Administration
Mrs. Khanny Yang, Principal
Mrs. Kimberly Johnson-Redder, Assistant Principal
Mr. Kevin Yates, Magnet Coordinator
Mr. Jonathan D’Souza, Assistant School Administrator

Counselors
Ms. Erika May, Resource Counselor
Mrs. Andrea Garris
Mrs. Cynthia Purich
Mr. Ronald Schwartz

4610 West Frankfort Drive
Rockville, MD 20853-2799
301-438-5700 – Main Office
301-438-5800 – Counseling Services
Dear Students, Parents and Guardians:

It is with great pleasure that I welcome you to Parkland Magnet Middle School for Aerospace Technology for your 6th, 7th or 8th grade year. The registration process for the 2018–2019 school year is underway. This course booklet provides you with descriptions of the courses offered at Parkland, both academic and elective. You are encouraged to review this booklet as you discuss course selections for next year as well as planning for the remaining middle school years.

Our program of studies is constructed around a rigorous magnet program designed to assist every student in increasing his/her level of academic achievement and beginning high school studies. This all-school magnet program focused on aerospace, robotic engineering and astronomy, allows all students to benefit from the infusion of rigorous math and science curricula into real world and out of this world applications.

The students at Parkland are taught by caring, highly skilled teachers who are committed to providing rigorous opportunities for all children and continuous improvement for themselves and their students. Parkland is a school where every student is given equal opportunity to excel. We believe that academic rigor is a necessary preparation for the knowledge-based economy and that middle school is the time to gain the skills and knowledge for high school, college, and beyond.

Sincerely,

Mrs. Khanny Yang
Principal
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GENERAL INFORMATION

Introduction
Parkland Magnet Middle School for Aerospace Technology offers students in Grades 6, 7, and 8 a rigorous academic program focused through advanced and applied mathematics, science, and technology. The program content is based on the goals and objectives of the MCPS curriculum, and is accelerated and compacted to allow students an opportunity to complete a high school science course by the end of Grade 8.

School Mission
At Parkland, we believe that every student regardless of socioeconomic status, ethnicity, past history and academic background will have access to opportunities for success socially and academically in our unique whole-school magnet program. We will provide the support necessary for every student to succeed. We believe…

“Every Student, Whatever It Takes!”

Program Goals
The goals of Parkland Magnet Middle School for Aerospace Technology are for all students to:

- Successfully complete a compacted and enriched middle school science curriculum by the end of Grade 7.
- Successfully complete high school Honors Physics or Geoscience by the end of Grade 8.
  - Students choosing to take Physics in Grade 8 must complete Algebra I by the end of Grade 7
  - Honors Geometry in Grade 8 is a co-requisite of Physics
- Successfully complete Investigations in Mathematics by the end of Grade 7.
- Successfully complete Algebra I by the end of Grade 8.
- Complete yearly milestones in the areas of technical writing, presentation, problem solving, and scientific and technological research.
- Engage rigorously in the process skills of science through real-world applications.
  - Develop and design independently a testable question that includes analyzing and developing a well-designed procedure complete with independent and dependent variables.
  - Collect, organize and display data in ways others can verify using appropriate instruments.
  - Analyze and summarize data to identify trends and form a logical argument about a cause and effect relationship or sequence of events.
- Demonstrate the ability to solve problems with technology using a systems approach, higher-level thinking skills, individual and collaborative ingenuity, and a variety of resources such as information, tools, and materials including choosing and using appropriate:
  - Computer skills in applications and research (e.g. coding, applications, cybersecurity and safety)
  - Measurement skills in science, math and technology (e.g. distance, mass, time)
  - Tools of science and technology to solve problems (e.g. graphing calculators, scientific laboratory equipment, 3-D printer, engineering and robotics)
- Consistently produce quality pieces of technical writing.
  - Conduct in-depth scientific research
  - Prepare and write a research paper that incorporates an abstract
  - Publish the writing piece as an authentic text
  - Use factual evidence to formulate and support a conclusion
- Become independent, responsible self-learners who are self-advocates that seek out support when needed.

Parkland’s Unique Science Sequence
A primary goal of the Middle School Magnet Consortium is to increase student capacity for higher-level instruction in middle school and for advanced study in high school. At Parkland, we offer students an accelerated curriculum in the sciences in which the MCPS middle school science curriculum has been compacted into four courses over the Grade 6 and Grade 7 years. These courses include Mission: Planet Earth, Comparative Planetology & Orbital Mechanics, Human Space Exploration & Survival, Unmanned Space Exploration and Geoscience. This compaction and acceleration allows students to enroll in a high school level science course for credit in Grade 8; Honors Physics if concurrently enrolled in Honors Geometry or Honors Algebra 2, or Honors Geoscience Explorations.

Team Organization
Parkland is organized using a grade level team structure. 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.
Registration Procedures
Use this program book as a guide to courses, programs, services and activities available at Parkland. Read this document thoroughly before making your course selections. Students and parents/guardians should work together to make course selections that best suit the interests and abilities of the student. You may use the course selection worksheet in the back of the course bulletin to help you and your student through this process.

Students will be registering electronically. They will be given a print out of their course requests. A due date for return of the course request forms to the students’ counselor will be noted on the form. It is very important that all of the course request forms are returned by the due date.

Scheduling Process/Course Availability
All courses and electives are subject to cancellation if there is not sufficient student enrollment, staffing, or pending budget approval. Courses and electives with insufficient enrollment may not be offered. The counselors and administrative team will work diligently to create a schedule for each student that meets their academic needs and interests.

Changes to Course Requests
A copy of the students’ course requests will be sent home to students and parents/guardians after the initial registration period has occurred. At this time, if a student/parent requests a change or correction to their current course requests, they may return the form with indicated changes and a parent signature to the Counseling office. Students may not get their first choice of elective courses due to class enrollment and staff availability. Every effort will be made to provide the student with a comparable course choice.

After the 2018-2019 school year begins, schedule changes will only be made on an as needed basis such as an error in scheduling. Schedule changes are limited due to class enrollment and class availability.

Student Fees
Students will also be charged a replacement fee of $5 if their hall locker combination lock is lost. If these fees present a financial hardship, scholarships and programs are available to provide assistance. Please contact the Main Office for more information at 301-438-5700.

Counseling Department
While at Parkland, 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 Parkland so that a positive and lasting relationship of support is maintained.

When working with a counselor, students may:
- Discuss personal and/or academic concerns
- Explore strengths, weaknesses, interests and aptitudes
- Reflect upon current responsibilities and future goals
- Develop strategies to become effective personally, socially, and academically
- Plan educational programs
- Address other pertinent issues

2018-2019 Counseling Staff
- Erika May – Resource Counselor, Alternative I students
- Cynthia Purich – Sixth Grade Counselor
- Andrea Garris – Seventh Grade Counselor
- Ron Schwartz – Eighth Grade Counselor
- Alan Grenidge – Counseling Department Secretary

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 (8:15 a.m. - 3:00 p.m). Services include assessing the 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

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physician’s orders, maintaining student health records, providing crisis intervention, health counseling, health education-promotion, nurse case-management and referral.

**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
- Educational supports to promote success for every student

**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 of each lesson.

**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 reasonable progress on their IEP goals and manage the rigor of content across all subject areas. Parkland 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. A continuum of services is offered. The IEP Team decisions about course selection overrides registration selections.

**English Language Learners (ELL)**
The ELL program provides support for non-native English speakers as they work to improve their American English speaking, listening, reading, writing and viewing skills. The program is broken into sequential levels with the goal of becoming proficient in English. Students in the ELL program will enroll in ELL classes or in an additional English class.
Advanced Level Courses (Gifted and Talented - GT)

Advanced level courses provide opportunities for academically talented and motivated students to accelerate and enhance their learning experiences through exposure to advanced content, differentiated instruction, and ongoing assessment. Advanced 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. Parkland provides grade 6, 7 and 8 Advanced instruction in four areas: English, mathematics, social studies, and science.

We urge all students who have the capability, motivation or potential to take advantage of these opportunities. Students may be recommended for Advanced courses by teachers, parents, or by self-selection. The following criteria are considered in determining a student’s placement in Advanced classes:

- Mastery of course prerequisites (Grade of A, B, or C)
- Standardized test scores, as appropriate
- Willingness to complete challenging assignments
- Previous identification as gifted and talented
- Teacher/counselor recommendations
- Parent/guardian recommendations
- Other appropriate measures such as work samples and portfolios

Advanced students are expected to maintain an ‘A’ or ‘B’ average in Advanced classes. Students who receive a grade of ‘C’ or lower at the end of the first marking period will be counseled about ways to improve their performance.

High School Credit for Middle School Courses

The Maryland State Department of Education allows students to earn high school credit for high school courses taken in middle school. For students in grades 6-8 who successfully complete a high school course in middle school 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 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.

High school credit courses offered at Parkland include Algebra 1, Honors Geometry, Honors Physics, Geoscience, Astronomy, 2A/2B French 1A, 1B, 1A/B, 2A/B, 3A/B, and Spanish 1A, 1B, 1A/B, 2A/B, 3A/B, Spanish for Spanish Speakers 1 and 2 (SSS), Introduction to Engineering Design, and Chinese 2 at Wheaton HS.

Common Core State Standards and the PARCC Assessments

What are the Common Core State Standards? The Common Core State Standards (CCSS) are designed to enhance and improve student learning. The CCSS have greater clarity and rigor than previous standards and are relevant to the real world, giving young people the knowledge and skills they need for college and career success. They are also robust, ensuring a future U.S. workforce that can compete in the global economy. The new standards emphasize fewer topics and stress not only rote skills, but also conceptual and critical thinking. The CCSS build knowledge from grade to grade, enabling students to master important concepts before moving on to others.

English Language Arts (ELA) PARCC assessments demonstrate:
- Whether students can read and comprehend texts of varying complexities
- How well students can integrate information across sources to make a persuasive argument
- The degree to which students can use context to determine the meaning of academic vocabulary

Mathematics PARCC assessments will demonstrate:
- Whether students understand and can use important math ideas, including number sense, algebraic thinking, geometry, and data analysis
- The extent to which students can use math facts and reasoning skills to solve real-world problems
- How well students can communicate using mathematical terms and reasoning

Additional Resources
- For a more detailed look at what CCSS mean at each grade level, visit: www.pta.org/parentsguide
- For information on the PARCC consortium, of which Maryland is a member, visit: http://www.parcconline.org
- For information on Maryland public K–12 education, visit www.MarylandPublicSchools.org

Information obtained from the National PTA “Parents Guide to New Assessments in Maryland”

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**Student Service Learning (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 can earn 10 hours per year while in middle school for a total of 30 hours by successfully completing the service-learning components of designated courses. These courses include Mission: Planet Earth in Grade 6, English in Grade 7, and U.S. History in Grade 8. Teachers will provide information about the service learning projects available in their courses. The remaining required 45 SSL hours may be earned throughout their middle and high school career by involvement in approved, unpaid activities within the school and community. Students who accrue more than 260 hours receive an MCPS Certificate of Meritorious Service. Some of the activities that students may participate in are: environmental projects, neighborhood clean-up activities, mentoring or tutoring projects and senior citizen programs. Activities must be performed with an approved organization. A list of approved organizations is available on the following website: [www.mcpsssl.org](http://www.mcpsssl.org)

In order to receive credit, students must keep in mind the following requirements:

1. For an activity not on the approved list, the Special Activity Application Form (MCPS Form 560-50) must be completed and approved prior to community service being performed.
2. The Verification Form (MCPS Form 560-51) must be filled out completely, with particular attention given to the Student Reflection statement. The forms must be submitted by the deadlines.

**Agenda Book**

All students will be given 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, to chart long-term assignments and for hall passes. If a student loses an agenda book, additional books are available for purchase for $5.

**Outdoor Education**

Sixth graders at Parkland participate in the residential outdoor education program. Students are accompanied by their teachers and other school staff who provide instruction and supervision during their stay. An outdoor education teacher, who has already provided planning assistance, will be on-site for orientation, program coordination, and to provide direct instruction to students. While in residence, students learn about various aspects of the environment as they participate in activities that cannot be carried out at Parkland.

These activities provide opportunities to put into practice the thinking processes, skills, and strategies developed in the classroom. By sharing this twenty-four hour a day experience with fellow sixth graders, teachers, and parent volunteers, each student gains a better understanding of others. There is a per student fee that covers all of the student’s expenses. Scholarships and financial assistance is available. For more information visit [http://www.montgomeryschoolsmd.org/curriculum/outdoored/](http://www.montgomeryschoolsmd.org/curriculum/outdoored/)

**Extra-Curricular and After School Activities**

At Parkland, there are a variety of after school activities to choose from. We hope all students will participate in the after-school activities that they enjoy to extend their learning and mastery of the subject. A one-time, required annual fee allows students to participate in as many after school activities as they like throughout the school year.

**Activities for all grade levels may include but are not limited to:**

- AA LEAD
- Builders Club
- Civil Air Patrol
- Drama Club
- Math Club
- Weightlifting Club
- First Lego League
- Girls on the Run
- Homework Club
- Jazz Band
- STEAM Club
- Yearbook Club
- National Junior Honor Society
- Newspaper Club
- Student Government Association (SGA)
- GRRL Tech

**Interscholastic Athletics (7th & 8th Grade Only):**

- **Fall** – Boys and Girls Softball
  Boys and Girls Cross Country
- **Winter** – Boys and Girls Basketball
- **Spring** – Boys and Girls Soccer
## INSTRUCTIONAL PROGRAM PATHWAYS

*indicates student may earn high school credit

### Grade 6 (16-17)

**Required Courses:**
- Advanced English 6 or English 6 and/or ESOL 1, 2, 3, 4, or 5
- Mathematics 6 or IM 6/7
- Historical Inquiry 6
- Physical Education/Health 6

- **-AND-** Mission Planet Earth

- **-AND-** Comparative Planetology & Orbital Mechanics

- **-AND-** Digital Literacy 1
  - OR Awareness of Language/Cultural Literacy
  - OR World Languages*
    - French 1A, French 1A/B
    - Spanish 1A, Spanish 1A/B
    - Spanish for Spanish Speakers 1

**Elective Options:**
- **Option 1:** Principles of Flight (sem) & Introduction to Robotic Systems (sem)
- **Option 2:** Art 6 (sem) & Coding and Robotics Design (sem)
- **Option 3:** Guitar 1 (year)
- **Option 4:** Beginning or Intermediate Band (year)
- **Option 5:** Beginning or Intermediate Orchestra (year)
- **Option 6:** Middle School Theater 1 (year)

### Grade 7 (16-17)

**Required Courses:**
- Advanced English 7 or English 7 and/or ESOL 1, 2, 3, 4, or 5
- Mathematics (IM, Alg. 1*, or Honors Geometry*)
- Advanced World Studies 7
- Physical Education/Health 7

- **-AND-** Advanced Human Space Exploration & Survival
  - OR Human Space Exploration & Survival

- **-AND-** Unmanned Space Exploration

**Elective Options:**
- **Option 1:** Applied Robotic Engineering (sem) & Applied Robotic Programming (sem)
- **Option 2:** Applied Robotic Engineering (sem) & Invention and Engineering (sem)
- **Option 3:** Applied Robotic Engineering (sem) & Forensics (sem)
- **Option 4:** Invention and Engineering (sem) & Forensics (sem)
- **Option 5:** Principles of IT, Cyber Security, and Engineering (year)
- **Option 6:** Guitar 1 or 2 (year)
- **Option 7:** Beginning or Intermediate or Advanced Band (year)
- **Option 8:** Beginning or Intermediate or Advanced Orchestra (year)
- **Option 9:** Middle School Theater 2 (year)

### Grade 8 (16-17)

**Required Courses:**
- Advanced English* or English 8 and/or ESOL 1, 2, 3, 4, or 5
- Mathematics (Alg 1*, Honors Geometry*, or Alg. 2*)
- Advanced U.S. History 8
- Physical Education/Health 8

- **-AND-** Honors Physics* (prerequisite/co-requisite - Honors Geometry)
  - OR Geoscience Explorations*

- **-AND-** Aerospace Design & Technology

**Elective Options:**
- **Option 1:** Astronomy* (year)
- **Option 2:** Introduction to Engineering Design *(year)
- **Option 3:** Specialty Art A (sem) & Computer Science Discoveries (sem)
- **Option 4:** Specialty Art B (sem) & Computer Science Discoveries (sem)
- **Option 5:** Specialty Art A & Specialty Art B (year)
- **Option 6:** Guitar 2 or 3 (year)
- **Option 7:** Intermediate or Advanced Band (year)
- **Option 8:** Intermediate or Advanced Orchestra (year)
- **Option 9:** Middle School Theater 3 (year)
- **Option 10:** Student Aide (year) (Counseling Services or Media Center)
6th Grade Courses

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<th>Course Descriptions – 6th Grade Required Courses</th>
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**ENGLISH**

**English 6**

Students in English 6 examine language and literature in the context of four thematic units: Foundations, Adventures, Challenges & Barriers and Choices. 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, persuasive, narrative and procedural intents. They include 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 formal, county, state, and national assessments.

**Advanced English 6**

This course is designed for able and motivated students with a lively interest in the power and versatility of language. In preparation for advanced middle and high school English courses, students read challenging texts written in various time periods and rhetorical contexts. Students develop their ability to express ideas with clarity and precision by writing increasingly complex compositions for a variety of purposes, including literary analysis, persuasion, and research.

**MATHEMATICS**

**Math 6**

Curriculum 2.0 (C2.0) Math 6 extends students’ understanding of whole number and fraction concepts developed throughout the elementary grades. Instruction at this level will focus on four areas: (1) connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; (2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; (3) writing, interpreting, and using expressions and equations; and (4) developing understanding of statistical thinking.

**Investigations into Mathematics**

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

**SCIENCE**

**Mission Planet Earth**

As we search for new life forms on Earth and in the universe, it is important for students to have a basic understanding of the requirements for life here on Earth. Students will gain an understanding of diversity and organism adaptations, energy flow, ecology and environmental issues including how humans impact local and global environments here on the Earth. Inquiry and laboratory investigations are an integral part of the program. Problem solving investigations are used continually to allow students to investigate authentic problems and reinforce science concepts. Units studied in Mission: Planet Earth include Life on Earth, Interactions of Living Things, Interactions of Living Things within their Environment and Human Impact on Earth’s Environment.
AEROSPACE
Comparative Planetology & Orbital Mechanics
As we begin to study distant planets, it is important for us to understand the composition and structure of our own planet. Students will begin this study by first understanding Earth’s place within the Universe, the Milky Way Galaxy and the Solar System. Students will then learn to understand the processes that shape the planets and the physical laws that govern the Universe. 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. Units studied in Comparative Planetology & Orbital Mechanics include the Solar System, Earth, Sun, and Moon, Processes that Shape the Planets and Exploring the Laws of the Universe.

SOCIAL STUDIES
Historical Inquiry 6
This course provides enriched opportunities for learning about ancient world history. Building on the current four units of Grade 6 world studies, students deepen their understanding of the rich cultures and history from the earliest human settlements to great civilizations of the year 1000 CE. Students are challenged to analyze archaeological evidence, ask questions to further their knowledge, and understand history as an ongoing investigation.

PHYSICAL EDUCATION/HEALTH
Physical Education 6
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, and communication. 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.
- Participate in a variety of activities that can be applied to leisure activities throughout life.
- Set realistic fitness goals.

Health Grade 6
Comprehensive Health Education promotes positive health-related attitudes and behaviors that support self-reliance and self-regulation while developing health literacy and lifelong wellness. The health skills emphasized throughout the program include analyzing influences, accessing information, interpersonal communication, decision-making, goal-setting, self-management, and advocacy. This nine-week course includes the following four units of instruction: mental and emotional health; alcohol, tobacco and other drugs; personal and consumer health; and safety and injury prevention.
DIGITAL LITERACY

Digital Literacy 1
The Digital Literacy 6 curriculum focuses on developing critical and creative thinking through reading, writing, speaking, listening, and viewing in a 21st Century approach. Working through a problem-based process, students learn to define real world problems of interest, research the causes of those problems using real-time global texts and then create solutions to address the problems. Students will advance their understanding of comprehension, analysis, and evaluation of text as well as vocabulary acquisition through reading complex informational and argumentative texts in a technology-rich medium. Students will collaborate regularly both through the research and the solution phases of their investigations. Students’ curiosity and motivation will engage the students in their investigations while learning and refining the processes that will enrich all other courses and prepare them for college and career projects.

WORLD LANGUAGES

The goal of the Parkland Magnet Middle School world language program is to educate students in a language and culture in order to make them knowledgeable and active members of a global society. Students will learn to use world languages for meaningful communication in both written and spoken form. The world language program emphasizes language as it is used in real life situations that they are likely to encounter. Through world language study, students develop sensitivity to the cultural and linguistic heritage of other groups and become prepared to participate in a society characterized by linguistic and cultural diversity. Middle school students that are not enrolled in reading are encouraged to enroll in a world language course. The languages available at Parkland are French, and Spanish. All world language courses are high-school level courses that include an Integrated Performance Assessment (IPA) at the end of the quarter. Successful completion of the course includes:

- Successfully pass both semesters of the course

Students interested in the International Baccalaureate Program at Richard Montgomery High School must be enrolled or have completed Level 1 or higher of French or Spanish by Grade 8. Native speakers of French or Spanish may be eligible without the Level 1 world language requirement.

Spanish for Spanish Speakers 1 (full year) (1.0 high school world language credit)
Spanish for Spanish Speakers provides language instruction for students with proficiency in speaking Spanish, either because it is their first language or it is spoken extensively in their home. Each course integrates history, culture, language, and connections related to the Spanish-speaking world. (by Teacher Recommendation)

Awareness Of Language (sem, non-high school credit course)/Cultural Literacy (sem, non-high school credit course)
Awareness of Language exposes students to the Spanish and French languages and customs. Cultural Literacy allows students to explore the various elements of text, theatre and examine different films from cultures around the world.

French 1A or Spanish 1A (full year) (0.5 high school world language credit)
Students will be introduced to basic vocabulary and structures through developing communication skills to discuss the topics of greetings, school, food, personal information and family. Cultural perspectives and comparisons will be integrated. (by Teacher Recommendation)

French 1A/B or Spanish 1 A/B (full year) (1.0 high school world language credit)
Students will be introduced to basic vocabulary and structures in the language through developing communication skills to discuss the topics of greetings, personal information, pastimes, school, food, family, travel, community and clothing. Cultural perspectives and comparisons will be integrated. (by Teacher Recommendation)
The options available are:

**Option 1** – Principles of Flight (sem) & Introduction to Robotic Systems (sem)
**Option 2** – Art 6 (sem) & Coding and Robotics (sem)
**Option 3** – Guitar 1 (year)
**Option 4** – Beginning or Intermediate Band (year)
**Option 5** – Beginning or Intermediate Orchestra (year)
**Option 6** – Middle School Theater 1 (year)

**AEROSPACE ELECTIVES**

**Principles of Flight (semester)**
In this experienced-based course, students will explore the principles of flight through the designing and building of model. Students will study the history of flight, types of aircraft, and aircraft design. Problem solving and critical thinking skills will be used to investigate real-world problems in aviation. Technical reading and writing skills will be integrated into the course to extend student understandings of flight.

**Introduction to Robotic Systems (semester)**
Introduction to Robotic Systems is an interactive, hands-on semester course that explores technology systems using robotics as a framework. The class examines the basics of structural, fluid and electrical systems and applies this knowledge to design and construct a working model of a 3-axis hydraulic robot. Principles of problem solving are introduced in the design phase and revisited during an introduction to the programming lab at the end of the semester. Machine tool use and safety is an integral part of this course.

**ART**

**Art – Grade 6 (semester)**
This course develops students’ knowledge of line, color, shape, form, and texture during the creation of artworks using a variety of art materials. Students are exposed to art from other cultures and historical periods.

Students will begin to understand how artists use the elements of art and principles of design to design and create drawings, paintings, sculpture and crafts. Students will create artwork in an extended group project based on the school’s aerospace theme. Students are taught the safe and proper use of art tools, materials, and the art room.

**COMPUTER SCIENCE**

**Coding and Robotics Design – Grade 6 (semester)**
This course provides students with active learning experiences related to Game Development, Design and Modeling, Robotics, and Design and Engineering. Course outcomes are based upon national and state technology standards.

**MUSIC**

**Guitar 1 (full year)**
This class is for students of all levels. Instruction starts with the most basic aspects of the guitar and moves through the most advanced. Both pick style and classical (finger styles) are included. Reading music and basic music theory is part of the class. Students begin with reading single melodic lines. From there they develop harmonic concepts and learn chords. They will perform in ensemble settings performing traditional folk styles, classical styles, rock and other contemporary styles.

**Beginning Band (full year)**
The primary function of the music curriculum is to establish a foundation for a lifelong relationship with music. 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. Beginning band provides students the opportunity to begin their training on woodwind, brass, or percussion instruments. Participation in all concerts and performances is mandatory.

**Notes:** If there is not sufficient student demand for a standalone Beginning Band, the class will be merged with the Intermediate Band.
It is expected that students will rent or purchase an instrument to use in any instrumental music class. Students who qualify may contact the teacher to borrow an instrument. However, only a limited number of instruments are available in the school.

Due to issues of balancing the instrumentation within the band, students may be asked to switch instruments within the same family; i.e. stings, reeds or brass.

**Beginning Orchestra (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. Participation in all concerts and performances is mandatory. Beginning orchestra provides students the opportunity to begin their training on string instruments including violin, viola, cello, or bass. Participation in all concerts and performances is mandatory.

**Notes:** If there is not sufficient student demand for a standalone Beginning Orchestra, the class will be merged with the Intermediate Orchestra.

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

Due to issues of balancing the instrumentation within the band/orchestra, students may be asked to switch instruments within the same family; i.e. stings, reeds or brass.

**Intermediate Band/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 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. 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. Participation in all concerts and performances is mandatory.

**Prerequisite:** Attainment of outcomes for Beginning Band or Beginning Orchestra

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

Due to issues of balancing the instrumentation within the band/orchestra, students may be asked to switch instruments within the same family; i.e. stings, reeds or brass.

**THEATRE**

**Middle School Theatre 1 (full year)**
Grade 6 students with no previous theatre experience should begin at Level 1 in the curricular sequence. In this beginning level course, students will explore how the theater is a space that both creates and challenges community. Theatre artists create an ensemble amongst themselves which functions as a safe space for risk-taking and creating. A sustained investigation of community in this intermediate level course engages students to study a variety of dramatic works, participate in the creation and enhancement of ensemble, and question the role of theatre within their community.
7th Grade Courses

Course Descriptions – 7th Grade Required Courses

**ENGLISH**

**English 7**
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. 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 formal county, state, and national assessments.

**Advanced English 7**
This course is designed for able and motivated students with a lively interest in the power and versatility of language. In preparation for Advanced English 8 and advanced high school English courses, students read challenging texts written in various time periods and rhetorical contexts. Students develop their ability to express ideas with clarity and precision by writing increasingly complex compositions for a variety of purposes, including literary analysis, persuasion, and research.

**MATHEMATICS**

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

**Algebra 1 (1.0 high school math credit)**
Curriculum 2.0 (C2.0) Algebra 1 is designed to analyze and model real-world phenomena. Exploration of linear, exponential, and quadratic functions forms the foundation of the course. Key characteristics and representations of functions—graphic, numeric, symbolic, and verbal—are analyzed and compared. Students develop fluency in solving equations and inequalities. One- and two-variable data sets are interpreted using mathematical models. A graphing calculator is used throughout this course. A passing score on the Algebra PARCC is required for graduation. Students who successfully complete Algebra 1 will go on to Honors Geometry the following year. Successful completion of the course includes:

- Successfully pass both semesters of the course

**Honors Geometry (prerequisite – Algebra 1) (1.0 high school math credit)**
Curriculum 2.0 (C2.0) Geometry formalizes and extends students’ geometric experiences from the elementary and middle school grades. Students explore more complex geometric situations and deepen their understanding of geometric relationships, progressing towards formal mathematical arguments. Instruction at this level will focus on the understanding and application of congruence as a basis for developing formal proofs; the relationship among similarity, trigonometry, and triangles; the relationship between two- and three-dimensional objects and their measurements; exploration of geometric descriptions and equations for conic sections; and application of geometric concepts in modeling situations. A graphing calculator is used throughout this course. Successful completion of the course includes:

- Successfully pass both semesters of the course
SCIENCE

Human Space Exploration & Survival
Humans have been pondering the wonders of the universe for hundreds of years. Only in the past five decades have humans been able to explore outer space. However, with that adventure comes several precautions that humans must take to survive the harshness of the outer space elements. During this course, students will explore the general make-up of the human body from the simple animal cell to the complex system of the human body. Along the way, students will explore the effects of outer space on the body systems. Inquiry and laboratory investigations are an integral part of the program. Units studied in Human Space Exploration & Survival include Cell Biology, Body Systems, Genetics, Evolution and Environmental Sciences and Issues.

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 this class. Alternatives may include such materials as videotapes, charts, diagrams, and textbook overlays.

AEROSPACE

Unmanned Space Exploration
Space exploration is not always possible, safe or practical for human beings to conduct. Therefore space agencies around the world have explored space in unmanned space probes. During this course, students learn how early astronomers and more recent astronomers explore the heavens using the principles of physics. Students will explore how astronomers use the electromagnetic spectrum to analyze distant light sources. 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. Units studied in Unmanned Space Exploration include Star Chemistry, Solar System Explorations, Sun-Earth Connections, Earth – Change Over Time.

SOCIAL STUDIES

Advanced World Studies 7
This course extends the content and concepts contained in the four units of Grade 7 World Studies. Through the study of world civilizations and global interactions from 1000 CE to 1450 CE, students learn about political, economic, and social systems today. Analysis of primary source texts and visuals is a central method for learning about the past and the challenges of historical interpretation.

PHYSICAL EDUCATION/HEALTH

Physical Education 7
Middle school students participate in a 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 Grade 7
Comprehensive Health Education promotes positive health-related attitudes and behaviors that support self-reliance and self-regulation while developing health literacy and lifelong wellness. The health skills emphasized throughout the program include analyzing influences, accessing information, interpersonal communication, decision-making, goal-setting, self-management, and advocacy. This nine-week course includes the following five units of instruction: mental and emotional health; alcohol, tobacco, and other drugs; personal and consumer health; family life and human sexuality; and disease prevention and control.

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

Course Descriptions – 7th Grade Digital Literacy and World Languages Courses

DIGITAL LITERACY
Digital Literacy 2
The goal of Digital Literacy 2 is to provide a framework for the 21st century learner both in what they are learning and how they are learning it. Students will be able to navigate and critically evaluate a variety of complex texts that they interact with everyday. Students will create understanding of text through collaboration, asking questions, synthesizing information, and drawing conclusions. Students will create their understanding and communicate that through thoughtful and strategic speaking and writing practices. Investigating topics of interest, students will become active learners.

WORLD LANGUAGES
The goal of the Parkland Magnet Middle School world language program is to educate students in a language and culture in order to make them knowledgeable and active members of a global society. Students will learn to use world languages for meaningful communication in both written and spoken form. The world language program emphasizes language as it is used in real life situations that they are likely to encounter. Through world language study, students develop sensitivity to the cultural and linguistic heritage of other groups and become prepared to participate in a society characterized by linguistic and cultural diversity. Middle school students that are not enrolled in reading are encouraged to enroll in a world language course. The languages available at Parkland are French, and Spanish. All world language courses are high-school level courses that include an Integrated Performance Assessment (IPA) at the end of the quarter. Successful completion of the course includes:

- Successfully pass both semesters of the course

Students interested in the International Baccalaureate Program at Richard Montgomery High School must be enrolled or have completed Level 1 or higher of French or Spanish by Grade 8. Native speakers of French or Spanish may be eligible without the Level 1 world language requirement.

Spanish for Spanish Speakers 1 (full year) (1.0 high school world language credit)
Spanish for Spanish Speakers provides language instruction for students with proficiency in Spanish, either because it is their first language or it is spoken extensively in their home. Each course integrates history, culture, language, and connections related to the Spanish-speaking world. (by Teacher Recommendation)

Awareness Of Language (sem, non-high school credit course)/Cultural Literacy (sem, non-high school credit course)
Awareness Of Language exposes students to the Spanish and French languages and customs. Cultural Literacy allows students to explore the various elements of text, theatre and examine different films from cultures around the world.

French 1A or Spanish 1A (full year) (0.5 high school world language credit)
Students will be introduced to basic vocabulary and structures in the language through developing communication skills to discuss the topics of greetings, school, food, personal information and family. Cultural perspectives and comparisons will be integrated. (by Teacher Recommendation)

French 1B (full year) (0.5 high school world language credit)
Students will be introduced to basic vocabulary and structures in the language through developing communication skills to discuss the topics of pastimes, meals, clothing, and home. Cultural perspectives and comparisons will be integrated. (by Teacher Recommendation)

Spanish 1B (full year) (0.5 high school world language credit)
Students will be introduced to basic vocabulary and structures in the language through developing communication skills to discuss the topics of pastimes, family, home, clothing and stores. Cultural perspectives and comparisons will be integrated. (by Teacher Recommendation)
French 1A/B or Spanish 1 A/B (full year) (1.0 high school world language credit)
Students will be introduced to basic vocabulary and structures in the language through developing communication skills to discuss the topics of greetings, personal information, pastimes, school, food, family, travel, community and clothing. Cultural perspectives and comparisons will be integrated. (by Teacher Recommendation)

French 2A/B or Spanish 2A/B (full year) (1.0 high school world language credit)
Students will continue to develop communication skills in the language using more complex vocabulary and structures. Students will compare their own lives to the lives of people in the target language cultures. Authentic texts will be introduced. Students will be expected to communicate primarily in the target language. (by Teacher Recommendation)

The options available are:
- **Option 1:** Applied Robotic Engineering (sem) & Applied Robotic Programming (sem)
- **Option 2:** Applied Robotic Engineering (sem) & Invention and Engineering (sem)
- **Option 3:** Applied Robotic Engineering (sem) & Forensics (sem)
- **Option 4:** Invention and Engineering (sem) & Forensics (sem)
- **Option 5:** Principles of IT, Cyber Security, and Engineering (year)
- **Option 6:** Guitar 1 or 2 (year)
- **Option 7:** Beginning or Intermediate or Advanced Band (year)
- **Option 8:** Beginning or Intermediate or Advanced Orchestra (year)
- **Option 9:** Middle School Theatre 2 (year)

**AEROSPACE ELECTIVES**

**Applied Robotic Engineering (semester)**
Applied Robotic Engineering is the second level robotics course. Students may elect to take this course even if they have no prior experience with robotics. Applied Robotic Engineering builds on the physics concepts introduced in Comparative Planetology & Orbital Mechanics and Unmanned Space Exploration to develop working solutions to technical challenges using LEGO’s® and the Mindstorms® RCX. A structured approach to problem solving is the underlying theme in this course and is the framework upon which foundations of programming is applied.

**Applied Robotic Programming (semester) (Prerequisite – Robotic Engineering)**
Applied Robotic Programming is the culminating course in this strand that concentrates on programming solutions to practical problems using RoboLab® Software and Visual Basic®. This course builds on the “drag and drop” programming skills developed in Applied Robotic Engineering and is designed to prepare students for high school computer science and engineering programs. As a culminating project, students will research current and future applications of robots and will program their robot to demonstrate this application.

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

**Forensics (Semester)**
Students play the role of real-life medical detectives as they analyze genetic testing results to diagnose disease and study DNA evidence found at a “crime scene.” They solve medical mysteries through hands-on projects and labs, investigate how to measure and interpret vital signs, and learn how the systems of the human body work together to maintain health.

**COMPUTER SCIENCE**

**Principles of IT, Cyber Security, and Engineering– Grade 7 (full year)**
This course provides students with active learning experiences related to the following areas: Cyber SAFE, Computer Literacy - Hardware and Software, Cyber Safety and Software Applications, Invention & Innovations, Development and Use of Technology, and the Engineering Design Process. Course outcomes are based upon national and state technology standards.
MUSIC

Guitar 1 (full year)
This class is for students of all levels. Instruction starts with the most basic aspects of the guitar and moves through the most advanced. Both pick style and classical (finger styles) are included. Reading music and basic music theory is part of the class. Students begin with reading single melodic lines. From there they develop harmonic concepts and learn chords. They will perform in ensemble settings performing traditional folk styles, classical styles, rock and other contemporary styles.

Guitar 2 (full year)
Guitar 2 furthers the concepts introduced in Guitar 1. Students learn different keys and perform more challenging music. They continue the study of music theory and sight reading. Open chords are reviewed and barre chords are introduced. Performing independent melodic lines in an ensemble setting is emphasized as well as strict alternate picking. Different styles from rock to traditional are performed.

Prerequisite: Attainment of outcomes for Guitar 1

Beginning Band (full year)
The primary function of the music curriculum is to establish a foundation for a life-long relationship with music. 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. Beginning band provides students the opportunity to begin their training on woodwind, brass, or percussion instruments. Participation in all concerts and performances is mandatory.

Note: If there is not sufficient student demand for a stand along Beginning Band, the class will be merged with the Intermediate Band.

Beginning Orchestra (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. Beginning orchestra provides students the opportunity to begin their training on string instruments including violin, viola, cello, or bass. Participation in all concerts and performances is mandatory.

Note: If there is not sufficient student demand for a stand along Beginning Orchestra, the class will be merged with the Intermediate Orchestra.

Intermediate Band/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 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. 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. Participation in all concerts and performances is mandatory.

Prerequisite: Attainment of outcomes for Beginning Band or Beginning Orchestra

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

Due to issues of balancing the instrumentation within the band/orchestra, students may be asked to switch instruments within the same family; i.e. strings, reeds or brass.
Advanced Band/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. Participation in all concerts and performances is mandatory.

Prerequisite: Attainment of outcomes for Intermediate Band or Intermediate Orchestra

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

Due to issues of balancing the instrumentation within the band/orchestra, students may be asked to switch instruments within the same family; i.e. stings, reeds or brass.

THEATRE

Middle School Theatre 2 (full year)
Grade 7 students explore a multitude of identities on and off the stage. Personal, familial, and cultural identities can provide a launchpad for exploring self, character, conflict, and personal approaches to theatre. Identity is commonly at the root of nearly all dramatic works and is a defining element in a theatre artists’ approach to performance, design, production, and critique. A sustained focus on Identity enables students to approach a variety of practices, games, dramatic works, traditions, and resources through a common lens, one which reinforces theatre’s eternal focus on “the human experience.”
8th Grade Courses

Course Descriptions – 8th Grade Required Courses

ENGLISH

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 formal county, state, and national assessments and the Maryland High School Assessments.

Advanced English 8
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 challenging texts written in various time periods and rhetorical contexts, making interdisciplinary connections with historical events and concepts developed in their grade 8 U.S. History class. Students develop their ability to express ideas with clarity and precision by writing increasingly complex compositions for a variety of purposes, including literary analysis, persuasion, and research.

MATHEMATICS

Students considering high school magnet programs should be enrolled in Algebra 1 by 8th grade.

Math 8
Math 8 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 functions, data analysis and representation, probability experiments and simulations, and geometric properties and relationships between two- and three-dimensional figures. Math 8 also previews concepts that are assessed on the Algebra/Data Analysis High School Assessment. This course is for students who have completed Math 7. Students in this course will take Algebra 1 the following year.

Algebra 1 (1.0 high school math credit)
Curriculum 2.0 (C2.0) Algebra 1 is designed to analyze and model real-world phenomena. Exploration of linear, exponential, and quadratic functions forms the foundation of the course. Key characteristics and representations of functions—graphic, numeric, symbolic, and verbal—are analyzed and compared. Students develop fluency in solving equations and inequalities. One- and two-variable data sets are interpreted using mathematical models. A graphing calculator is used throughout this course. A passing score on the Algebra PARCC is required for graduation. Students who successfully complete Algebra 1 will go on to Honors Geometry the following year. Successful completion of the course includes:

- Successfully pass both semesters of the course

Honors Geometry (prerequisite – Algebra 1) (1.0 high school math credit)
Curriculum 2.0 (C2.0) Geometry formalizes and extends students’ geometric experiences from the elementary and middle school grades. Students explore more complex geometric situations and deepen their understanding of geometric relationships, progressing towards formal mathematical arguments. Instruction at this level will focus on the understanding and application of congruence as a basis for developing formal proofs; the relationship among similarity, trigonometry, and triangles; the relationship between two- and three-dimensional objects and their measurements; exploration of geometric descriptions and
equations for conic sections; and application of geometric concepts in modeling situations. A graphing calculator is used throughout this course. Successful completion of the course includes:

- Successfully pass both semesters of the course

**Algebra 2 with Analysis (prerequisite – Honors Geometry) (1.0 high school math credit)**

Algebra 2 is the study of the complex number system and functions. Real-world problems are discussed, represented, and solved using advanced algebraic techniques, incorporating technology. The properties and algebra of functions, including polynomial, exponential, logarithmic, piecewise, radical, and rational, are analyzed and applied, as well as conics, matrices, systems of equations, sequences, and series. A graphing calculator is used throughout this course. Successful completion of the course includes:

- Successfully pass both semesters of the course

**SCIENCE**

**Geoscience Explorations (1.0 high school physical science credit)**

This course investigates Earth systems and hazards in the context of human activity. Students will work collaboratively to develop solutions to scientific problems. The course provides opportunities for extended lab investigations, citizen science, research, and literature review. Students will work collaboratively to develop solutions to scientific problems. Successful completion of the course includes:

- Successfully pass both semesters of the course

**Honors Physics A/B, Honors (Prerequisite – Attainment of the outcomes of Geometry A/B or concurrent enrollment) (1.0 high school physical science credit)**

In this course students investigate physical laws and theories, relationships of physical phenomena, and the interrelationships of physics to other fields of human endeavor. Physics includes topics in vectors, kinematics, dynamics, energy, momentum, thermodynamics, electricity and magnetism, waves, and quantum physics. Successful completion of the course includes:

- Successfully pass both semesters of the course

**AEROSPACE**

**Aerospace Design & Technology**

This course is designed as a co-requisite course to Honors Physics and Honors Earth Space Systems at the middle school level. Students will interact with real time data to apply the physics and chemistry concepts that are utilized in aerospace design. Specific content indicators from Honors Physics and Honors Earth Space Systems will be taught in focused mini-lessons that include direct instruction, hands-on laboratory experiences, and computer modeling. Working with aerospace industry partners, students will also conduct individual and team research in a culminating project.

**SOCIAL STUDIES**

**Advanced U.S. History 8**

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.
**PHYSICAL EDUCATION/HEALTH**

**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 followership 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 Grade 8**

Comprehensive Health Education promotes positive health-related attitudes and behaviors that support self-reliance and self-regulation while developing health literacy and lifelong wellness. The health skills emphasized throughout the program include analyzing influences, accessing information, interpersonal communication, decision-making, goal-setting, self-management, and advocacy. This nine-week course includes the following five units of instruction: alcohol, tobacco and other drugs; personal and consumer health; family life and human sexuality; safety and injury prevention; and nutrition and fitness.

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

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**Course Descriptions – 8th Grade Digital Literacy and World Languages Courses**

**DIGITAL LITERACY**

**Digital Literacy 3**

The Digital Literacy 3 curriculum focuses on increasing critical and creative thinking through a project based literacy model. Students will be introduced to a variety of social issues from various perspectives, examine the history of the social movements and the impact on social and economic justice, explore their identity, and understand the way in which communities can respond to these complex issues. Students will use research skills to investigate a contemporary social issue using real-time global texts and then create solutions to address the issue at the individual and/or systemic level.

**WORLD LANGUAGES**

The goal of the Parkland Magnet Middle School world language program is to educate students in a language and culture in order to make them knowledgeable and active members of a global society. Students will learn to use world languages for meaningful communication in both written and spoken form. The world language program emphasizes language as it is used in real life situations that they are likely to encounter. Through world language study, students develop sensitivity to the cultural and linguistic heritage of other groups and become prepared to participate in a society characterized by linguistic and cultural diversity. Middle school students that are not enrolled in reading are encouraged to enroll in a world language course. The languages available at Parkland are French, and Spanish. All world language courses are high-school level courses that include an Integrated Performance Assessment (IPA) at the end of the quarter. Successful completion of the course includes:

- Successfully pass both semesters of the course

Students interested in the International Baccalaureate Program at Richard Montgomery High School must be enrolled or have completed Level 1 or higher of French or Spanish by Grade 8. Native speakers of French or Spanish may be eligible without the Level 1 world language requirement.
Spanish for Spanish Speakers 1 (full year) (1.0 high school world language credit)
Spanish for Spanish Speakers provides language instruction for students with proficiency in Spanish, either because it is their first language or it is spoken extensively in their home. Each course integrates history, culture, language, and connections related to the Spanish-speaking world. (by Teacher Recommendation)

Awareness Of Language (sem, non-high school credit course)/Cultural Literacy (sem, non-high school credit course)
Awareness of Language exposes students to the Spanish and French languages and customs. Cultural Literacy allows students to explore the various elements of text, theatre and examine different films from cultures around the world.

French 1B (full year) (0.5 high school world language credit)
Students will be introduced to basic vocabulary and structures in the language through developing communication skills to discuss the topics of pastimes, meals, clothing, and home. Cultural perspectives and comparisons will be integrated. (by Teacher Recommendation)

Spanish 1B (full year) (0.5 high school world language credit)
Students will be introduced to basic vocabulary and structures in the language through developing communication skills to discuss the topics of pastimes, family, home, clothing and stores. Cultural perspectives and comparisons will be integrated. (by Teacher Recommendation)

French 1A/B or Spanish 1 A/B (full year) (1.0 high school world language credit)
Students will be introduced to basic vocabulary and structures in the language through developing communication skills to discuss the topics of greetings, personal information, pastimes, school, food, family, travel, community and clothing. Cultural perspectives and comparisons will be integrated. (by Teacher Recommendation)

French 2A/B or Spanish 2A/B (full year) (1.0 high school world language credit)
Students will continue to develop communication skills in the language using more complex vocabulary and structures. Students will compare their own lives to the lives of people in the target language cultures. Authentic texts will be introduced. Students will be expected to communicate primarily in the target language. (by Teacher Recommendation)

French 3A/B or Spanish 3A/B (full year) (1.0 high school world language credit)
This is a rigorous course preparing students for advanced language in the high school. Students will be expected to communicate orally and in writing accurately in the target language to discuss a wide range of topics including the environment, performing arts, fitness and literature. Students will be expected to communicate primarily in target language. (by Teacher Recommendation)

The options available are:

- Option 1: Astronomy*(full year)
- Option 2: Introduction to Engineering Design (year)
- Option 3: Specialty Art A (sem) & Computer Science Discoveries (sem)
- Option 4: Specialty Art B (sem) & Computer Science Discoveries (sem)
- Option 5: Specialty Art A & Specialty Art B (year)
- Option 6: Guitar 1 or 2 (year)
- Option 7: Intermediate or Advanced Band (year)
- Option 8: Intermediate or Advanced Orchestra (year)
- Option 9: Middle School Theatre 3 (year)
- Option 10: Student Aide (year) (Counseling Services or Media Center)

AEROSPACE ELECTIVES
Astronomy (full year 1.0 high school science credit)
Astronomy offers an in-depth look into the cosmos, integrating the disciplines of biology, chemistry, earth science, and physics. Students learn about the Universe through experiences in the laboratory and sites beyond the classroom such as NASA and the Air and Space Museum. Course content constantly evolves with new discoveries.
Introduction to Engineering Design (full year 1.0 high school technology credit)
Introduction to Engineering Design is an introductory course which develops student problem solving skills with an emphasis placed on the development of three-dimensional solid models. Students will work from sketching simple geometric shapes to applying a solid modeling computer software package. They will learn a problem solving design process and how it is used in industry to manufacture a product. The Computer Aided Design System (CAD) will also be used to analyze and evaluate the product design. The techniques learned and equipment used is state of the art and is currently being used by engineers throughout the United States.

ART
Specialty Art A or B (semester or both courses for a full-year)
Students may enroll in one semester course of in-depth study in one of the specialized areas:

- Specialty Art A: Drawing and Painting
- Specialty Art B: Ceramics and Sculpture

By the end of specialty art, students should be able to do the following:

- Perform intermediate and advanced skills in the activity selected.
- Apply knowledge of the principles of design to the creation of artwork.
- Select styles or approaches best suited to the expression or communication of ideas.
- Demonstrate knowledge of contemporary artists, artists from other cultures, and artists from historical periods.
- Define and use professional vocabulary for art tools, materials, and processes.
- Demonstrate good craftsmanship in the execution of projects.
- Use authentic art vocabulary while discussing and critiquing one’s own work and that of others.
- Participate in group activities and critiques addressing art products based on the aerospace theme.
- Demonstrate safety and responsibility in the care and use of art materials, tools, equipment, and the art room.
- Prepare artwork for display.

COMPUTER SCIENCE
Computer Science Discoveries– Grade 8 (semester)
Computer Science Discoveries (CS Discoveries) is an introductory Code.org® computer science course that engages and empowers all students, regardless of background or prior experience, to solve problems, communicate, create projects and artifacts and have fun using computer science. Students are introduced to coding languages appropriate for beginners as well as more complex projects for students with more experience. Using App Lab, Game Lab environments, students will progress from blocks to typed coding and learn JavaScript.

MUSIC
Guitar 2 (full year)
Guitar 2 furthers the concepts introduced in Guitar 1. Students learn different keys and perform more challenging music. They continue the study of music theory and sight reading. Open chords are reviewed and barre chords are introduced. Performing independent melodic lines in an ensemble setting is emphasized as well as strict alternate picking. Different styles from rock to traditional are performed.

Prerequisite: Attainment of outcomes for Guitar 1

Guitar 3 (full year)
Guitar 3 extends the curriculum of Guitar 2. More advanced chords are studied, different keys are explored and the student begins to move up the neck of the instrument. They continue the study of theory and sight reading and perform more advanced ensemble music. More advanced articulations are studied in the context of various guitar styles.

Prerequisite: Attainment of outcomes for Guitar 2

Intermediate Band/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 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. 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. Participation in all concerts and performances is mandatory.
**Prerequisite:** Attainment of outcomes for Beginning Band or Beginning Orchestra

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

Due to issues of balancing the instrumentation within the band/orchestra, students may be asked to switch instruments within the same family; i.e. stings, reeds or brass.

**Advanced Band/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. Participation in all concerts and performances is mandatory.

**Prerequisite:** Attainment of outcomes for Intermediate Band or Intermediate Orchestra

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

Due to issues of balancing the instrumentation within the band/orchestra, students may be asked to switch instruments within the same family; i.e. stings, reeds or brass.

**THEATRE**

**Middle School Theatre 3**
Students in Grade 8 with prior theatre experience may continue with Level 3 in the curriculum sequence. In Middle School Theatre Level 3, students will have the opportunity to refine their craft while exploring ideas about conflict. Conflict drives drama. When a character faces an obstacle, the tension created, the decisions made, and the consequences portrayed on stage engage the audience and artists in deeper reflection of the world around them. There are many types of conflicts that theatre artists face both onstage and off. The way conflicts are handled and developed reveal much about the agents involved.

**STUDENT AIDE**

**Student Aide – Counseling Services or Media Center – Grade 8 (year)**
Student Aides at Parkland Magnet Middle School should be outstanding citizens of Parkland and possess exemplary academic, behavior, and social qualities. Being a student aide is a privilege and students who serve in this capacity are counted on to perform their duties as an aide in a serious, competent, responsible, service oriented manner for their school. Student aides must have a “B” average academically in order to be considered for this position. Student aides must also maintain regular attendance and cannot have more than 10 absences per school year. Student aides may not have discipline referrals from teachers or the administration. Students who fall below these criteria during the year will be placed in an available elective course at the semester change.
6th Grade Course Selection Worksheet

All courses are subject to cancellation if there is not sufficient student enrollment, staffing, or pending budget approval.

<table>
<thead>
<tr>
<th>Required Courses Grade 6</th>
<th>Choose one course in each department for a total of 6 year-long courses.</th>
<th>Write your selected required courses below.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English</strong></td>
<td>Advanced English 6</td>
<td>1.</td>
</tr>
<tr>
<td></td>
<td>English 6</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ESOL 5, 4, 3, 2, or 1</td>
<td></td>
</tr>
<tr>
<td><strong>Math</strong></td>
<td>Investigations in Mathematics</td>
<td>2.</td>
</tr>
<tr>
<td></td>
<td>Math 6</td>
<td></td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>Mission Planet Earth</td>
<td>3. Mission Planet Earth</td>
</tr>
<tr>
<td><strong>Aerospace</strong></td>
<td>Comparative Planetology &amp; Orbital Mechanics</td>
<td>4. Comparative Planetology and Orbital Mechanics</td>
</tr>
<tr>
<td><strong>World Studies</strong></td>
<td>Historical Inquiry 6</td>
<td>5. Historical Inquiry 6</td>
</tr>
<tr>
<td><strong>Physical Education/Health</strong></td>
<td>Physical Education 6/Health 6</td>
<td>6. Physical Education 6/Health 6</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DL/WL Courses Grade 6</th>
<th>Choose course</th>
<th>Write your selected course below.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Digital Literacy</strong></td>
<td>Digital Literacy 6</td>
<td>7.</td>
</tr>
<tr>
<td><strong>or</strong></td>
<td>French 1A</td>
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<td></td>
<td>French 1A/B</td>
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<tr>
<td></td>
<td>Spanish 1A</td>
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<td></td>
<td>Spanish 1A/B</td>
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<tr>
<td></td>
<td>Spanish for Spanish Speakers 1</td>
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<tr>
<td></td>
<td>Awareness of Language/Cultural Literacy</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Elective Courses Grade 6</th>
<th>Choose elective course(s).</th>
<th>Rank your selected elective course options below.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Elective Options</strong></td>
<td><strong>Option 1</strong>: Intro to Robotic Systems (sem) &amp; Principles of Flight (sem)</td>
<td>Please rank your elective options in order of first choice, second choice, etc.:</td>
</tr>
<tr>
<td></td>
<td><strong>Option 2</strong>: Art 6 (sem) &amp; Coding and Robotics Design (sem)</td>
<td>____ Intro to Robotic Systems (sem) &amp; Principles of Flight (sem)</td>
</tr>
<tr>
<td></td>
<td><strong>Option 3</strong>: Guitar 1 (year)</td>
<td>____ Art 6 (sem) &amp; Coding and Robotics (sem)</td>
</tr>
<tr>
<td></td>
<td><strong>Option 4</strong>: Beginning or Intermediate Band (year)</td>
<td>____ Guitar 1 (year)</td>
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<tr>
<td></td>
<td><strong>Option 5</strong>: Beginning or Intermediate Orchestra (year)</td>
<td>____ Beginning or Intermediate Band (year)</td>
</tr>
<tr>
<td></td>
<td><strong>Option 6</strong>: Middle School Theatre 1 (year)</td>
<td>____ Beginning or Intermediate Orchestra (year)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>____ Middle School Theatre 1 (year)</td>
</tr>
</tbody>
</table>

1 High school credit upon successful completion of course requirements

Student Signature: ___________________ Parent Signature: ___________________

Parkland Magnet Middle School for Aerospace Technology
2018–2019 Course Bulletin
7th Grade Course Selection Worksheet  
NAME: ____________________  ID: ____________

All courses are subject to cancellation if there is not sufficient student enrollment, staffing, or pending budget approval.

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>Choose one course in each department for a total of 6 year-long courses.</th>
<th>Write your selected required courses below.</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>English 7</td>
<td>1. __________________________</td>
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<tr>
<td></td>
<td>Advanced English 7</td>
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<td>ESOL 5, 4, 3, 2, or 1</td>
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<tr>
<td>Math</td>
<td>Investigations in Mathematics</td>
<td>2. __________________________</td>
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<td></td>
<td>Honors Geometry 1</td>
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<td></td>
<td>Algebra 1 1</td>
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</tr>
<tr>
<td>Science</td>
<td>Human Space Exploration &amp; Survival</td>
<td>3. __________________________</td>
</tr>
<tr>
<td></td>
<td>Advanced Human Space Exploration &amp; Survival</td>
<td></td>
</tr>
<tr>
<td>Aerospace</td>
<td>Unmanned Space Exploration</td>
<td>4. Unmanned Space Exploration</td>
</tr>
<tr>
<td>World Studies</td>
<td>Advanced World Studies 7</td>
<td>5. Advanced World Studies 7</td>
</tr>
<tr>
<td>Physical Education/Health</td>
<td>Physical Education 7/Health 7</td>
<td>6. Physical Education 7/Health 7</td>
</tr>
<tr>
<td>DL/WL Courses</td>
<td>Choose course</td>
<td>Write your selected course below.</td>
</tr>
<tr>
<td>Grade 7</td>
<td>Digital Literacy 7 – full year</td>
<td>7. __________________________</td>
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<tr>
<td></td>
<td>or World Languages – full year</td>
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<td>or Digital Literacy 7</td>
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<td>or Spanish for Spanish Speakers 1 1</td>
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<td></td>
<td>Awareness of Language/Cultural Literacy</td>
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<td>French 1A 1</td>
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<td>French 1B 1</td>
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<td>French 1A/B 1</td>
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<td>French 2A/B 1</td>
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<tr>
<td></td>
<td>Spanish 1A 1</td>
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<td>Spanish 1B 1</td>
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<td></td>
<td>Spanish 1A/B 1</td>
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<tr>
<td></td>
<td>Spanish 2A/B 1</td>
<td></td>
</tr>
<tr>
<td>Elective Courses</td>
<td>Choose elective course(s).</td>
<td>Rank your selected elective course options below.</td>
</tr>
<tr>
<td>Grade 7</td>
<td>Option 1: Applied Robotic Engineering (sem) &amp; Applied Robotic Programming (sem)</td>
<td>Please rank your elective choices in order of first choice, second choice, etc.:</td>
</tr>
<tr>
<td></td>
<td>Option 2: Applied Robotic Engineering (sem) &amp; Invention and Engineering (sem)</td>
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<td></td>
<td>Option 3: Applied Robotic Engineering (sem) &amp; Forensics (sem)</td>
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<tr>
<td></td>
<td>Option 4: Invention and Engineering (sem) &amp; Forensics (sem)</td>
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<tr>
<td></td>
<td>Option 5: Principles of IT, Cyber Security, and Engineering (year)</td>
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<td>Option 6: Guitar 1 or 2 (year)</td>
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<td>Option 7: Beginning or Intermediate or Advanced Band (year)</td>
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<td>Option 8: Beginning or Intermediate or Advanced Orchestra (year)</td>
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<td>Option 9: Middle School Theatre 2 (year)</td>
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<td>1 High school credit upon successful completion of course requirements</td>
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<tr>
<td></td>
<td>Option 1: Applied Robotic Engineering (sem) &amp; Applied Robotic Programming (sem)</td>
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<td></td>
<td>Option 9: Middle School Theatre 2 (year)</td>
<td></td>
</tr>
</tbody>
</table>

Student Signature: ____________________  Parent Signature: ____________________

Parkland Magnet Middle School for Aerospace Technology
2018–2019 Course Bulletin
# 8th Grade Course Selection Worksheet

**NAME:** ___________________  **ID:** ____________

All courses are subject to cancellation if there is not sufficient student enrollment, staffing, or pending budget approval.

## Required Courses

<table>
<thead>
<tr>
<th>Grade 8</th>
<th>Choose one course in each department for a total of 6 year-long courses.</th>
<th>Write your selected required courses below.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English</strong></td>
<td>Advanced English 8  &lt;br&gt; English 8  &lt;br&gt; ESOL 5, 4, 3, 2, or 1</td>
<td>1.</td>
</tr>
<tr>
<td><strong>Math</strong></td>
<td>Algebra 2&lt;sup&gt;1&lt;/sup&gt;  &lt;br&gt; Honors Geometry&lt;sup&gt;1&lt;/sup&gt;  &lt;br&gt; Algebra 1&lt;sup&gt;1&lt;/sup&gt;  &lt;br&gt; Math 8</td>
<td>2.</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>Honors Physics&lt;sup&gt;1&lt;/sup&gt;  &lt;br&gt; Geoscience Explorations&lt;sup&gt;1&lt;/sup&gt;</td>
<td>3.</td>
</tr>
<tr>
<td><strong>Aerospace</strong></td>
<td>Aerospace Design &amp; Technology</td>
<td>4. Aerospace Design &amp; Technology</td>
</tr>
<tr>
<td><strong>World Studies</strong></td>
<td>Advanced U.S. History 8</td>
<td>5. Advanced U.S. History 8</td>
</tr>
<tr>
<td><strong>Physical Education/Health</strong></td>
<td>Physical Education 8/Health 8</td>
<td>6. Physical Education 8/Health 8</td>
</tr>
</tbody>
</table>

## DL/WL Courses

<table>
<thead>
<tr>
<th>Grade 8</th>
<th>Choose course</th>
<th>Write your selected course below.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Digital Literacy</strong> – full year  &lt;br&gt; or  &lt;br&gt; <strong>World Languages</strong> – full year</td>
<td>Digital Literacy 8  &lt;br&gt; or  &lt;br&gt; Spanish for Spanish Speakers 1&lt;sup&gt;1&lt;/sup&gt;  &lt;br&gt; Awareness of Language/Cultural Literacy  &lt;br&gt; French 1A/B1&lt;sup&gt;1&lt;/sup&gt;  &lt;br&gt; French 1B&lt;sup&gt;1&lt;/sup&gt;  &lt;br&gt; French 2A/B&lt;sup&gt;1&lt;/sup&gt;  &lt;br&gt; French 3A/B&lt;sup&gt;1&lt;/sup&gt;  &lt;br&gt; Spanish 1A/B&lt;sup&gt;1&lt;/sup&gt;  &lt;br&gt; Spanish 1B&lt;sup&gt;1&lt;/sup&gt;  &lt;br&gt; Spanish 2A/B&lt;sup&gt;1&lt;/sup&gt;  &lt;br&gt; Spanish 3A/B&lt;sup&gt;1&lt;/sup&gt;</td>
<td>7.</td>
</tr>
</tbody>
</table>

## Elective Courses

<table>
<thead>
<tr>
<th>Grade 8</th>
<th>Choose elective course(s).</th>
<th>Rank your selected elective course options below.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Elective Options</strong></td>
<td><strong>Option 1:</strong> Astronomy (year&lt;sup&gt;1&lt;/sup&gt;)  &lt;br&gt; <strong>Option 2:</strong> Intro to Engineering Design (year&lt;sup&gt;1&lt;/sup&gt;)  &lt;br&gt; <strong>Option 3:</strong> Specialty Art A (sem) &amp; Computer Science Discoveries (sem)  &lt;br&gt; <strong>Option 4:</strong> Specialty Art B (sem) &amp; Computer Science Discoveries (sem)  &lt;br&gt; <strong>Option 5:</strong> Specialty Art A &amp; Specialty Art B (year)  &lt;br&gt; <strong>Option 6:</strong> Guitar 1, 2 or 3 (year)  &lt;br&gt; <strong>Option 7:</strong> Intermediate or Advanced Band (year)  &lt;br&gt; <strong>Option 8:</strong> Intermediate or Advanced Orchestra (year)  &lt;br&gt; <strong>Option 9:</strong> Middle School Theatre 3 (year)  &lt;br&gt; <strong>Option 10:</strong> Student Aide (year)</td>
<td>Please rank your elective choices in order of first choice, second choice, etc.:  &lt;br&gt; ____ Astronomy (year&lt;sup&gt;1&lt;/sup&gt;)  &lt;br&gt; ____ Intro to Engineering Design (year&lt;sup&gt;1&lt;/sup&gt;)  &lt;br&gt; ____ Specialty Art A (sem) &amp; Computer Science Discoveries (sem)  &lt;br&gt; ____ Specialty Art B (sem) &amp; Computer Science Discoveries (sem)  &lt;br&gt; ____ Specialty Art A &amp; Specialty Art B (year)  &lt;br&gt; ____ Guitar 1, 2 or 3 (year)  &lt;br&gt; ____ Intermediate or Advanced Band (year)  &lt;br&gt; ____ Intermediate or Advanced Orchestra (year)  &lt;br&gt; ____ Middle School Theatre 3 (year)  &lt;br&gt; ____ Student Aide (year)</td>
</tr>
</tbody>
</table>

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**Student Signature:** ___________________  **Parent Signature:** ___________________  

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<sup>1</sup> High school credit upon successful completion of course requirement

_Parkland Magnet Middle School for Aerospace Technology_  
_2018– 2019 Course Bulletin_  
_32_