social interaction. It explores the relationships that dance has to culture and exposes the student to a wealth of learning experiences associated with individualized abilities. Essential course elements of this class include ballet, modern, jazz, tap, choreography, production, design, careers, aesthetic criticism, and dancer health.

So you think you can dance?

(Grade 8) (Fine Arts)

This course offers students the opportunity to expand what they think they know and can do in dance. The emphasis is on creation, analysis, and cooperatively improving works of dance while enjoying performing and beginning a dance portfolio. Essential course elements continue the development of ballet, modern, jazz, tap, choreography, production, design, careers, aesthetic criticism, and dancer health. Students will expand their abilities in several dance styles, experience dance performances from a variety of cultures, have fun creating their own dances, enhance their dance vocabulary, have performance opportunities, research historical dance figures, and improve their physical fitness.

Family and Consumer Sciences (FACS)

Teaching Skills for a Lifetime...

The Family and Consumer Sciences curriculum provides opportunities for developing skills for a lifetime of healthy choices. Students engage in project- and knowledge-based learning and real life case studies to build a fundamental

skill set for the 21st century. Students are encouraged to explore themes that expose them to greater awareness of the global context of their decisions, including financial and economic literacy, the consequences of healthy dietary choices, and their role as informed and productive members of society.

Building Blocks For A Healthy Lifestyle

(Required) (Grade 6)

This course is designed to empower the student to recognize and adopt a healthy lifestyle.

Students will have the 21st century skill set to be able to take simple actions in their everyday life to improve the sustainability of their own health, and the cause and effect consequences of their lifestyle on the planet. This course is based on the Maryland State Department of Education guidelines, reflecting the “Voluntary State Curriculum” for Health Education and Family and Consumer Sciences.

Project Runway: Express Yourself in Style

(Grade 6)

Project Runway is designed for students to develop their own personal creativity using digital and graphic resources. Students will learn how to apply basic sewing principles to express their own personal style using 21st century tools of design and technology. Using multimedia resources students will produce a fashion show to celebrate their designs.

Get the FACS (Grade 7)

This interdisciplinary course blends design, technology, and science with a problem-based hands-on approach to teaching. Students will learn entrepreneurial job skills that will prepare them for the business of babysitting. Students will develop their own personal style using 21st century tools of design and technology while they apply creativity and ingenuity as they construct a sew-

ing project. In addition, students will discover the “Chemistry of Food” in a laboratory setting. Students will learn how to research, prepare, and serve foods in a teamwork environment that empowers the young teen to make healthier food choices.

Healthy Living in the 21st Century:

Culinary and Environmental Design (Grade 8)

Students will practice the skills to become a Top Chef while preparing the latest “Green” nutritious recipes. Students will be able to identify healthy food choices as the base for a healthy lifestyle. Teamwork and cooperation as well as problem solving skills, are encouraged in this project-based unit. In addition, students will use various aspects of the principles and elements of the design cycle to construct a sewing project that creates a usable product for their living environment.

Money, Money, Money (Grade 8)

Students will demonstrate interdisciplinary skills needed to manage their money in today’s global economy. Students will explore the effects of constantly changing technology and its impact on their lives as they prepare for careers in the 21st century. The young consumers will explore spending habits and develop an understanding of how to save money for current needs as well as unexpected needs in the future.

Inter-Disciplinary

Box Score (Grade 6)

This course will explore the historical and mathematical origin of a variety of sports statistics and analyze what is being measured. Teams will be created and performance tracked using real-time data.

Encore Courses

Computer Skills and Strategies for Academic Success (Grade 6)

This encore course is designed for 6th grade students who are not enrolled in the Advancement Via Individual Determination (AVID) program, but who are interested in learning some of the AVID strategies to support them as they make the transition to middle school. In this class, students will learn to touch type with proper technique. They will become familiar with various business documents and the formatting followed to produce each one. Students are drilled to reach typing speeds of 30+ words per minute with 90% or better accuracy. Computer ethics, internet safety, time management and written reports from core classes will be included. Cross curriculum enrichment is implemented throughout the course as students collaborate on Spreadsheets and PowerPoint presentations. Students will be introduced to study skills, organizational tools, and note taking strategies that can be used in all of their classes throughout the middle school experience.

Passport to the World (Grade 6)

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

Mission to the Stars (Grade 8)

Students will develop a NASA mission plan to explore and research a destination in the solar system or nearby solar system. Students will identify what they would like to know about the destination and then form a Mission Team to create an implementation plan; students develop a timeline and list of needs to bring a four-person team of astronauts and researchers to the destination. Students access the resources of NASA and community members to design and build a model of a rocket and spaceship to make the journey and bring the astronauts back. A web page will document their work products and have a format to share the research data the team is able to collect on its mission.

Stock Market Mania (Grade 8)

Students are immersed in learning economic and financial concepts while experiencing the world of investment through playing The Stock Market Game™. Critical Thinking, data-based decision making, and team collaboration are life skills that the students will also experience while engaged in learning about the world of financial investment.

Wrestling with World Class Ideas (Grade 6)

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

Music

(All music courses are available in all grade levels and meet the fine arts requirement.)

Music Goes Global

This course emphasizes an understanding of the elements, history, and role of music from earliest times through the present by helping students explore the context of the importance of music in their own lives within the prism of a broader understanding. Students are provided with hands-on participation in reading, performing and creating music through a balanced comprehensive and sequential program of study. In addition, the course will provide students with real-world applications that support global awareness, artistic expression, and critical problem-solving scenarios. This course replaces general music.

Chorus

This course emphasizes individual concepts of vocal production, as well as choral techniques appropriate for a large ensemble. Students will develop an understanding of musical accuracy in performance skills and musical sound through movement. Students will perform, create, and listen to choral music with understanding. Comprehensive musicianship is taught through the study of a varied choral repertoire. Public musical performances are expected. Students are expected to advance to the next appropriate level of ability.

Band

This course emphasizes good tone production, musical accuracy in performance skills, balance, and interpretation of music within a small group. Comprehensive musicianship is taught through the study of varied instrumental repertoire. Public musical performances are expected. Instruction is offered on the following instruments: oboe, clarinet, flute, bassoon,

Music, continued

saxophone, trumpet, French horn, baritone horn, trombone, tuba, and percussion. Students are expected to advance to the next appropriate level of ability.

Strings

This course emphasizes good tone production, musical accuracy in performance skills, balance, and interpretation of music within a small group. Comprehensive musicianship is taught through the study of varied instrumental repertoire. Public musical performances are expected. Instruction is offered on the following instruments: violin, viola, cello, and string bass. Students are expected to advance to the next appropriate level of ability.

Percussion Ensemble

This course emphasizes the skills and concepts of percussion technique, as well as the skills and concepts necessary to perform in a percussion ensemble. Students will develop an understanding of good tone production, balance, and interpretation of music within a small group. Comprehensive musicianship is taught through the study of varied instrumental repertoire. Public musical performances are expected. Instruction will be offered on a full range of instruments in the percussion family. Students are expected to advance to the next appropriate level of ability.

**Physical Education/
Health Education**

All students in grades six, seven, and eight will be scheduled for physical education and health education. Students will have year-long physical education instruction in the sixth grade. In the seventh and eighth grades, students receive physical education for three marking periods and instruction in comprehensive health education for one marking period. All students are required to wear a school approved

uniform while participating in scheduled physical education activities.

Focus on Fitness & Health (Grade 6) (required)

The physical education program is based on the Maryland Physical Education Content Standards and the Maryland Voluntary State Curriculum that includes exercise physiology, biomechanical principles, social psychological principles, motor learning, physical activities and skillfulness.

The program components embedded throughout all instruction are fitness and conditioning, coordination, throwing and catching, striking, speed, timing and accuracy, leisure and recreational games and dance education. Students will be introduced to an array of components, themes, and activities which address each of the content standards. Students will be assessed in physical fitness twice a year through the administration of FitnessGram, a battery of tests used to determine levels of fitness. Reports of these assessments are sent home twice a year. Students will receive instruction in the Family Life and Human Sexuality by the physical education teacher during the school year. *See note at the end of the Health section.*

Focus on Fitness & Health (Grade 7) (required)

Seventh grade students refine skills toward content mastery in all areas of fitness and sport. Activities and units assigned are designed to meet the criteria for each component in the approved curriculum guide. Students will be assessed in physical fitness twice a year through the administration of FitnessGram, a battery of tests used to determine levels of fitness. Reports of these assessments are sent home twice a year. Dance Education in the seventh grade consists of the unit titled Dance for Athletes. Health education is taught during one marking period. *See note at the end of the Health section.*

Introduction to Fitness for Life and Health
(Grade 8) (required)

The activities and experiences students engage in the eighth grade are designed to provide continued opportunity for content mastery while emphasizing the relevance and importance of physical fitness. Units determined by the teacher afford students with the ability to build upon previously learned components and extend comprehension of necessary skills to lead a healthy life. Activities and units assigned by the teacher are designed to meet the criteria for each component in the approved curriculum guide. Students will be assessed in physical fitness twice a year through the administration of FitnessGram, a battery of tests used to determine levels of fitness. Reports of these assessments are sent home twice a year. Dance Education in the eighth grade consists of Jazz. *See note at the end of the Health section.*

Team Approach to Sports (Grade 8)

This new course will place significance attention on the Sport Education Model of physical education. Students electing Team Approach to Sports will engage in an array of team sport activities as determined by the teacher and supported by facility and equipment resources. The emphasis of this course is physical movement and student engagement. Player preparation for sports, to include sport specific conditioning, skill development and sport psychology, is an important aspect of this course. Additional components include coaching, refereeing, team management, tournaments and spectator etiquette. There are no Health Education lessons as a part of this course.

Health Education

The Health Education Program is based on the National Standards and the Maryland State Department of Education guidelines, reflecting the "Voluntary State Curriculum" for Comprehensive School Health. The specific outcomes and activities are

Encore Courses

designed to be developmentally appropriate at each grade level. However, the 21st Century competencies of decision making, goal setting, accessing information and communication skills are interwoven through each of the units at all grade levels. The content/concepts and performance indicators for Health Education clearly define the knowledge and skills all students should must know and be able to do in order to lead a healthier life.

Grade 6

The students will receive instruction in the area of family life and human sexuality during the school year.*

Grade 7

The students will receive instruction in the areas of tobacco, alcohol and drug education; nutrition and fitness; mental and emotional health; family life and human sexuality; and disease prevention and control.*

Grade 8

The students will receive instruction in tobacco, alcohol and drug education; mental and emotional health; safety and injury prevention; and family life and human sexuality.*

***Note:** The family life and human sexuality unit, and HIV/AIDS prevention education were developed in accordance with the standards and procedures established in Maryland State Regulation 13A.14.01.02. **Students may be excused from these units of the program upon a written request from their parent or guardian. Appropriate alternate instruction will be provided.**

Technology Education

Exploring Technology (Grade 6)

This course is designed to establish student awareness of the “core technologies” through participation in project-based learning. They will develop a depth of

understanding for mechanical systems and transportation technologies. Students will use a variety of hand and power tools as they apply academic skills to design, construct, test, revise and evaluate the performance of a model transportation system. In addition, individual and team projects related to mechanical systems will be completed in a lab environment. Computers, peripheral devices and software applications, such as Microsoft Office, will be used for preparing technical documents and PowerPoint presentations.

Invention and Innovation (Grade 7)

This is a middle school project based course established on the Standards of Technological Literacy: Content for the Study of Technology (Standards). In this course, students will learn all about invention and innovation. They will have opportunities to study the history of inventions and innovations, including their impacts on society. They will learn about the core concepts of technology, and about the various approaches to solving problems, including engineering design and experimentation. Students will also be given the opportunity to invent and innovate, and learn about how inventions and innovations impact their lives. In this course, students will participate in engineering design activities to understand how criteria, constraints, and processes affect designs. Students will be able to develop technical documents and/or media production material from various activities.

Technological Systems (Grade 8)

This course is designed to prepare students to identify and explain the “core technologies” at work in typical technology systems. Students will participate in project-based learning to develop a depth of understanding about information/communication technologies. Students will recognize the connections that exist between academic subjects and technol-

ogy as they explore the capabilities of computer systems. In addition, individual and team projects related to communication technologies will be completed in a lab environment. These experiences will result in student production of a variety of “take-home” items. Computers, peripheral devices, and software applications, such as Microsoft Office, will be used for preparing technical documents and PowerPoint presentations.

World and Classical Language

World Language Connections (Grade 6)

The *World Language Connections* course provides students with a unique and challenging exploration of languages and cultures. Through the themes of communication, culture, contributions, and communities, students are introduced to Spanish, French, and two other languages. As a result of this learning experience, students will:

- Acquire the tools to enable them to take responsibility for their own language learning;
- Take an active part in the communities in which they live;
- Explore, in multiple ways, the processes and products of human creativity, and,
- Be better equipped to make decisions regarding continued study in a single language.

All sixth grade students take World Language Connections as part of their quarterly encores.

Introduction to: French, Spanish, German,* Russian,* or Chinese*

(Grade 7)

This course is designed to give students maximum exposure to the target language and serves as a preparation for the

*Available in selected middle schools only

Encore Courses	International Baccalaureate	AVID
<p>World and Classical Languages, continued</p> <p>Level I course offered in the eighth grade. The content and skills are taught through thematic units that provide opportunities for students to express themselves, do investigations of the target language and culture, describe themselves and others and make decisions for their futures—all in the context of the target language. Essential content and skills include: greetings, weather expressions, clothing vocabulary, descriptive adjectives, days, months, seasons, colors, numbers, etc. The emphasis of student learning is on the skills of listening and speaking the language. This non-credit course is highly recommended for all students who plan on taking the Level I course for credit in the eighth grade. This course is taught in seventh grade on an alternating day schedule. Classes are taught primarily in the target language.</p> <p>French Level I Spanish Level I German Level I* Russian Level I* Chinese Level I* (Grade 8)</p> <p>This course is designed to introduce students to the basics of the target language and culture, and serves as the foundation for the development of the students' communicative competency and linguistic accuracy in the language. Emphasis is given first to developing the students' ability to communicate effectively with other speakers of the language, and second, to developing linguistic accuracy. The basic language skills of listening, reading, speaking and writing are stressed in the context of "real life" scenarios. Level I Language courses are taught in eighth grade every day, all year. At the middle school level, students must pass the AACPS final exam for the course, as well as earn a passing grade in the course in order to receive high school credit in the Level I Language.† Classes are taught primarily in the target language.</p>	<p>International Baccalaureate Prospective Middle Years Programme</p> <p>The Middle Years Programme (MYP) is a three-year program designed for students in grades 6–8 in the Anne Arundel County Public Schools. It is offered at Annapolis MS, MacArthur MS, and Old Mill Middle North MS. The program started with small cohorts of grade 6 students in 2007–08 at each of these sites. In 2009–2010, current seventh grade cohort students will continue into eighth grade in the cohort model; we will continue with a whole school approach with all students entering grades six and seven.</p> <p>The MYP offers a teaching methodology that connects school subjects to the world outside school. It challenges students to consider their role in local and global communities and provides a strong foundation for the International Baccalaureate Diploma Program. Throughout the MYP, students develop skills identified in the IB Learner Profile.</p> <p>The Middle Years Programme offers a balanced education where students engage in eight MYP subject groups each year: English, World Language, Social Studies, Mathematics, Science, the Arts, Technology, and Physical Education. Each of the content areas views the curriculum through five special Areas of Interaction: Approaches to Learning, Community and Service, Environments, Human Ingenuity (the creativity of humankind), Health, and Social Education.</p> <p>The Middle Years Programme is a magnet program open to all students in Anne Arundel County. A student may apply for admission to the MYP school located in the designated geographic area for his/her home school. School designations and information about the application process are located on www.aacps.org.</p>	<p>Advancement Via Individual Determination (AVID)</p> <p>All AVID courses are year-long.</p> <p><i>Advancement Via Individual Determination (AVID)</i> is an accelerated academic program that prepares students for a rigorous course of study that will enable them to meet requirements for 4-year university enrollment. <i>AVID</i> is an encore course offered to students in grades 6–12. In order to take the <i>AVID</i> elective course, students must apply, interview, and be accepted into the <i>AVID</i> Program. Students who are accepted into the <i>AVID</i> program commit to one to two hours of homework per night (for all classes), a schedule change to include advanced courses, excellent behavior, and attendance. The <i>AVID</i> elective provides a strong, relevant writing and reading curriculum, study skills, assistance with organization, and time management, and tutoring.</p>

*Available in selected middle schools only

† This requirement is mandated by COMAR 13A.03.02.03.

The Advanced Co-Curricular Programs Office offers a variety of services to students.

Some involve outside organizations while others are maintained within the confines of the schools or Anne Arundel Public Schools.

Adjunct Programs

Adjunct programs augment the instructional program outside the regular school day. They provide an enriching complement to a student's regular education experience. Anne Arundel County Public Schools is fortunate to have strong partnerships with organizations in the community that comprise unparalleled resources, including the Naval Academy, the National Security Agency, Anne Arundel Community College, and Maryland Hall for the Creative Arts. Below, you will find a brief description of after-school, weekend or summer program options for middle school students. Participation in these adjunct programs affords students the opportunity to enrich and extend their current program studies.

Both student aptitude and interest should be considered when registering for the following programs.

Maryland Hall for the Creative Arts Tuition Waiver Program

Maryland Hall for the Creative Arts in Annapolis offers after-school and Saturday courses in the creative and performing arts. Twenty percent of the enrollment in each class is provided tuition-free to randomly selected applicants from Anne Arundel County Public Schools. Sculpting, painting, jewelry design, classical ballet and acting are just some of the classes offered for ages five to seventeen. Tuition Waiver applications and course

offering booklets are distributed in schools for fall, winter/spring, and summer sessions. A course catalog with application form is available through the guidance office at each school or on-line at the Advanced Co-Curricular Programs Adjunct Website (www.aacps.org/gifted/adjunct.asp). For further information, contact Maryland Hall for the Creative Arts directly (410) 263-5544 or visit www.marylandhall.org/home.

Middle School Scholars

Co-sponsored by the Gifted/Talented/Advanced Programs Office of Anne Arundel County Public Schools and Anne Arundel Community College, these one-day enrichment courses meet when schools are closed for students, on Saturdays or in the summer. They immerse advanced, highly-motivated sixth-eighth graders in a professional field such as archaeology, environmental science, journalism or space exploration. Ideally, courses are co-taught by an educator and a specialist and are located at an historic, cultural, natural, or professional site. Students have the opportunity to talk or work with experts and perform hands-on tasks in a particular field. Space in each class is usually limited.

United States Naval Academy (USNA) Advanced Studies Program

The Advanced Study Program is sponsored and funded by the Advanced Co-Curricular Programs Office. Only public school students may attend during the fall and spring semesters of the school year. During the summer session, the program is also open to non-public school students for a fee. The program consists of advanced studies in mathematics, computer applications, humanities, and the sciences for grades six through twelve. In addition to the

regular classes, The Advanced Studies Program at the USNA also offers several Saturday morning "hands-on" physics lab demonstrations during the school year. Parents and teachers are welcome to attend with their middle school students. A course catalog with application form is available through the guidance office at each school or on-line at the Advanced Co-Curricular Programs Adjunct Website (www.aacps.org/gifted/adjunct.asp).

MSDE Maryland Summer Centers

The Maryland Summer Centers program, in partnership with public and nonpublic agencies, provides Maryland's diverse gifted and talented student population with advanced, rigorous, experiential learning opportunities that nurture these students' talents and abilities within unique learning environments. One to three weeks in duration, these residential and non-residential summer courses cover a wide range of topics from maritime studies to law and government, World and Classical Language studies to robot design. Programs are designed for students entering grades three through twelve. For further information about the MSDE Summer Centers call 410-767-0821 or log on to www.marylandpublicschools.org/summercenters.

Through a grant written by the Advanced Co-Curricular Programs and World and Classical Languages Offices, Anne Arundel County is the Center for Global Studies for the State of Maryland for MSDE. For more information, contact the World and Classical Languages Office at 410-222-5424.

Advanced Activities and Competitions

Co-curricular programs augment the instructional program outside the regular school day. They provide an enriching complement to a student's regular educational experience. Below, you will find a brief description of before-school, during school, after-school, weekend and/or summer program options for middle school students. Some take place with face-to-face contact while others are on-line requiring remote access. Participation in these activities or competitions affords students the additional opportunities to enrich their current program of studies. The following is a list of offerings provided by various middle schools in Anne Arundel County. Contact your middle school to obtain specific information and offerings.

Brief descriptions and website links are listed below.

24-Game Challenge

(S.T.E.M.-related)

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

—Robert Sun, Inventor of the 24 Game

In Anne Arundel County, this popular game of mathematical computation, has students competing in one of three levels: Grade 3; grades 4/5; grades 6–8. School winners compete in regional competitions held in April, from which the top performers advance to the countywide competition in May. For more information about the 24 Game, visit www.24game.com.

AVID Enrichment Club

Students extend the opportunity to apply skills and techniques learned in AVID courses. Enrichment options may be selected.

By Kids For Kids® (BKFK) (S.T.E.M.-related)

By Kids For Kids involves an inventive thinking process that incorporates classroom learning into real world applications. Students build upon their creativity and inquisitive thinking in design and discovery to become inventors and consumers. This program, free of cost, is open to all Maryland students who are motivated to create ideas and inventions that other kids can use. BKFK provides the materials: coaching tools for teachers; a Toolkit that includes the Teacher Manual and student workbooks; and online support. The BKFK website gives more information on membership, current and past winners and their inventions, as well as an historical snapshot of young inventors of the past. For more information, visit www.bkfk.com.

Continental Math League (CML), Inc.

(S.T.E.M.-related)

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

Destination ImagiNation® Grades K–12

(S.T.E.M.-related)

Each year, five Team Challenges are unveiled to an anxiously awaiting audience of more than 400,000 kids worldwide. The challenges are carefully concocted brainteasers that challenge kids by purposefully stimulating the different senses we use to learn. Teams of up to seven members choose one Team Challenge and spend

several months perfecting their solutions. The culmination of the year is a series of Tournaments, where Teams demonstrate their unique solutions to teams of Appraisers. More information is available at www.idodi.org. Only AACPS School's teams who have registered their team(s) through the Advanced Co-Curricular Programs Office may request financial assistance for Global competitions.

First in Math On-line Competition

(S.T.E.M.-related)

The on-line version of the 24-Game is available for a fee. It reinforces basic mathematic skills and enriches algebraic thinking. Levels move from the basics of addition and subtraction of single digit numbers to using fractions, decimals and exponential notations in algebraic formulas. Students and school teams may compete against students and school teams in the nation, once registered through Suntext International, Inc. More information is available at www.firstinmath.com/default.asp.

Integrated Arts or Fine Arts Club

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

MD History Day

Through the National History Day contest, students in grades 6–12 engage in discovery and interpretation of historical topics related to an annual theme. In the process, they hone their talents and produce creative and scholarly projects in the form of exhibits, documentaries, historical papers, performances, or web site. After a series of district and state contests, the program culminates with a national competi-

tion at the University of Maryland in College Park each June. For more information visit their web page at www.nationalhistoryday.org.

MESA (Mathematics, Engineering and Science Achievement) (S.T.E.M.-related)

Maryland MESA is a structured, K–12, pre-college program designed to prepare students for academic and professional careers in mathematics, engineering, science, and technology. MESA is a competition-based club for elementary through high school students, with a focus on underrepresented groups. Students research, plan, and create projects ranging from storybook theme park rides to trebuchets. Teachers lead discussions and learning activities which teach skills necessary for success in college. For more information, visit their website at www.jhuapl.edu/mesa/home/default.asp.

Model United Nations or Model UN

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

tory, geography, culture, economics and science contribute to the authenticity of the simulation when the role playing gets under way. For more information visit their web page at www.unausa.org.

NASA Best Club- Aerospace Engineering
(S.T.E.M.-related)

This aerospace engineering course is sponsored by Anne Arundel County Public Schools with funding from NASA. Students will have the opportunity to work with NASA scientists. They will focus on the principles of engineering to study and explore topics surrounding the lunar landscape, living environment and challenges associated with traveling to the moon and returning to earth safely. The club is leveled for primary, elementary and middle school students.

On-line Book Club Hybrid

Held in conjunction with the Language Arts Department and the AP/College Prep Office, advanced language arts students are invited to participate in an on-line book club during the school year. They will need internet access in order to join a blackboard discussion group. A final project or special culminating activity is designed for each book at each grade level.

Robotics Club or FIRST LEGO League
(S.T.E.M.-related)

The FIRST LEGO League (FLL) is a global program created to introduce students (ages 9–14, up to 16 outside of the U.S. and Canada), to science, technology, and engineering. Students use elements such as sensors, motors, and gears to gain hands-on experience in engineering and computer programming principles as they construct and program their unique robot inventions. The teams and an adult mentor received a mini challenge based on the FLL research project. The students

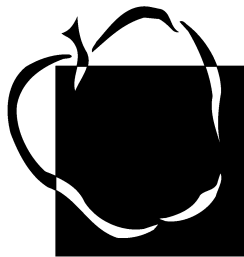
spend a month exploring, investigating, designing, and building a model made with LEGO bricks on a 15" x 15" base plate. Projects culminate in an official tournament which includes time to meet with reviewers. The cornerstones of the program are its core values, which emphasize contributions of others, friendly sportsmanship, learning, and community involvement to share their experiences and receive recognition for their efforts. For more information, visit their website at <http://firstlegoleague.org/community/HomePage.aspx>.

Sea Perch- Underwater Robotics
(S.T.E.M.-related)

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

Stock Market Game

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



ANNE ARUNDEL
COUNTY PUBLIC SCHOOLS

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www.aacps.org

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