

Argyle Magnet School for Information Technology



Program Booklet
2007-2008
Grades 6, 7, and 8





Dear Argyle Students and Parents,

Welcome to Argyle Magnet School for Information Technology. This booklet is a description of the courses, elective offerings and special programs available to our students.

Argyle is part of the Middle School Magnet Consortium. A primary goal of the Middle School Magnet Consortium is to increase student capacity for high level instruction in middle school and for advanced study in high school. Students at Consortium schools are offered a range of courses, including high school credit courses.

The Argyle Magnet School for Information Technology offers students a rigorous academic program focused on the development and application of information technology. All students in grades 6 and 7 participate in a comprehensive technology course each year earning national technology certification. Students in grade 8 participate in at least one technology elective course. Students may opt to take a second strand of high school level elective courses, specializing in programming, digital media, web development, or digital art.

Argyle Magnet School for Information Technology is fortunate to have highly competent and dedicated teachers, administrators, and support staff that provide a rigorous instructional program and extended learning opportunities for students. The Middle School Magnet Consortium provides funding for professional development and team planning time for teachers. Professional development centers on helping students reach their highest potential.

I encourage families to use this booklet to facilitate decision making and long range planning for the most challenging and rigorous courses possible for a successful middle school experience.

Respectfully,

Debra Mugge, Ed.D.

Principal

Argyle Magnet School for Information Technology

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Argyle 3 Year Course Offerings Grid

Registration Procedures

Read this document thoroughly before making course selections. Students and parents/guardians should work together to make course selections that best suit the interests and abilities of the student. Use this program book as a guide to courses, programs, services and activities available at Argyle.

Scheduling Process

Final course offerings are determined by enrollment, staffing, and available resources. Courses with insufficient enrollment may not be offered. The Argyle staff will work diligently to create a schedule for each student that meets their academic needs and interests.

Team Organization

Argyle is organized using a grade level team structure. Students are teamed among core subject area teachers. Team teachers meet regularly to plan for instruction and build consistency in the program. The team approach allows teachers to work with students to build a strong sense of community and to foster long-term student-teacher relationships.

Schedule

Argyle operates using an eight period block schedule. Students will take four classes per day allowing for extended instructional time in each class. The schedule allows teachers to use a variety of instructional approaches, build closer relationships with students, provide extended lessons, and enhance academic support. Most students have flexibility in their schedule to participate in a variety of elective courses. A sample schedule follows:

ODD DAY	EVEN DAY
1. English	2. Math
3. Science	4. Social Studies
5. Technology	6. Foreign Language or Reading
7. PE/Health	8. Elective Course

Health Services

School Health Services' school community health nurses (registered nurses) and school health room aides (certified nursing assistants) who work under the clinical oversight of a nurse, provide school health services to students during school hours. Services include assessing health needs of students, providing first aid and emergency care to sick and injured students, monitoring immunization compliance, administering medications and treatments to students who have written physician's orders and parental authorization, maintaining student health records, providing crisis intervention, health counseling, health education-promotion, nurse case-management and referral.

Agenda Book

All students are required to purchase an agenda book at the start of the school year. The agenda book provides important information to students including the discipline and attendance policies. In addition to providing information, the book is used for students to record assignments and as a hall pass. The cost of the agenda book is \$6.00.

Counseling Services

While at Argyle, students will be assigned to a counselor who will help them in three major areas: academic achievement, career and educational planning, and personal and social development. The counselor may help individual students or small groups in a variety of settings. Counselors are assigned to students by grade level and remain with those students throughout their experience at Argyle so that a positive and lasting relationship of support is maintained.

Media Center

The library media program provides access to ideas, information, and learning opportunities that enable each student to function effectively in an information-based society. Media center experiences are designed to teach literacy skills, media production, and literature appreciation using strategies that meet the needs of a diverse student population. Resources available throughout the media center include books, periodicals, reference materials, and electronic resources. The media specialist works collaboratively with the classroom teachers in order to support the curricular goals and desired outcomes. Students have the opportunity to work in the media center before school, during designated class times, and after school. Media center staff is available to provide assistance as needed.

Special Education Services

Students with disabilities have varied Individualized Education Plans (IEP) that provide specialized instruction to address their academic needs. General and special education teachers collaborate to ensure students have meaningful opportunities to access the general curriculum. Instruction is designed to incorporate strategies that will enable students to make progress on their IEP goals and manage the rigor of content across all subject areas. Argyle follows the instructional model of full inclusion, meaning students receiving special education services are enrolled in general education courses with additional instructional support included in the classroom. In addition, students with specialized reading needs as designated in their IEP may receive services through the Intensive Reading Intervention Program. This program implements specific reading intervention strategies in reading and writing based on student need.

Course Fees

In order to cover the expense of consumable materials such as workbooks, lab materials, and art supplies some courses may charge a small fee. The fees have been approved by MCPS and are noted in the description of any course with which a fee may be associated. Fees will be collected by the teachers at the start of the school year. Students who have a financial hardship and are unable to pay the fee will work with the school finance manager to make appropriate payment arrangements.

Gifted and Talented (GT)

The GT program provides opportunities for academically talented and motivated students to accelerate and enhance their learning experiences through exposure to advanced content, differentiated instruction, and ongoing assessment. GT courses follow the approved grade level curriculum using instructional and assessment strategies that cover course objectives in more depth and require greater use of abstract and higher level thinking skills. In addition, students are expected to work independently and undertake rigorous research and writing projects. Argyle provides GT instruction in five areas: English, reading, mathematics, social studies, and science. Students may be nominated for GT courses by teachers, parents, or by self-selection. The following criteria are considered in determining a student's placement in GT classes:

- Mastery of course prerequisites
- Willingness to complete challenging assignments
- Previous grades
- Performance on standardized tests
- Teacher/counselor recommendations
- Parent recommendations
- Other appropriate measures

GT students are expected to maintain an 'A' or 'B' average in GT classes. Students who receive a grade of 'C' at the end of the first marking period will be counseled about ways to improve their performance. Students who receive a grade of 'D' or 'E' over two consecutive marking periods will be considered for removal from those GT classes.

Cluster Grouping

Cluster grouping provides an opportunity for students to work in a heterogeneous environment where each student is provided challenges that meet his or her academic level and encouraged to work at advanced levels. Teachers provide differentiated opportunities for both GT and on-grade-level students to meet the curricular objectives for the course. Science and World Studies courses are scheduled using the cluster grouping approach.

High School Credit for Middle School Courses

For students in grades 6-8 who successfully complete a high school course in middle school and pass the semester and final exam, credit is entered into the student's credit history. The credit and grade are recorded on a student's transcript during the first year of high school. No opportunity to remove the credit or grade from student history is provided; however, students may opt to retake a high school course taken in middle school and receive the higher grade. The course will appear only once on the transcript.

Level 1 Alternative Learning Program

In order to assist students successfully master their academic and behavior goals, the alternative learning program seeks to maintain students in classroom settings while providing crisis intervention management. Critical components of the program include: early identification, program flexibility, parent and community involvement, student monitoring, and transition plans.

English for Speakers of Other Languages (ESOL)

The English for Speakers of Other Languages program enrolls linguistically and culturally diverse secondary students who require intensive English language instruction and orientation to a new cultural and academic environment. Students in MCPS are assessed on a state-mandated test of language proficiency and placed in an appropriate level of ESOL instruction, levels one through three. The composition of the student population in each level is usually multi-grade and heterogeneous. ESOL classes provide structured instruction in the acquisition of the English language with specific emphasis on the listening, speaking, reading, writing, and viewing skills that are prerequisite for success in a rigorous academic environment.

Student Service Learning Hours (SSL)

Student service learning helps students learn and develop through active participation in thoughtful, organized service that meets a recognized community need. Students are required to complete 75 SSL hours to earn a Maryland high school diploma. Students may begin earning SSL hours during the summer following the completion of grade five and continue through grade 12. During middle school, students can earn SSL hours in grade six science, grade seven English, and grade eight social studies. Full participation in these activities and successful completion of the course are required for students to obtain the SSL hours. Students may earn additional hours by participating in any or all of the following types of activities: direct action, indirect action, or advocacy. Students and parents are encouraged to work with Argyle's SSL coordinator for opportunities with approved non-profit organizations.

Outdoor Education

The Outdoor Education program provides opportunities for each grade six student to be involved with authentic learning experiences that are highly engaging and interdisciplinary in nature. The Outdoor Education program is a residential experience with students staying in dormitory style housing at one of three MCPS approved sites. Students are charged a fee for this program that is set by the Board of Education; however, funds exist for any student who may have difficulty meeting the financial requirements of the program. All students are strongly encouraged to participate in the outdoor education experience as it is part of the grade six curriculum.

The Information Technology Magnet

Introduced in 2005, the Argyle IT Magnet program offers all students a rigorous academic program focused on the development and application of information technology. The program at Argyle is a whole school magnet where all students enrolled at the school participate in the program. In addition to unique and specialized coursework, technology tools are integrated into all curricular areas allowing students and staff to enhance the educational experience and support academic achievement.

Intramural Program

The intramural program is an extension of the physical education program that takes place before and after school on most Tuesdays, Wednesdays, and Thursdays. All academically eligible students at Argyle may participate in the intramural program. A variety of intramural activities will be offered throughout the year. Payment of the MCPS extra-curricular fee is required in order to participate.

Interscholastic Athletic Program

The athletic program is an extension of the physical education and intramural programs that offers a higher level of competition. The primary purpose of the athletic program is to provide an opportunity for advanced skill development for students with an interest and talent in athletics. The athletic program takes place most Tuesday, Wednesday, and Thursday afternoons. Argyle students compete against other MCPS middle school teams in four sports throughout the year: softball and cross country in the fall, basketball in the winter, and soccer in the spring. All academically eligible students in grades seven and eight may participate in the athletic program. Payment of the MCPS extra-curricular fee and a current health inventory are required in order to participate.

Clubs and Activities

Argyle offers a variety of after-school clubs and activities for students. Participation in the clubs and activities provides students the opportunity to network with peers and adults, extend their learning, and have fun. Examples of clubs that have been offered at Argyle include: step team, SISTERS, Gentlemen of Distinction, homework club, reading and math intervention, web design club, photography club, board game club, geography bee club, Leisure World mentoring, and math team. A comprehensive list of current club and activity options will be distributed to the students at the start of the school year.

Linkages to Learning (LTL)

LTL is a comprehensive school-based health and human services program that is based on a holistic approach to prevention and early intervention for students and families. LTL assists families and students by providing or referring services to help children in school, at home and in the community based on the resources and needs within the community. Participation in LTL services is based on referrals through the school guidance office. LTL services include:

- Individual, group, and family therapy
- Social skills and behavior management groups for students
- Parenting workshops and parent support groups
- Information, referral, and follow-up for health care, food, clothing, housing, financial and legal assistance
- Eligibility assistance for local, state, and federal programs
- Health education and nutrition classes
- Adult education classes
- Teacher consultation and in-service training for school staff
- Education supports to promote success for every student

Course Options – Grade 6

Required Courses – Grade 6	
English	GT English 6 English 6 ESOL 1, 2 or 3
Reading	GT Reading 6 Reading 6
Science	GT Science 6 Science 6
World Studies	GT World Studies 6 World Studies 6
Math	Algebra 1 A/B ^{1,4} Investigations in Mathematics Math 7 Math 6
Physical Education/Health	PE/Health 6
Core Technology	Innovative Technology Solutions
Elective Courses – Grade 6	
Foreign Language²	Spanish 1 A/B ^{1,2} French 1 A/B ^{1,2}
Music	Beginning or Intermediate Band Beginning or Intermediate Strings Chorus
Technology Options	Introduction to Programming ³
	Introduction to Digital Media ³
	Introduction to Digital Publishing ³
	Introduction to Web Tools ³

¹ High school credit upon successful completion of course requirements and passing grade on final exam

² Foreign language in grade 6 requires teacher recommendation

³ Semester course

⁴ High School Assessment given at the end of the second semester

Course Descriptions – Required Courses

ENGLISH 6

Students in English 6 examine language and literature in the context of four thematic units: Foundations, Adventures, Challenges and Barriers, and Choices. Students read, analyze, and study different genres related to each of the themes and complete required common tasks. The common tasks focus primarily on the writing process and highlight informative, persuasive, narrative writing. Included is the use of information, word processing, and presentation technology to address a variety of language skills. Rigor and challenge are essential components of the instructional approach to English 6. Students have many opportunities to present their work orally and through the medium of technology. Instruction in reading and writing strategies, grammar, and vocabulary is embedded in every unit. English 6 prepares students through activities integrated into each thematic unit for county, state, and national assessments.

READING 6

The reading 6 curriculum focuses on refining and extending reading strategies learned in elementary school. Students learn to personalize effective reading strategies for understanding while they read increasingly more complex and challenging middle school texts. Students apply strategies to expository materials such as science and social studies textbooks. Reading 6 prepares students for the demands of middle and high school courses and assessments. Comprehension is a key focus including reading beyond the literal level.

Note: Grade 6 students recommended for GT reading have the option to take foreign language in lieu of reading. All grade 6 students must be enrolled in reading or foreign language.

SCIENCE 6

The middle school science program allows students to investigate both the concepts and process skills of science. At each grade level, topics in earth science, biology, chemistry, and physics are interconnected to show students the relationships that exist among the sciences and the natural world. The grade 6 curriculum consists of four units: Diversity and Adaptations of Organisms, Ecosystems and the Chesapeake Bay, Motion and Forces, and Energy. Inquiry and laboratory investigations are an integral part of the program. Problem solving and online investigations are used continually to allow students to investigate authentic problems and reinforce science concepts. The middle school science program was developed through a National Science Foundation grant and reflects the Maryland and National Science Content Standards. Setting high expectations and using differentiated instruction allows all students to have a challenging and engaging access to science. Science classes at Argyle are scheduled using a cluster grouping approach. A \$2 course fee is required for this course.

WORLD STUDIES 6

The social studies program in middle school builds chronological and thematic understanding of world and United States history, while also developing the content and concepts of geography, economics, political systems, and culture. Each social studies unit is organized around a historical strand and a social studies content topic. This mix of modern content and the lessons of history provide the background knowledge and thinking skills to prepare students for high school instruction and the duties of a citizen. In Grade 6 and Grade 7 the focus of study is on ancient world history and culture from Asia, Africa, Europe, and Latin America. At all grade levels, students build understanding of the modern world by applying concepts of geography, economics, political systems, and culture to present-day scenarios. The grade 6 curriculum consists of four units: Patterns of Settlement in the Ancient and Modern Worlds, Citizenship and Governance in Classical and Modern Times, Impact of Economics in Ancient and Modern China, and, Cultural Systems: The First Millennium and Today. World Studies classes at Argyle are scheduled using a cluster grouping approach.

MATHEMATICS

The comprehensive mathematics program sequence for grades 6-12 can be found in the Middle School Program Brochure. This document can be found online at www.mcps.k12.md.us/curriculum/middleschool/brochure.shtm. All math courses prepare students for success on the Maryland School Assessment.

MATH 6

The Math 6 course extends students' understanding of numbers and computation to include fractions, decimals, and percents. All concepts and skills are presented in the context of problem solving that requires the use of reasoning and communication. Areas of focus include data representation and analysis using frequency tables and circle graphs, customary and metric measurement, geometric relationships and transformations, algebraic patterns and relationships, and probability. Students that successfully complete Math 6 will go on to either Math 7 or Investigations into Mathematics the following year.

MATH 7

The Math 7 course extends students' understanding of numbers and computation to include integers and proportional reasoning. All concepts and skills are presented in the context of problem solving that requires the use of reasoning and communication. Areas of focus include functional relationships, arithmetic and geometric sequences, geometric precision, and data analysis and representation using box-and-whisker plots and scatter plots. This course is for students who have completed the kindergarten to Grade 5 mathematics curriculum as well as the indicators in Math 6. Students that successfully complete Math 7 will go on to Investigations into Mathematics or Algebra 1 the following year.

INVESTIGATIONS INTO MATHEMATICS

This course is designed for students with exceptional talent in mathematics. An enriched course for mathematically accelerated students who have successfully completed the kindergarten to Grade 5 mathematics curriculum as well as the indicators of Math 6 and the majority of the indicators of Math 7 by the end of either Grade 5 or Grade 6. Students successful in this course will take Algebra 1 the following year. The units of study include Patterns and Set Theory, Relations and Finite Operational Systems, Algebra Foundations, Real Number System, Data Analysis, Language of Algebra, Functions and Graphs, and Investigations of Three-Dimensional Geometry. One of the goals of this class is to provide a theoretical view of the world to students while preparing them for Algebra 1. Students learn both concrete and abstract mathematical topics while improving their communication, thinking, and reasoning skills.

ALGEBRA 1 A/B (1 high school credit)

A high-school level course that examines the basic structure of real numbers, algebraic expressions, data analysis, probability, and the elementary properties of functions. Areas of focus include properties and applications of linear, quadratic, and exponential functions. Mathematical modeling of real-life problems and problem solving are major themes of the course. A graphing calculator is used throughout this course. A county-wide exam is administered at the end of each semester and the High School Assessment (HSA) is administered in the spring. The student's course grade and score on the HSA become a permanent part of his/her scholastic record.

PHYSICAL EDUCATION 6

Middle school students participate in a year-long program of physical education that emphasizes team building, accountability, and positive interaction with the diverse population that surrounds them. By the end of Grade 6, students should be able to do the following:

- Demonstrate basic strategic concepts and psychomotor skills in team and individual activities.
- Demonstrate competency in rhythmic and creative movement activities.
- Work as a member of a group to accomplish a common goal.
- Display positive behavior and apply appropriate decision-making skills.
- Understand and practice proper safety habits and use of equipment and supplies.
- Participate in a variety of activities that can be applied to leisure hours throughout life.
- Set realistic personal fitness goals.

HEALTH EDUCATION 6

Today's students grow up in a world filled with hazards that were unknown or largely ignored only a few years ago. Health education instruction in middle school supports learning at home about good health and safety practices by providing accurate information appropriate for their age level. The program is designed to help students develop personal and social skills and positive attitudes about health that will help guide them through their formative years to adulthood. Comprehensive health education includes the following six units: mental health; tobacco, alcohol, and other drugs; nutrition and fitness; safety and injury prevention; family life and human sexuality; and disease prevention and control. Students in Grade 6 receive nine weeks of health education and the two focus topics are mental health and safety and injury prevention. Special emphasis on tobacco-use prevention is included in Grade 6 through Project TNT (Toward No Tobacco Use). Parents of Grade 6 students will receive information about the family life and human sexuality unit of instruction prior to the start of classroom instruction. Parents who object to the content of the instruction may request that their child 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 HIV prevention.

INNOVATIVE TECHNOLOGY SOLUTIONS

Required for all grade six students, this introductory level course is designed to guide students through the development of a strong foundation in technology literacy and to prepare them to take two of the national Internet Core Computing Certification (IC³) exams. The units and lessons extend the students' skills and knowledge in three areas: technology fundamentals, key applications, and connectivity. All students work hands-on with different hardware and software components. Applying technology as a problem-solving tool is an instructional focus of the course. Interdisciplinary connections that reinforce and enhance content mastery in a variety of academic areas are integrated throughout the course.

Course Descriptions – Elective Courses

FOREIGN LANGUAGE

Grade 6 students recommended for GT reading will have the option to take foreign language instead of reading. All grade 6 students must be enrolled in a reading and writing course or foreign language.

SPANISH or FRENCH 1 A/B (full year – 1 high school credit)

Students begin to learn to communicate orally and in written form about daily life. Emphasis is on vocabulary development, simple grammatical structures, and the basic culture of the people. Students are encouraged to use the language beyond the school setting and keep informed of current events in countries where the language is spoken. A county-wide exam is administered at the end of each semester. The student's course grade becomes a permanent part of his/her record. A \$10 fee is assessed for each semester of foreign language.

MUSIC

Argyle offers a comprehensive music program that includes band, orchestra, and chorus. Students are provided opportunities to improve their musical skill through in-class practice and various performances throughout the year.

CHORUS (full year)

This course emphasizes vocal skills and technique development. A variety of music will be taken from different countries and various time periods. Chorus members will be expected to sing during the winter and spring evening concerts and school assemblies. Chorus members may be invited to attend the annual Festival in the Parks field trip which is held at Busch Gardens or Hershey Park as well as the annual Montgomery County Choral Festival. A \$10 fee is required for this course.

BEGINNING BAND (full year)

The primary function of the music curriculum is to establish a foundation for a life long relationship with music for all conscientious students. Within the curriculum, opportunities for both individual and group experiences occur when performing, creating and expressing musical concepts. Aesthetic values are developed with the application of specific criteria. A handbook is available to all who enter the middle school instrumental program offered at Argyle. The instrumental music handbook gives detailed information regarding requirements and procedures. Public and in-school performances are mandatory. Beginning band provides students the opportunity to begin their training on woodwind, brass, or percussion instruments. A \$14 fee is required for this course.

Note: It is expected that students will rent or purchase an instrument to use in this class. Students who qualify may contact the teacher to borrow an instrument. However, only a limited number of instruments are available in the school.

BEGINNING STRINGS (full year)

This course stresses basic tonal production and establishes a foundation for the development of technical skills. Students perform in small groups and also solo in class to gain confidence. Scale and rhythmic studies combined with pitch identification, dynamics and tone production are developed. Public and in-school performances are mandatory. Beginning strings provides students the opportunity to begin their training on string instruments including violin, viola, cello, or bass. A \$14 fee is required for this course.

Note: It is expected that students will rent or purchase an instrument to use in this class. Students who qualify may contact the teacher to borrow an instrument. However, only a limited number of instruments are available in the school.

INTERMEDIATE BAND/INTERMEDIATE ORCHESTRA (full year)

Students refine skills and develop more advanced performance techniques. The development of technical skills necessary to perform Grade 2 Level music is stressed. Emphasis is placed on developing formal rehearsal decorum, following a conductor, and developing pitch and rhythmic security in preparation for performing an independent part in the traditional band or orchestra ensemble. The Argyle middle school intermediate band/orchestra may be organized into several small groups of different instrument types, with provisions for combining the groups for public performance. Public and in-school performances are mandatory. Students learn melodic form and construction as they examine and perform more complex folk melodies and melodies from master composers. Students discuss the social and intellectual influences affecting the creation of the music they are studying. They begin to develop aesthetic criteria for measuring the quality of instrumental performance. Students may be able to attend live performances. A \$14(band) or \$10(orchestra) fee is required for this course. Prerequisite: Attainment of outcomes for Beginning Band or Beginning Strings.

Note: Enrollment requires consent of instructor.

TECHNOLOGY

Grade 6 students can choose to take semester-long technology courses that provide an opportunity for exploration of a variety of technology themes. No prior technology skills or knowledge are required for participation in these electives. Courses following similar themes will be offered in grades 7 and 8 allowing students to develop advanced skills and possibly earning high school credit.

INTRODUCTION TO PROGRAMMING (1 semester)

The study of computer programming is a foundation to all areas of computer science. A sound understanding of programming constructs and concepts will reinforce and improve logic and problem-solving skills for students. This course will introduce students to basic programming concepts including: program structure and design, variables and decision making, algorithms, data structures, and program analysis. The course will be a hands-on experience using a variety of programming tools designed to meet the needs of the middle-school student.

INTRODUCTION TO DIGITAL MEDIA (1 semester)

Technology tools are now a common element in fields of visual art and communication. Students in this hands-on course will create interesting multimedia presentations using a variety of software. Media tools such as digital cameras, video cameras, and scanners will be incorporated into the course. Organization and attention to detail will be stressed as students begin the development of a visual arts portfolio.

INTRODUCTION TO DIGITAL PUBLISHING (1 semester)

Technology tools have enhanced opportunities for creative self-expression. Students in this hands-on course will combine fundamentals of art and technology tools to develop original products. Organization and attention to detail will be stressed as students begin the development of a visual arts portfolio.

INTRODUCTION TO WEB TOOLS (1 semester)

The effective and efficient use of the world-wide-web as a source for sharing information has become critical to success in both the academic and professional worlds. This course will introduce students to the skills that are critical to quality website evaluation and development and will include introduction to: web design and management, web editing, web media (text and graphics), and web ethics. The course will be a hands-on experience providing students an opportunity to combine web skills and creativity to produce dynamic websites.

Course Options – Grade 7

Required Courses – Grade 7	
English	GT English 7 English 7 ESOL 1, 2 or 3
Math	Honors Geometry A/B ¹ Algebra 1 A/B ¹ Investigations in Mathematics Math 7
Science	GT Science 7 Science 7
World Studies	GT World Studies 7 World Studies 7
Technology	Software Applications A/B ¹ Software Applications A ¹
Physical Education/Health	PE/Health 7
Reading and Writing OR Foreign Language	Read 180 ² Reading 7 ² Contemporary Communications Spanish 1 or 2 A/B ¹ French 1 or 2 A/B ¹
Elective Courses – Grade 7	
Music	Beginning Band Intermediate Band Advanced Band Beginning Strings Intermediate Orchestra Advanced Orchestra Chorus
Art and Technology	Website Development Fundamentals Programming Fundamentals Multimedia Production 1 Computer Art Fundamentals 1

¹ High school credit upon successful completion of course requirements and passing grade on final exam

² Requires teacher recommendation

Course Descriptions – Required Courses

ENGLISH

This course integrates the five English/language arts processes (reading, writing, listening, speaking, and viewing) and the two contents (language and literature) in a thematic organization of four units. It builds on students' experiences in English 6 but involves greater rigor and challenge in its approach to the study of English. Students in English 7 examine language and literature in the context of the challenges people face, and the themes studied are Identity, A Sense of Place, Voices from the Past, and Creativity. Students read, analyze, and study different genres related to each of the themes and complete required common tasks. Anchor texts include multicultural, contemporary, and classic titles. The common tasks focus primarily on the writing process, highlighting the informative and persuasive intents, and they include the use of information, word processing, and presentation technology to address a variety of language skills. Instruction in reading and writing strategies, grammar, and vocabulary is embedded in every unit. English 7 uses activities integrated into each thematic unit to prepare students for county, state, and national assessments.

MATHEMATICS

The comprehensive mathematics program sequence for grades 6-12 can be found in the Middle School Program Brochure. This document can be found online at www.mcps.k12.md.us/curriculum/middleschool/brochure.shtm. All math courses prepare students for success on the Maryland School Assessment.

MATH 7

Math 7 extends students' understanding of numbers and computation to include integers and proportional reasoning. All concepts and skills are presented in the context of problem solving that requires the use of reasoning and communication. Areas of focus include functional relationships, arithmetic and geometric sequences, geometric precision, and data analysis and representation using box-and-whisker plots and scatter plots. This course is for students who have completed the kindergarten to Grade 5 mathematics curriculum as well as the indicators in Math 6. Students that successfully complete Math 7 will go on to Algebra Prep or Algebra 1 the following year.

INVESTIGATIONS INTO MATHEMATICS

This course is designed for students with exceptional talent in mathematics. An enriched course for mathematically accelerated students who have successfully completed the kindergarten to Grade 5 mathematics curriculum as well as the indicators of Math 6 and the majority of the indicators of Math 7 by the end of either Grade 5 or Grade 6. Students successful in this course will take Algebra 1 the following year. The units of study include Patterns and Set Theory, Relations and Finite Operational Systems, Algebra Foundations, Real Number System, Data Analysis, Language of Algebra, Functions and Graphs, and Investigations of Three-Dimensional Geometry. One of the goals of this class is to provide a theoretical view of the world to students while preparing them for Algebra 1. Students learn both concrete and abstract mathematical topics while improving their communication, thinking, and reasoning skills.

ALGEBRA 1 A/B (1 high school credit)

This high-school level course examines the basic structure of real numbers, algebraic expressions, data analysis, probability, and the elementary properties of functions. Areas of focus include properties and applications of linear, quadratic, and exponential functions. Mathematical modeling of real-life problems and problem solving are major themes of the course. A graphing calculator is used throughout this course. A county-wide exam is administered at the end of each semester and the High School Assessment (HSA) is administered in the spring. The student's course grade and score on the HSA become a permanent part of his/her record.

HONORS GEOMETRY A/B (1 high school credit)

This high-school level course examines geometry as a mathematical system through the deductive development of relationships in the plane and space that has been developed intuitively in previous years. Areas of focus include congruent segments and angles, circle chords, secants and tangent segments, and geometric proofs, logic, congruent and similar triangles, transformations, the Pythagorean Theorem, geometric constructions, coordinate geometry, and surface area and volume of solids. A county-wide exam is administered at the end of each semester. The student's course grade becomes a permanent part of his/her record.

SCIENCE 7

The middle school science program allows students to investigate both the concepts and process skills of science. At each grade level, topics in earth science, biology, chemistry, and physics are interconnected to show students the relationships that exist among the sciences and the natural world. Grade 7 science follows the theme of Living in the Human World and includes the following units: Cells, Heredity, Structure and Function in Living Organisms, Light and Sound, and Astronomy. Inquiry and laboratory investigations are an integral part of the program. Problem solving and online investigations are used continually to allow students to investigate authentic problems and reinforce science concepts. The middle school science program was developed through a National Science Foundation grant and reflects the Maryland and National Science Content Standards. Setting high expectations and using differentiated instruction gives all students a challenging and engaging access to science. Science classes at Argyle are scheduled using a cluster grouping approach. A \$2 course fee is required for this course.

Note: Dissection is one of the many instructional methods that may be used in middle school science. Students may request one of the teacher's alternatives to dissection in these classes. Alternatives may include such materials as videotapes, charts, diagrams, and textbook overlays.

WORLD STUDIES 7

The social studies program in middle school builds chronological and thematic understanding of world and United States history, while also developing the content and concepts of geography, economics, political systems, and culture. Each social studies unit is organized around a historical strand and a social studies content topic. This mix of modern content and the lessons of history provide the background knowledge and thinking skills to prepare students for high school instruction and the duties of a citizen. In Grade 6 and Grade 7, the focus of study is on ancient world history and culture from Asia, Africa, Europe, and Latin America. The Grade 7 curriculum consists of four thematic units: The Foundation of Modern Political Systems in Europe, The Influence of Culture in Africa, Geography and Identity in Latin America, and, The Impact of Economics: One World Past and Present. A detailed study of world history, including 20th century events, is a significant focus in high school. At all grade levels, students build understanding of the modern world by applying concepts of geography, economics, political systems, and culture to present-day scenarios. World studies classes at Argyle are scheduled using a cluster grouping approach.

REQUIRED TECHNOLOGY

SOFTWARE APPLICATIONS BY DESIGN A (1/2 high school credit)

In this year-long hands-on class, students design and complete word processing, spreadsheet and multimedia projects. Extended time for skill development and practice is included in the course. Course standards are guided by the objectives for the Microsoft Office Specialist certification exams as well as the Maryland Technology Standards for Students. Throughout the course students will prepare for and complete the third Internet Core Computing Certification (IC³) exam. Successful completion of the course including a comprehensive end-of-year exam will earn the student one-half high school credit. Students that choose to take this course in grade 7 will be required to enroll in Software Applications by Design B in grade 8. The student's course grade becomes a permanent part of his/her record.

SOFTWARE APPLICATIONS BY DESIGN A/B (1 high school credit)

In this fast-paced, year-long class, students design and complete word processing, desktop publishing, spreadsheet, database, and multimedia projects. Course standards are guided by the objectives for the Microsoft Office Specialist certification exams as well as the Maryland Technology Standards for Students. Throughout the course students will prepare for and complete the third Internet Core Computing Certification (IC³) exam. Successful completion of the course including comprehensive semester exams will earn the student one high school credit. Earning credit for this course will satisfy the Maryland Technology Education graduation requirement. The student's course grade becomes a permanent part of his/her record.

PHYSICAL EDUCATION 7

Middle school students participate in a daily program of physical education that includes activities designed to challenge them to cooperate and compete while practicing teamwork, sports etiquette, cooperation, decision making, leadership, followership, and communication. By the end of Grade 7, students should be able to do the following:

- Demonstrate beginning-level skills in team, individual, dual, dance, and personal development activities.
- Combine a basic knowledge of rules with strategies in individual, dual, and team play.
- Know the rules of safety and apply them in all activities.
- Assess his/her level of physical fitness and explore avenues to improve fitness.
- Demonstrate good sports etiquette, teamwork, and cooperation.
- Enhance leadership and followership skills.
- Continue to display positive behavior and apply appropriate decision-making skills.
- Continue to set realistic personal fitness goals.

HEALTH EDUCATION 7

Today's students are growing up in a world filled with hazards that were either unknown or largely ignored only a few years ago. Health education instruction in middle school supports what students learn at home about good health and safety practices by providing accurate information appropriate for their age level. The program is designed to help students develop personal and social skills and positive attitudes about health that will help guide them through their formative years to adulthood. Comprehensive health education includes the following six units: mental

health; tobacco, alcohol, and other drugs; nutrition and fitness; safety and injury prevention; family life and human sexuality; and disease prevention and control. Students in Grade 7 receive nine weeks of health education. The two focus topics are tobacco, alcohol and other drugs and nutrition and fitness. Special emphasis on the prevention of tobacco, alcohol, and other drug use is included in Grade 7 through Project ALERT. Also, students complete a unit on Basic First Aid and may receive certification from the American Red Cross. Parents of Grade 7 students will receive information about the family life and human sexuality unit of instruction prior to the start of classroom instruction. Parents who object to the content of the instruction may request that their child 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 HIV prevention.

Course Descriptions – Elective Courses

READING and WRITING

READING 7 (full year)

The Reading 7 curriculum extends the reading strategies framed in previous reading courses. This curriculum is designed for readers who have a foundation in decoding skills but experience difficulty comprehending grade-level material. The goal of this course is to build reading comprehension of expository texts that students will encounter in secondary content classes, including periodicals, trade books, textbooks, and reference materials. Students learn research-based reading strategies and apply them to the content texts of science, social studies, English, and mathematics. During the year of study, students work with increasingly more difficult materials as they become more independent and efficient readers.

Note: Enrollment in this course requires teacher recommendation.

READ 180 (full year)

READ 180 is a comprehensive reading intervention program designed to meet the needs of students in elementary through high school whose reading achievement is below the proficient level. These struggling readers have deficits in their understanding of the reading process and gaps in their foundational skills. READ 180 is built to address these gaps by directly addressing individual needs through instructional software, high-interest literature, and direct instruction in reading skills.

Note: Enrollment in this course requires teacher recommendation.

CONTEMPORARY COMMUNICATIONS (full year)

Contemporary communication is a full-year elective designed to encourage student self-expression through the use of a structured writing process. The course will utilize the six traits of writing: content, organization, word choice, voice, sentence fluency, and conventions to develop students' writing skills. Students will write in a variety of genres including informative, persuasive, poetry, short story, and personal narratives.

FOREIGN LANGUAGE

Middle school students that are proficient readers and writers and that are not enrolled in a reading or writing elective are encouraged to enroll in a foreign language course. All foreign language courses are high-school level courses that include a county-wide exam at the end of each semester.

SPANISH OR FRENCH 1 A/B (full year – 1 high school credit)

Students begin to learn to communicate orally and in written form about daily life. Emphasis is on vocabulary development, simple grammatical structures, and the basic culture of the people. Students are encouraged to use the language beyond the school setting and keep informed of current events in countries where the language is spoken. A county-wide exam is administered at the end of each semester. The student's course grade becomes a permanent part of his/her record. A \$10 fee is assessed for each semester of foreign language.

SPANISH OR FRENCH 2 A/B (full year – 1 high school credit)

Students expand vocabulary and learn increasingly complex expressions and structures for written and oral communication to discuss the past. The culture of the people is examined in greater depth. Students continue to make comparisons with the language and culture studied. Students are encouraged to use the language beyond the school setting and keep informed of current events in countries where the target language is spoken. A county-wide exam is administered at the end of each semester. The student's course grade becomes a permanent part of his/her record. Prerequisite: Successful completion of Spanish or French 1 A/B. A \$10 fee is assessed for each semester of foreign language.

MUSIC

Chorus (full year)

This course emphasizes vocal skills and technique development. A variety of music will be taken from different countries and various time periods. Chorus members will be expected to sing during the winter and spring evening concerts and school assemblies. Chorus members may be invited to attend the annual Festival in the Parks field trip which is held at Busch Gardens or Hershey Park as well as the annual Montgomery County Choral Festival. A \$10 fee is required for this course.

BEGINNING BAND (full year)

The primary function of the music curriculum is to establish a foundation for a life long relationship with music for all conscientious students. Within the curriculum, opportunities for both individual and group experiences occur when performing, creating and expressing musical concepts. Aesthetic values are developed with the application of specific criteria. A handbook is available to all who enter the middle school instrumental program offered at Argyle. The instrumental music handbook gives detailed information regarding requirements and procedures. Public and in-school performances are mandatory. Beginning band provides students the opportunity to begin their training on woodwind, brass, or percussion instruments. A \$14 is required for this course.

Note: It is expected that students will rent or purchase an instrument to use in this class. Students who qualify may contact the teacher to borrow an instrument. However, only a limited number of instruments are available in the school.

BEGINNING STRINGS (full year)

This course stresses basic tonal production and establishes a foundation for the development of technical skills. Students perform in small groups and also solo in class to gain confidence. Scale and rhythmic studies combined with pitch identification, dynamics and tone color are developed. Public and in-school performances are mandatory. Beginning orchestra provides students the opportunity to begin their training on string instruments including violin, viola, cello, or bass. A \$14 fee is required for this course.

Note: It is expected that students will rent or purchase an instrument to use in this class. Students who qualify may contact the teacher to borrow an instrument. However, only a limited number of instruments are available in the school.

INTERMEDIATE BAND/INTERMEDIATE ORCHESTRA (full year)

Students refine skills and develop more advanced performance techniques. The development of technical skills necessary to perform Grade 2 Level music is stressed. Emphasis is placed on developing formal rehearsal decorum, following a conductor, and developing pitch and rhythmic security in preparation for performing an independent part in the traditional band or orchestra ensemble. The Argyle middle school intermediate band/orchestra may be organized into several small groups of different instrument types, with provisions for combining the groups for public performance. Public and in-school performances are mandatory. Students learn melodic form and construction as they examine and perform more complex folk melodies and melodies from master composers. Students discuss the social and intellectual influences affecting the creation of the music they are studying. They begin to develop aesthetic criteria for measuring the quality of instrumental performance. Students may be able to attend live performances. A \$14(band) or \$10(orchestra) fee is required for this course. Prerequisite: Attainment of outcomes for Beginning Band or Beginning Strings.

ADVANCED BAND/ADVANCED ORCHESTRA (full year)

Advanced Band/Advanced Orchestra students develop and refine their technical skills in order to perform music at the Grade 2 to Grade 3 Level of difficulty. Emphasis is placed on developing formal rehearsal decorum, following a conductor, and developing pitch and rhythmic security in preparation for performing an independent part in the traditional band or orchestra ensemble. Students learn the social, cultural, and intellectual influences reflected in the musical works they are studying and discuss performance styles and musical forms of corresponding historical periods. The study of music theory includes performance and recognition of major scales, diatonic and chromatic intervals, and simple melodic dictation. The critical listening skills that are developed as a result of preparation for instrumental performance are used to help the student formulate criteria for effectively evaluating his/her own performance as well as the performance of others. Students begin to assume leadership roles within the large performing ensemble. Exploratory experience may be offered in orchestra, jazz ensemble, and solo and ensemble performance. This band or orchestra represents Argyle at public performances. Public and in-school performances are mandatory. A \$14 fee is required for this course. Prerequisite: Attainment of outcomes for Intermediate Band or Intermediate Orchestra.

TECHNOLOGY and ART

Grade 7 students can choose from a variety of year-long elective courses that provide an opportunity to gain practical skills and knowledge related to a variety of technology themes. No prior technology skills or knowledge are required for participation in these electives. Grade 7 elective courses will follow rigorous curriculum standards that work toward advanced knowledge in the area of choice. Courses following similar themes will be offered in grade 8 allowing students to develop advanced skills and possibly earning high school credit.

COMPUTER ART FUNDAMENTALS 1 (full year)

Students are introduced to the principles of color, texture, and form using a variety of media including drawing, painting, and digital art. Students will apply the basic principles as they create original pieces in both the traditional and digital format. Historically significant and contemporary art examples representing a variety of cultures are investigated and represented in the creative production process. Students will learn to evaluate and critique personal artworks and the artworks of others.

MULTIMEDIA PRODUCTION 1 (full year)

Communication through the use of technology tools is an exciting integration of creative writing and technology. Fundamentals of photo and video editing will be combined with basic elements of art, formal principles of design, and creative writing to produce interesting and engaging multimedia productions. Students will work in a computer lab equipped with Apple computers and innovative design software. Students will develop skills while working with scanners, digital cameras, video cameras, and audio recording throughout this hands-on course.

PROGRAMMING FUNDAMENTALS (full year)

The study of computer programming is a foundation to all areas of computer science. A sound understanding of programming constructs and concepts will reinforce and improve logic and problem-solving skills for students. This course will provide students the exposure to develop object-oriented programming concepts including: structure and design, variables and decision making, algorithms, data structures, program analysis, and graphics. The course will be a hands-on experience using programming tools designed to meet the needs of the middle-school student.

WEB SITE DEVELOPMENT FUNDAMENTALS (full year)

The effective and efficient use of the world-wide-web as a source for sharing information has become critical to success in both the academic and professional worlds. This hands-on course will provide students an opportunity to create their own websites adding complexity as the course progresses. Student skill development will progress from one-dimensional web pages to sites that are interactive and include animation. A variety of software and technology tools will be incorporated throughout the course.

Course Options – Grade 8

Required Courses – Grade 8	
English	English Acceleration A/B ¹ English 8 ESOL 1, 2 or 3
Math	Algebra 2 with Analysis A/B ¹ Honors Geometry A/B ¹ Algebra 1 A/B ¹ Algebra Prep
Science	GT Science 8 Science 8
World Studies	AP Prep United States History 8 United States History 8
Physical Education/Health	PE/Health 8
Reading and Writing OR Foreign Language	Literary Multimedia Reading 8 ² Read 180 ² Spanish 1, 2 or 3 A/B ¹ French 1, 2 or 3 A/B ¹
Technology	Students that completed only Software Applications A in grade 7 must take Software Applications B All other students must enroll in at least one course from the Technology and Art options listed below
Elective Courses – Grade 8	
Drama	Experiencing Theater
Music	Intermediate Band Advanced Band Intermediate Orchestra Advanced Orchestra Chorus
Technology and Art - Introductory	Website Development Fundamentals Programming Fundamentals Multimedia Production 1 Computer Art Fundamentals 1
Technology and Art - Advanced	Discovering Programming Concepts A/B ¹ Computer Art Fundamentals 2 ¹ Multimedia Production 2 Web Site Development A/B ¹ Literary Multimedia

¹ High school credit upon successful completion of course requirements and passing grade on final exam

² Requires teacher recommendation

Course Descriptions – Required Courses

ENGLISH

ENGLISH ACCELERATION A/B (1 high school credit)

This course is designed for able and motivated students with a lively interest in the power and versatility of language. In preparation for advanced high school English courses, students read complex prose written in a variety of periods, disciplines, and rhetorical contexts and write for a range of purposes to express ideas with clarity and precision. The course of study complements MCPS Grade 8 English by introducing students to advanced techniques in reading challenging texts and composition.

ENGLISH 8

This course integrates the five English/language arts processes (reading, writing, listening, speaking, and viewing) and the two contents (language and literature) in a thematic organization of four units. It builds on the students' experiences in English 6 and 7 and involves greater rigor and challenge in instruction. Also, there 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. Students in English 8 examine language and literature in the context of exploring the world and new ideas. The themes studied are Journeys, Community, Responsibility, and Discoveries. Students read, analyze, and study different genres related to each of the themes and complete required common tasks. The common tasks focus primarily on the writing process (highlighting the informative and persuasive intents) and they include the use of information, word processing, and presentation technology to address a variety of language skills. Students are given opportunities to present their work both orally and with the use of technology. Instruction in reading and writing strategies, grammar, and vocabulary is embedded in each unit. English 8 prepares students— through activities integrated into each thematic unit— for county, state, and national assessments.

MATHEMATICS

The comprehensive mathematics program sequence for grades 6-12 can be found in the Middle School Program Brochure. This document can be found online at www.mcps.k12.md.us/curriculum/middleschool/brochure.shtm. All math courses prepare students for success on the Maryland School Assessment.

ALGEBRA 2 WITH ANALYSIS A/B (1 high school credit)

An intensive, accelerated course intended to prepare students for more advanced math courses. Students focus on real-world problems, which they discuss, represent, and solve using advanced algebraic techniques, incorporating technology. They analyze the properties and algebra of functions, including polynomial, exponential, logarithmic, piece-wise, radical, and rational. They study matrices, systems of equations, sequences and series, the complex number system, and conics. A county-wide exam is administered at the end of each semester. The student's course grade becomes a permanent part of his/her record.

HONORS GEOMETRY A/B (1 high school credit)

Honors Geometry examines geometry as a mathematical system through the deductive development of relationships in the plane and space that has been developed intuitively in previous years. Areas of focus include congruent segments and angles, circle chords, secants and tangent segments, and geometric proofs, logic, congruent and similar triangles, transformations, the Pythagorean Theorem, geometric constructions, coordinate geometry, and surface area and volume of solids. A county-wide exam is administered at the end of each semester. The student's course grade becomes a permanent part of his/her record.

ALGEBRA 1 A/B (1 high school credit)

Algebra 1 examines the basic structure of real numbers, algebraic expressions, data analysis, probability, and the elementary properties of functions. Areas of focus include properties and applications of linear, quadratic, and exponential functions. Mathematical modeling of real-life problems and problem solving are major themes of the course. A graphing calculator is used throughout this course. A county-wide exam is administered at the end of each semester and the High School Assessment (HSA) is administered in the spring. The student's course grade and score on the HSA becomes a permanent part of his/her record.

ALGEBRA PREP

Algebra Prep extends students' understanding of numbers to include rational and irrational numbers in the real number system. One goal is to have all students develop computational fluency of real numbers. All concepts and skills are presented in the context of problem solving that requires the use of reasoning and communication. Areas of focus include multiple representations of linear function, data analysis and representation, probability experiments and simulations, and geometric properties and relationships between two- and three-dimensional figures. Algebra Prep also previews concepts that are assessed on the Algebra/Data Analysis High School Assessment. This course is for students who have successfully completed Math 7. Those who are successful will take Algebra 1 the following year.

SCIENCE 8

The middle school science program allows students to investigate both the concepts and process skills of science. At each grade level, topics in earth science, biology, chemistry, and physics are interconnected to show students the relationships that exist among the sciences and the natural world. Grade 8 science follows the theme of Living in a World of Change and includes the following units: Introductory Chemistry, Atmospheric Phenomena, Earth's Structure, and Earth's History. Inquiry and laboratory investigations are an integral part of the program. Problem solving and online investigations are used continually to allow students to investigate authentic problems and reinforce science concepts. The middle school science program was developed through a National Science Foundation grant and reflects the Maryland and National Science Content Standards. Setting high expectations and using differentiated instruction gives all students a challenging and engaging access to science. A \$2 course fee is required for this course.

UNITED STATES HISTORY**AP PREP UNITED STATES HISTORY**

This course enhances the four MCPS Grade 8 U.S. History units through the development of skills from high school Advanced Placement courses in history. In addition to the MCPS course of study, students deepen their understanding of key concepts and events through reading, writing, document analysis and historical thinking. These skills will be applied in each unit and students will be expected to show progress in skill development and historical knowledge in exams and historical-document-based projects.

UNITED STATES HISTORY 8

The social studies program in middle school builds chronological and thematic understanding of world and United States history, while also developing the content and concepts of geography, economics, political systems, and culture. Each social studies unit is organized around a historical strand and a social studies content topic. This mix of modern content and the lessons of history provide the background knowledge and thinking skills necessary to prepare students for high school instruction and the duties of a citizen. In Grade 8, American history is studied to Reconstruction. Grade 8 curricular units include: Democracy: Political Systems of the People 1763-1783, Creating a National Political System and Culture 1783-1815, Geographic and Economic Change Shape the Nation 1815-1850, and A Nation Divided and Rebuilt 1840-1877. This is the first of a two-year sequence that continues in Grade 9. At all grade levels, students build understanding of the modern world by applying concepts of geography, economics, political systems, and culture to present-day scenarios.

PHYSICAL EDUCATION 8

Middle school students participate in a comprehensive physical education program. The amount of time devoted to each instructional component varies according to the developmental needs of students, their grade level, and the physical education teacher's special interests. By the end of Grade 8, students should be able to do the following:

- Demonstrate improved skill levels in team, individual, dual, dance, and personal development activities.
- Demonstrate game strategies in individual, dual, and team play.
- Continue to analyze personal levels of physical fitness and practice skills previously developed to increase these levels of fitness.
- Know the rules of safety and practice them in all activities.
- Accept the responsibility when asked to lead and be supportive of others when in a leadership role.
- Accept the responsibility when asked to follow and be supportive of others when in a follower role.
- Demonstrate good sports etiquette, teamwork, and cooperation.
- Begin to develop an appreciation for a variety of organized sports activities as a participant and a spectator.
- Continue to display positive behavior and apply appropriate decision-making skills.

HEALTH EDUCATION 8

Today's students are growing up in a world filled with hazards that were either unknown or largely ignored only a few years ago. Health education instruction in middle school supports what students learn at home about good health and safety practices by providing them with accurate information appropriate for their age group. The program is designed to help students develop good personal and social skills and positive attitudes about health that will help guide them through their formative years to adulthood. Comprehensive health education includes the following six units: mental health; tobacco, alcohol and other drugs; nutrition and fitness; safety and injury prevention; family life and human sexuality; and disease prevention and control. Students in Grade 8 receive nine weeks of health education. The two focus topics are family life and human sexuality and disease prevention and control. Special emphasis on stress management and prevention is included in Grade 8 through Red Flags, a collaborative project with the Mental Health Association of Montgomery County. 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 teen pregnancy prevention and sexually transmitted diseases is included in Grade 8 health education, and parents must sign a permission form for their child to participate in this unit of instruction. If a parent objects to the content of the instruction and indicates that objection on the permission form, their 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 sexually transmitted diseases.

TECHNOLOGY

SOFTWARE APPLICATIONS B (1/2 high school credit)

This course is required for any student that completed only Software Applications A in grade 7. In this hands-on class students continue building skill in word processing, spreadsheet and begin to develop skills in database design and visual presentation. Extended time for skill development and practice is included in the course. Course standards are guided by the objectives for the Microsoft Office Specialist certification exams as well as the Maryland Technology Standards for Students. Successful completion of the course including a comprehensive end-of-year exam will earn the student one-half high school credit. The student's course grade becomes a permanent part of his/her record.

READING and WRITING

READING 8 (full year)

The Reading 8 curriculum extends the reading strategies framed in previous reading and content courses. This curriculum is designed primarily for readers who experience difficulty comprehending grade-level material. Students apply research-based reading strategies as they read for information on a variety of topics to identify their own interests and strengths. Students will conduct research using electronic and traditional texts to develop their ability to understand and evaluate the demanding expository texts they will encounter in high school.

Note: Enrollment in this course requires teacher recommendation.

READ 180 (full year)

READ 180 is a comprehensive reading intervention program designed to meet the needs of students in elementary through high school whose reading achievement is below the proficient level. These struggling readers have deficits in their understanding of the reading process and gaps in their foundational skills. READ 180 is built to address these gaps by directly addressing individual needs through instructional software, high-interest literature, and direct instruction in reading skills.

Note: Enrollment in this course requires teacher recommendation.

LITERARY MULTIMEDIA (full year)

Students will read a variety of texts and utilize technology tools to develop multimedia productions that communicate the in-depth analysis of the literature. Multimedia productions include the development and production of dramatic work, the virtual creation of literary images, and the retelling of a story through electronic audio and video. These multimedia productions provide students the opportunity to demonstrate their mastery of the knowledge and skills outlined in the content standards. Productions throughout the course will support the units of study and literary genres that are included in the grade eight English curriculum. \$10 fee is required for this course.

Course Descriptions – Elective Courses Grade 8

FOREIGN LANGUAGE

Middle school students that are proficient readers and not enrolled in a reading or writing course are encouraged to enroll in a foreign language course. All foreign language courses are high-school level courses that include a county-wide exam at the end of each semester.

SPANISH OR FRENCH 1 A/B (full year – 1 high school credit)

Students begin to learn to communicate orally and in written form about daily life. Emphasis is on vocabulary development, simple grammatical structures, and the basic culture of the people. Students are encouraged to use the language beyond the school setting and keep informed of current events in countries where the language is spoken. A county-wide exam is administered at the end of each semester. The student's course grade becomes a permanent part of his/her record. A \$10 fee is assessed for each semester of foreign language.

SPANISH OR FRENCH 2 A/B (full year – 1 high school credit)

Students expand vocabulary and learn increasingly complex expressions and structures for written and oral communication to discuss the past. The culture of the people is examined in greater depth. Students continue to make comparisons with the language and culture studied. Students are encouraged to use the language beyond the school setting and keep informed of current events in countries where the target language is spoken. A county-wide exam is administered at the end of each semester. The student's course grade becomes a permanent part of his/her record. A \$10 fee is assessed for each semester of foreign language. Prerequisite: Successful completion of Spanish 1 A/B.

SPANISH OR FRENCH 3 A/B (full year – 1 high school credit)

Students continue to build on skills developed previously. Vocabulary themes include travel, health, technology, and the media. Increased grammatical accuracy is stressed. Students continue to make comparisons with the language and culture being studied, further their knowledge of other school subjects, and keep informed of current events in countries where the Spanish is spoken. A county-wide exam is administered at the end of each semester. The student's course grade becomes a permanent part of his/her record. A \$10 fee is assessed for each semester of foreign language. Prerequisite: Successful completion of Spanish 2 A/B.

MUSIC

CHORUS (full year)

This course emphasizes vocal skills and technique development. A variety of music will be taken from different countries and various time periods. Chorus members will be expected to sing during the winter and spring evening concerts and school assemblies. Chorus members may be invited to attend the annual Festival in the Parks field trip which is held at Busch Gardens or Hershey Park as well as the annual Montgomery County Choral Festival. A \$10 fee is required for this course.

INTERMEDIATE BAND/INTERMEDIATE ORCHESTRA (full year)

Students refine skills and develop more advanced performance techniques. The development of technical skills necessary to perform Grade 2 Level music is stressed. Emphasis is placed on developing formal rehearsal decorum, following a conductor, and developing pitch and rhythmic security in preparation for performing an independent part in the traditional band or orchestra ensemble. The intermediate MCPS middle school intermediate band/orchestra may be organized into several small groups of different instrument types, with provisions for combining the groups for public performance. Public and in-school performances are mandatory. Students learn melodic form and construction as they examine and perform more complex folk melodies and melodies from master composers. Students discuss the social and intellectual influences affecting the creation of the music they are studying. They begin to develop aesthetic criteria for measuring the quality of instrumental performance. Students may be able to attend live performances. Prerequisite: Attainment of outcomes for Beginning Strings or Beginning Band. A \$14(band) or \$10(orchestra) fee is required for this course.

ADVANCED BAND/ADVANCED ORCHESTRA (full year)

Advanced Band/Advanced Orchestra students develop and refine their technical skills in order to perform music at the Grade 2 to Grade 3 Level of difficulty. Emphasis is placed on developing formal rehearsal decorum, following a conductor, and developing pitch and rhythmic security in preparation for performing an independent part in the traditional band or orchestra ensemble. Students learn the social, cultural, and intellectual influences reflected in the musical works they are studying and discuss performance styles and musical forms of corresponding historical periods. The study of music theory includes performance and recognition of major scales, diatonic and chromatic intervals, and simple melodic dictation. The critical listening skills that are developed as a result of preparation for instrumental performance are used to help the student formulate criteria for effectively evaluating his/her own performance as well as the performance of others. Students begin to assume leadership roles within the large performing ensemble. Exploratory experience may be offered in orchestra, jazz ensemble, and solo and ensemble performance. This band or orchestra represents Argyle at public performances. Public and in-school performances are mandatory. Prerequisite: Attainment of outcomes for Intermediate Band or Intermediate Orchestra. A \$14 fee is required for this course.

DRAMA

EXPERIENCING THEATER 8 (full year)

Experiencing Theatre 8 is a performance-oriented course in which students investigate and experience aspects of production, aesthetics, criticism, theatre genre, and history within the framework of classroom presentations. Students will develop the fundamental techniques of performance through activities involving stage movement, pantomime, voice, oral interpretation, theatre games, role-playing, improvisation, and scene study. Upon completion of the course, students should be able to do the following:

- Demonstrate personal creative potential in scripted and original presentations.
- Identify and develop acting techniques, and apply them in various types of performances.
- Demonstrate individual growth through confidence and poise in performance.
- Assume the responsibility of a group member in class activities.
- Identify and demonstrate acceptable audience behavior.
- Use appropriate theatre vocabulary when discussing the art form.
- Recognize the aesthetic component of a theatrical production.

TECHNOLOGY AND ART – INTRODUCTORY COURSEWORK

COMPUTER ART FUNDAMENTALS 1 (full year)

Students are introduced to the principles of color, texture, and form using a variety of media including drawing, painting, and digital art. Students will apply the basic principles as they create original pieces in both the traditional and digital format. Historically significant and contemporary art examples representing a variety of cultures are investigated and represented in the creative production process. Students will learn to evaluate and critique personal artworks and the artworks of others.

MULTIMEDIA PRODUCTION 1 (full year)

Communication through the use of technology tools is an exciting integration of creative writing and technology. Fundamentals of photo and video editing will be combined with creative writing to produce interesting and engaging multimedia productions. Students will work in a computer lab equipped with Apple computers and innovative software. Students will develop skills while working with scanners, digital cameras, video cameras, and audio recording throughout this hands-on course.

PROGRAMMING FUNDAMENTALS (full year)

The study of computer programming is a foundation to all areas of computer science. A sound understanding of programming constructs and concepts will reinforce and improve logic and problem-solving skills for students. This course will provide students the exposure to develop object-oriented programming concepts including: structure and design, variables and decision making, algorithms, data structures, program analysis, and graphics. The course will be a hands-on experience using programming tools designed to meet the needs of the middle-school student.

WEB SITE DEVELOPMENT FUNDAMENTALS (full year)

The effective and efficient use of the world-wide-web as a source for sharing information has become critical to success in both the academic and professional worlds. This hands-on course will provide students an opportunity to create their own websites adding complexity as the course progresses. Student skill development will progress from one-dimensional web pages to sites that are interactive and include animation. A variety of software and technology tools will be incorporated throughout the course.

**TECHNOLOGY AND ART – ADVANCED COURSEWORK
DISCOVERING PROGRAMMING CONCEPTS A/B (full year – 1 high school credit)**

This is an advanced level course in which students continue the work from Programming Fundamentals. Students explore advanced computer science concepts such as algorithms, variables and constants, decision structures, looping structure, functions, arrays, and graphics. The course will be a hands-on experience using the VISUAL BASIC programming language. A county-wide exam is administered at the end of each semester. The student's course grade becomes a permanent part of his/her record. Prerequisite: Successful completion of Programming Fundamentals.

COMPUTER ART FUNDAMENTALS 2 (full year – 1 high school credit)

This is an advanced level course in which students continue the work from Computer Art Fundamentals 1. Students enhance their experience working with the principles of color, texture, and form using a variety of media including drawing, painting, and digital art. Students will apply the principles as they create original pieces in both the traditional format and digital format. Historically significant and contemporary art examples representing a variety of cultures are investigated and represented in the creative production process. Students will continue to evaluate and critique personal artworks and the artworks of others. The student's course grade becomes a permanent part of his/her record. Prerequisite: Successful completion of Computer Art Fundamentals 1.

MULTIMEDIA PRODUCTION 2 (full year)

Students continue to develop knowledge and skill in the use of still images, video, and audio to creatively communicate ideas with a focus on digital animation. Advanced skill in working with cameras and editing equipment and software are combined with reading and writing strategies in order to plan and create exciting multimedia productions. Projects included in the course support objectives and indicators in the grade 8 core academic curricular areas.

WEB SITE DEVELOPMENT A/B (full year – 1 high school credit)

This is an advanced level course in which students continue the work from Web Site Design Fundamentals. Students learn Web design from storyboard to a finished online Web page and develop actual sites from customers' specifications using HTML, Java Script, Cold Fusion, Web composers, and object-oriented programming languages. Skills in streaming media, server applications, and 3-D animation are developed. Project management provides students with skills to lead teams through projects, from inception to completion. A county-wide exam is administered at the end of each semester. The student's course grade becomes a permanent part of his/her record. Prerequisite: Successful completion of Web Site Design Fundamentals.

Argyle Three Year Course Offerings Grid 2006-2007 School Year

	Grade 6	Grade 7	Grade 8
Required Courses			
English	GT English 6 English 6 ESOL 1, 2, or 3	GT English 7 English 7 ESOL 1, 2, or 3	English Acceleration A/B English 8 ESOL 1, 2, or 3
Reading and Writing	GT Reading 6 Reading 6 <i>Students who are advanced readers may opt to take a foreign language course</i>	Reading 7 Read 180 Contemporary Communications <i>Students who are proficient readers may opt to take a foreign language course</i>	Reading 8 Read 180 Literary Multimedia <i>Students who are proficient readers may opt to take a foreign language course</i>
Social Studies	GT World Studies 6 World Studies 6	GT World Studies 7 World Studies 7	AP Prep United States History United States History 8
Math	Algebra 1 A/B Investigations in Mathematics Math 7 Math 6	Honors Geometry A/B Algebra 1 A/B Investigations in Mathematics Math 7	Algebra 2 with Analysis A/B Honors Geometry A/B Algebra 1 A/B Algebra Prep
Science	GT Science 6 Science 6	GT Science 7 Science 7	GT Science 8 Science 8
Core Technology	Innovative Technology Solutions	Software Applications by Design A Software Applications by Design A/B	Software Applications by Design B <i>Students are required to enroll in a minimum of one course from the grade 7 or grade 8 Technology and Art Elective Options listed below</i>
Physical Education/Health	PE/Health 6	PE/Health 7	PE/Health 8
Elective Courses			
Foreign Language	Spanish 1 A/B French 1 A/B	Spanish 1 or 2 A/B French 1 or 2 A/B	Spanish 1,2 or 3 A/B French 1, 2 or 3 A/B
Music <i>all music courses are full year</i>	Beginning Band	Beginning Band Intermediate Band	Intermediate Band Advanced Band
	Beginning Strings	Beginning Strings Intermediate Orchestra	Intermediate Orchestra Advanced Orchestra
	Chorus	Chorus	Chorus
Drama			Experiencing Theater
Technology And Elective Options	Introduction to Web Tools (semester)	Web Site Development Fundamentals (year)	Web Site Development A/B (year)
	Introduction to Programming (semester)	Programming Fundamentals (year)	Discovering Programming Concepts A/B (year)
	Introduction to Digital Media (semester)	Multimedia Production 1 (year)	Multimedia Production 2 (year)
	Introduction to Digital Publishing (semester)	Computer Art Fundamentals 1 (year)	Computer Art Fundamentals 2 (year)

This document is available in an alternate format, upon request, under the Americans with Disabilities Act, by contacting the Public Information Office, 850 Hungerford Drive, Room 112, Rockville, MD 20850, 301-279-3391 or 1-800-735-2258 (Maryland Relay).

Individuals who need sign language interpretation or cued speech transliteration in communicating with the Montgomery County Public Schools (MCPS) may contact Interpreting Services in Programs for Deaf and Hard of Hearing at 301-517-5539 or 5582 (Voice/TTY).

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