

# Courses and Programs of Study

**ELEMENTARY SCHOOL**  
(GRADES PreK to 6)

Fall 2018



# **PGCPS COURSES AND PROGRAMS OF STUDY ELEMENTARY SCHOOL**

Courses listed in this publication make up the instructional program for the school system's elementary schools. Only approved core curricula are available at all sites, and courses may not be offered during this school year if enrollment does not permit. Prerequisites are conditions that must be met in order to enroll in a course. Credits are used for scheduling and grade point average calculations.

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Published by the Division of Teaching and Learning, Department of Curriculum and Instruction

Fall 2018

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# FINE ARTS

## FINE ARTS - INSTRUMENTAL MUSIC

### Beginning Instrumental Music

*Course Code:* 64400

*Prerequisites:* None

Beginning instruction for band and orchestra instruments. Basic techniques are presented including note/music reading, interpreting of musical symbols, basic music terminology, producing a sound, proper care and assembly of instruments, proper posture, playing, and hand position, embouchure, and breath support. In most cases, an instrument is rented by the parent through a music store. PGCPs has a limited number of instruments that may be loaned to students with a confirmed financial need. Students are expected to practice at home at least four days per week and attend two classes in school each week. Students may be in grades 4, 5, or 6 to enroll in this class.

*Textbook(s): Accent on Achievement Book 1, Essential Elements 2000 Book 1, New Directions for Strings Book 1*

### Intermediate Instrumental Music

*Course Code:* 64500

*Prerequisites:* Beginning Instrumental Music

In Intermediate (2nd year) instruction for band and orchestra instruments, intermediate techniques, keys, and musical concepts are presented in addition to more complex rhythms, note reading, musical symbols. In most cases, an instrument is rented by the parent through a music store. PGCPs has a limited number of instruments that may be loaned to students with a confirmed financial need. Students are expected to attend two classes in school and to practice at home at least four days per week. Students may be in grades 4, 5, or 6 to enroll in this class.

*Textbook(s): Accent on Achievement Book 1 and 2, Essential Elements 2000 Book 1 and 2, New Directions for Strings Book 1 and 2*

### Advanced Instrumental Music

*Course Code:* 64600

*Prerequisites:* Intermediate Instrumental Music

In advanced (3rd year) instruction for band and orchestra instruments, emphasis is placed on advanced techniques, keys, and musical concepts. In most cases, an instrument is rented by the parent through a music store. PGCPs has a limited number of instruments that may be loaned to students with a confirmed financial need. Students are expected to attend two classes in school and to practice at home at least four days per week. Students may be in grades 5 or 6 to enroll in this class.

*Textbook(s): Accent on Achievement Book 2, Essential Elements 2000 Book 2, New Directions for Strings Book 2*

## **FINE ARTS - MEDIA ARTS**

### **Elementary Media Arts**

*Course Code:* 77600

*Prerequisites:* None

Elementary Media Arts is a repeatable semester-long course that combines knowledge, skills, and techniques involving media arts literacies. Explored topics include digital citizenship, media production, digital storytelling, the design process and making, and basic technology operations and concepts. Learning activities are aligned with the new ISTE Standards for Students, which help to enable students to engage and thrive in a connected, digital world.

Textbook(s): None

## **FINE ARTS - VOCAL AND GENERAL MUSIC**

### **Beginning Chorus**

*Course Code:* 65400

*Prerequisites:* None

The teacher through careful selection of repertoire, attention to instructional guidelines and by encouraging expressive singing will assist students in gaining an understanding and appreciation for aesthetic choral singing. Students participating in chorus will learn to sing with a freely produced tone quality that is age appropriate. Students will develop the skills to sing in partsunison and rounds with independence, maintaining their vocal line. Students will sing with controlled breathing, correct diction, in tune and balanced with other voices and instruments. Additionally, students will develop the necessary skills to sight read with accuracy. Finally, students may participate in county Choral Performance Assessments.

Textbook(s): *Spotlight on Music, The Singing Musician Level I; teacher selected choral repertoire*

### **Intermediate Chorus**

*Course Code:* 65500

*Prerequisites:* Beginning Chorus

The teacher through careful selection of repertoire, attention to instructional guidelines and by encouraging expressive singing will assist students in gaining an understanding and appreciation for aesthetic choral singing. Students participating in chorus will learn to sing with a freely produced tone quality that is age appropriate. Students will develop the skills to sing in 2 parts with independence, maintaining their vocal line. Students will sing with controlled breathing, correct diction, in tune and balanced with other voices and instruments. Additionally, students will develop the necessary skills to sight read with accuracy. Finally, students may participate in county Choral Performance Assessments.

Textbook(s): *Spotlight on Music, The Singing Musician Level I; teacher selected choral repertoire*

### **Advanced Chorus**

*Course Code:* 65600

*Prerequisites:* Intermediate Chorus

The teacher through careful selection of repertoire, attention to instructional guidelines and by encouraging expressive singing will assist students in gaining an understanding and appreciation for aesthetic choral singing. Students participating in chorus will learn to sing with a freely produced

tone quality that is age appropriate. Students will demonstrate the ability to sing in 2 and 3 parts with independence, maintaining their vocal line. Students will sing with controlled breathing, correct diction, in tune and balanced with other voices and instruments. Additionally, students will develop the necessary skills to sight read with a high level of accuracy. Finally, students may participate in county Choral Performance Assessments.

Textbook(s): *Spotlight on Music, The Singing Musician, Level I; teacher selected choral repertoire*

## **Music Pre-Kindergarten**

Course Code: 97100

Prerequisites: None :

The Vocal General Music Program of Instruction provides all students with appropriate resources and experiences to develop positive attitudes and sensitivities toward music. Through the implementation of sequential musical skills and concepts students develop an understanding of the intrinsic value of music and its relationship to diverse cultures, traditions, values and beliefs. The Program is also designed to foster enjoyment and appreciation of music beyond the limits of classroom instruction.

Textbook(s): *Spotlight on Music*

## **Music Kindergarten**

Course Code: 98100

Prerequisites: Music Pre-K

The Vocal General Music Program of Instruction provides all students with appropriate resources and experiences to develop positive attitudes and sensitivities toward music. Through the implementation of sequential musical skills and concepts students develop an understanding of the intrinsic value of music and its relationship to diverse cultures, traditions, values and beliefs. The Program is also designed to foster enjoyment and appreciation of music beyond the limits of classroom instruction.

Textbook(s): *Spotlight on Music*

## **Music 1**

Course Code: 62100

Prerequisites: Music K

The Vocal General Music Program of Instruction provides all students with appropriate resources and experiences to develop positive attitudes and sensitivities toward music. Through the implementation of sequential musical skills and concepts students develop an understanding of the intrinsic value of music and its relationship to diverse cultures, traditions, values and beliefs. The Program is also designed to foster enjoyment and appreciation of music beyond the limits of classroom instruction.

Textbook(s): *Spotlight on Music*

## **Music 2**

Course Code: 62200

Prerequisites: Music 1

The Vocal General Music Program of Instruction provides all students with appropriate resources and experiences to develop positive attitudes and sensitivities toward music. Through the implementation of sequential musical skills and concepts students develop an understanding of the intrinsic value of music and its relationship to diverse cultures, traditions, values and beliefs.

The Program is also designed to foster enjoyment and appreciation of music beyond the limits of classroom instruction.

Textbook(s): *Spotlight on Music*

### **Music 3**

Course Code: 62300

Prerequisites: Music 2

The Vocal General Music Program of Instruction provides all students with appropriate resources and experiences to develop positive attitudes and sensitivities toward music. Through the implementation of sequential musical skills and concepts students develop an understanding of the intrinsic value of music and its relationship to diverse cultures, traditions, values and beliefs. The Program is also designed to foster enjoyment and appreciation of music beyond the limits of classroom instruction.

Textbook(s): *Spotlight on Music, The Singing Musician*

### **Music 4**

Course Code: 62400

Prerequisites: Music 3

The Vocal General Music Program of Instruction provides all students with appropriate resources and experiences to develop positive attitudes and sensitivities toward music. Through the implementation of sequential musical skills and concepts students develop an understanding of the intrinsic value of music and its relationship to diverse cultures, traditions, values and beliefs. The Program is also designed to foster enjoyment and appreciation of music beyond the limits of classroom instruction.

Textbook(s): *Spotlight on Music, The Singing Musician*

### **Music 5**

Course Code: 62500

Prerequisites: Music 4

The Vocal General Music Program of Instruction provides all students with appropriate resources and experiences to develop positive attitudes and sensitivities toward music. Through the implementation of sequential musical skills and concepts students develop an understanding of the intrinsic value of music and its relationship to diverse cultures, traditions, values and beliefs. The Program is also designed to foster enjoyment and appreciation of music beyond the limits of classroom instruction.

Textbook(s): *Spotlight on Music, The Singing Musician*

### **Music 6**

Course Code: 62600

Prerequisites: Music 5

The Vocal General Music Program of Instruction provides all students with appropriate resources and experiences to develop positive attitudes and sensitivities toward music. Through the implementation of sequential musical skills and concepts students develop an understanding of the intrinsic value of music and its relationship to diverse cultures, traditions, values and beliefs. The Program is also designed to foster enjoyment and appreciation of music beyond the limits of classroom instruction.

Textbook(s): *Spotlight on Music, The Singing Musician*

## **FINE ARTS - VISUAL ARTS**

### **Art Pre-K**

*Course Code:* 97060

*Prerequisites:* None

The curriculum provides various art experiences that allow students to identify, describe and interpret observed forms. Group activities are a part of this course.

Textbook(s): *Explorations in Art* ebook, Davis Publications

### **Art K**

*Course Code:* 98060

*Prerequisites:* None

The curriculum provides various art experiences that allow students to identify, describe and interpret observed forms. Group activities are a part of this course.

Textbook(s): *Explorations in Art* ebook, Davis Publications

### **Art 1**

*Course Code:* 60100

*Prerequisites:* None

The curriculum provides various art experiences that allow students to identify, describe and interpret observed forms. Students have opportunities to create images and forms from observation, memory, imagination and feelings. Students also observe and describe artworks using art vocabulary to express personal responses. Group activities are a part of this course.

Textbook(s): *Explorations in Art* ebook, Davis Publications

### **Art 2**

*Course Code:* 60200

*Prerequisites:* None

The curriculum provides various art experiences that allow students to identify, describe and interpret observed forms. Students have opportunities to create images and forms from observation, memory, imagination and feelings. Students also observe and describe how artists express ideas using art vocabulary. Group activities are a part of this course.

Textbook(s): *Explorations in Art* ebook, Davis Publications

### **Art 3**

*Course Code:* 60300

*Prerequisites:* None

The curriculum provides various art experiences that allow students to identify, describe and interpret observed forms and to describe the similarities. Students have opportunities to create images and forms from observation, memory, imagination and feelings. Students also observe and develop criteria for judging artworks using art vocabulary. Art standards are taught through activities based on the elements of art and principles of design. Students have opportunities to experiment with art media, processes and techniques to generate ideas and express personal meaning.

Textbook(s): *Explorations in Art* ebook, Davis Publications



## **Art 4**

*Course Code:* 60400

*Prerequisites:* None

The curriculum provides various art experiences that allow students to identify, describe and interpret observed forms and to analyze ways that art elements are used in artworks. Students have opportunities to express ideas about self, other people, places and events. Students also observe and develop criteria for judging artworks using art vocabulary. Art standards are taught through activities based on the elements of art and principles of design. Students have opportunities to experiment with art media, processes and techniques to generate ideas and express personal meaning. Appropriate use of materials and tools is taught.

Textbook(s): *Explorations in Art* ebook, Davis Publications

## **Art 5**

*Course Code:* 60500

*Prerequisites:* None

The curriculum provides various art experiences that allow students to identify, describe and interpret observed forms and to analyze ways that art elements are used in artworks. Students have opportunities to compose and render from observations of subject matter. Students also observe and develop criteria for judging artworks using art vocabulary, as well as differentiate works by others of various cultures and time periods. Art standards are taught through activities based on the elements of art and principles of design. Students have opportunities to experiment with art media, processes and techniques and will use these opportunities to generate and conceptualize ideas to express personal meaning. Appropriate use of materials and tools is taught.

Textbook(s): *Explorations in Art* ebook, Davis Publications

## **Art 6**

*Course Code:* 60600

*Prerequisites:* None

The curriculum provides various art experiences that allow students to identify, describe, interpret and produce visual representation of physical qualities of observed forms. Students analyze ways that art elements are used in artworks. Students have opportunities to compose and render from observations of subject matter, memory and imagination. Students also observe and develop criteria for judging artworks using art vocabulary, as well as differentiate works by others of various cultures and time periods. Art standards are taught through activities based on the elements of art and principles of design. Students have opportunities to experiment with art media, processes and techniques and will use these opportunities to generate and conceptualize ideas to express personal meaning. Students learn to classify artworks by selected factors, including subject matter, style and technique. Appropriate use of materials and tools is taught.

Textbook(s): *Explorations in Art* ebook, Davis Publications

# HEALTH EDUCATION

## Health Education Kindergarten

*Course Code:* 98110

*Prerequisites:* None

Health education for young students focuses on what they can do to promote good health and well-being, making clear connections to their immediate environment and health information, concepts, skills, and behaviors.

*Textbook(s): Children's Health Market, ISBN 9781606383094*

## Health Education 1

*Course Code:* 74100

*Prerequisites:* None

Health education for young students focuses on what they can do to promote good health and well-being, making clear connections to their immediate environment and health information, concepts, skills, and behaviors. Central themes in first grade Health Education are the acceptance of personal responsibility for lifelong health, respect for and promotion of the health of others, an understanding of the process of growth and development, and informed use of health-related information, products, and services. A continuation of the skills introduced in first grade is promoted.

*Textbook(s): Children's Health Market, ISBN 9781606383117*

## Health Education 2

*Course Code:* 74200

*Prerequisites:* None

Health education for young students focuses on what they can do to promote good health and well-being, making clear connections to their immediate environment and health information, concepts, skills, and behaviors. In second grade Health Education, students learn how to care for their bodies, communicate effectively, and positively contribute as members of their classroom and families; identify health resources in the community; practice safe behaviors, prevent common accidents, respond to emergencies; distinguish between helpful and harmful substances; know how to make healthy food choices, participate in active play, and get sufficient sleep; understand the stages of the life cycle; recognize symptoms of common illnesses; and practice good personal hygiene to prevent the spread of disease.

*Textbook(s): Children's Health Market, ISBN 9781606383131*

## Health Education 3

*Course Code:* 74300

*Prerequisites:* None

Health Education for intermediate students focuses on how they can assume more responsibility for their health, develop positive health behaviors, and prevent negative, unhealthy behaviors. In grade three Health Education, building upon earlier learning, students learn how to identify health resources in the community; practice safe behaviors, identify hazards and actions to remove those hazards from their surroundings; respond to emergencies and develop conflict resolution skills; learn to make healthy food choices, set personal fitness goals, and meet the sleep needs of a growing body.

*Textbook(s): Children's Health Market, ISBN 9781606383155*

## **Health Education 4**

*Course Code:* 74400

*Prerequisites:* None

Health Education for intermediate students focuses on how they can assume more responsibility for their health, develop positive health behaviors, and prevent negative, unhealthy behaviors. In grade four students learn to practice safe behaviors, identify hazards and actions to remove those hazards from their surroundings, respond to emergencies and develop conflict resolution skills; identify effects of drugs on the body, understand influences that promote drug use, and develop the skills needed to resist those influences.

*Textbook(s): Children's Health Market, ISBN 9781606383179*

## **Health Education 5**

*Course Code:* 74500

*Prerequisites:* None

In grade five Health Education, acceptance of differences in individual growth and development as well as strategies to prevent the use of alcohol, tobacco, and other drugs is woven throughout the curriculum. Students recognize treatments of major communicable and non-communicable diseases and practice good personal hygiene to prevent the spread of disease. The anatomy and physiology of the reproductive system are introduced.

*Textbook(s): Children's Health Market, ISBN 9781606383193*

## **Health Education 6**

*Course Code:* 74600

*Prerequisites:* None

Sixth grade health education is part of a comprehensive, sequential K-12 program that addresses the physical, mental, social, and intellectual dimensions of health. It is designed to assist students to maintain and improve their health, prevent disease, morbidity and mortality, and help them avoid risk-taking behaviors that may be hazardous to their health. Students acquire, develop and refine their health-related knowledge, skills, attitudes, and behaviors.

*Textbook(s): Teen Health*

# MATHEMATICS

## Mathematics Thinking - Kindergarten

Course Code: 98030

Prerequisites: None

Instruction will promote mathematical processes/thinking, as detailed in the Standards for Mathematical Practice as well as content standards for Counting and Cardinality, Operations and Algebraic Thinking, Number and Operations in Base Ten, Measurement and Data, and Geometry. Specifications for study within the grade level are detailed in the Maryland College and Career Ready Standards. Skills and concepts will include but are not limited to representing, comparing, and ordering whole numbers and joining and separating sets; describing shapes and space; and ordering objects by measurable attributes.

Textbook(s): *Envision Math 2.0, Vol 1*, ISBN 9780328827343; *Envision Math 2.0, Vol 2*, ISBN 9780328827350

## Mathematics 1

Course Code: 30100

Prerequisites: None

Instruction will promote mathematical processes/thinking, as detailed in the Standards for Mathematical Practice as well as content standards for Operations and Algebraic Thinking, Number and Operations in Base Ten, Measurement and Data, and Geometry. Specifications for study within the grade level are detailed in the Maryland College and Career Ready Standards. Skills and concepts will include but are not limited to developing understandings of addition and subtraction and strategies for basic addition facts and related subtraction facts, developing an understanding of whole number relationships and place value, including grouping in tens and ones, developing and understanding linear measurement, and reasoning about attributes of, and composing and decomposing geometric shapes.

Textbook(s): *Envision Math 2.0, Vol 1*, ISBN 9780328827367; *Envision Math 2.0, Vol 2*, ISBN 9780328827428

## Mathematics 2

Course Code: 30200

Prerequisites: None

Instruction will promote mathematical processes/thinking, as detailed in the Standards for Mathematical Practice as well as content standards for Operations and Algebraic Thinking, Number and Operations in Base Ten, Measurement and Data, and Geometry. Specifications for study within the grade level are detailed in the Maryland College and Career Ready Standards. Skills and concepts will include but are not limited to understanding the base-ten numeration system, building fluency with addition and subtraction, using standard units of measure, and describing and analyzing shapes.

Textbook(s): *Envision Math 2.0, Vol 1*, ISBN 9780328827374; *Envision Math 2.0, Vol 2*, ISBN 9780328827435

### **Mathematics 3**

*Course Code:* 30300

*Prerequisites:* None

Instruction will promote mathematical processes/thinking, as detailed in the Standards for Mathematical Practice as well as content standards for Operations and Algebraic Thinking, Number and Operations in Base Ten, Number and Operations Fractions, Measurement and Data, and Geometry. Specifications for study within the grade level are detailed in the Maryland College and Career Ready Standards. Skills and concepts will include but are not limited to developing an understanding of basic multiplication and division within 100, understanding the structure of rectangular arrays, fractions and unit fractions and describing properties of two-dimensional shapes.

*Textbook(s): Envision Math 2.0, Vol 1, ISBN 9780328827381; Envision Math 2.0, Vol 2, ISBN 9780328827442*

### **Mathematics 4**

*Course Code:* 30400

*Prerequisites:* None

Instruction will promote mathematical processes/thinking, as detailed in the Standards for Mathematical Practice as well as content standards for Operations and Algebraic Thinking, Number and Operations in Base Ten, Number and Operations Fractions, Measurement and Data, and Geometry. Specifications for study within the grade level are detailed in the “Maryland College and Career Ready Standards”. Skills and concepts will include but are not limited to developing understanding and fluency for multi-digit multiplication and division, developing an understanding of fraction equivalence, computing with fractions and analyzing geometric properties.

*Textbook(s): Envision Math 2.0, Vol 1, ISBN 9780328827398; Envision Math 2.0, Vol 2, ISBN 9780328827459*

### **Mathematics 5**

*Course Code:* 30500

*Prerequisites:* None

Instruction will promote mathematical processes/thinking, as detailed in the Standards for Mathematical Practice as well as content standards for Operations and Algebraic Thinking, Number and Operations in Base Ten, Number and Operations Fractions, Measurement and Data, and Geometry. Specifications for study within the grade level are detailed in the “Maryland College and Career Ready Standards”. Skills and concepts will include but are not limited to developing fluency with adding and subtracting fractions, developing an understanding of multiplication and division of fractions, extending computation to include decimal numbers, and developing an understanding of volume.

*Textbook(s): Envision Math 2.0, Vol 1, ISBN 9780328827404; Envision Math 2.0, Vol 2, ISBN 9780328827446*

### **Mathematics 6**

*Course Code:* 307603

*Prerequisites:* *Completion of Grade 5 Mathematics*

*Credits:* 1.0

This course begins the transition from the heavy emphasis on number and operations at the elementary school level towards a more formalized understanding of mathematics that occurs at the high school level. Students connect previous knowledge of multiplication, division, and fractions

to ratios and proportional relationships; extend previous understanding of the number system and operations to fractions and negative numbers; apply and extend previous understandings of the number line to plot coordinate pairs on a Cartesian plane; formalize algebraic thinking into algebraic expressions and equations; apply their previous knowledge of geometry in real-world and mathematics situations; and begin to develop understanding of statistical variability and distributions. As in all mathematics courses, the Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

Textbook(s): *Big Ideas Math (Green)*, ISBN 9781608402267

## **Mathematics 6 Co-Teach**

*Course Code:* 307673

*Prerequisites:* Completion of Grade 5 Mathematics

*Credits:* 1.0

This course begins the transition from the heavy emphasis on number and operations at the elementary school level towards a more formalized understanding of mathematics that occurs at the high school level. Students connect previous knowledge of multiplication, division, and fractions to ratios and proportional relationships; extend previous understanding of the number system and operations to fractions and negative numbers; apply and extend previous understandings of the number line to plot coordinate pairs on a Cartesian plane; formalize algebraic thinking into algebraic expressions and equations; apply their previous knowledge of geometry in real-world and mathematics situations; and begin to develop understanding of statistical variability and distributions. As in all mathematics courses, the Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. This course is designed to facilitate learning outcomes to meet the needs of diverse learners through curriculum modifications and accommodations as appropriate.

Textbook(s): *Big Ideas Math (Green)*, ISBN 9781608402267

## **Mathematics 6 Intensive**

*Course Code:* 307683

*Prerequisites:* Completion of Grade 5 Mathematics; IEP

*Credits:* 1.0

This course begins the transition from the heavy emphasis on number and operations at the elementary school level towards a more formalized understanding of mathematics that occurs at the high school level. Students connect previous knowledge of multiplication, division, and fractions to ratios and proportional relationships; extend previous understanding of the number system and operations to fractions and negative numbers; apply and extend previous understandings of the number line to plot coordinate pairs on a Cartesian plane; formalize algebraic thinking into algebraic expressions and equations; apply their previous knowledge of geometry in real-world and mathematics situations; and begin to develop understanding of statistical variability and distributions. As in all mathematics courses, the Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. This course is designed to facilitate learning outcomes appropriate to the instructional needs of the student, as identified on the Individualized Education Plan (IEP). Course content is designated by the student's Individualized Education Plan (IEP).

Textbook(s): *Big Ideas Math (Green)*, ISBN 9781608402267

## **Mathematics 6 Supported Inclusion**

*Course Code: 307633*

*Prerequisites: Completion of Grade 5 Mathematics 1.0*

This course begins the transition from the heavy emphasis on number and operations at the elementary school level towards a more formalized understanding of mathematics that occurs at the high school level. Students connect previous knowledge of multiplication, division, and fractions to ratios and proportional relationships; extend previous understanding of the number system and operations to fractions and negative numbers; apply and extend previous understandings of the number line to plot coordinate pairs on a Cartesian plane; formalize algebraic thinking into algebraic expressions and equations; apply their previous knowledge of geometry in real-world and mathematics situations; and begin to develop understanding of statistical variability and distributions. As in all mathematics courses, the Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. This course is designed to occur in a small class environment and will incorporate instructional practices and strategies based on student learning styles and individual needs.

Textbook(s): *Big Ideas Math (Green)*, ISBN 9781608402267

## **Accelerated Mathematics 1**

*Course Code: 308693*

*Prerequisites: Successful completion of Grade 5 Mathematics; Students who meet the following criteria are likely to be successful in Accelerated 1:*

*Score of 80 or above on Math 5 SLO Post Test*

*Score of 740 or above on most current Math PARCC*

*Score of 211 or above on MAP-R*

*Grades of A or B with respect to current performance in mathematics*

*Optional assessment available in Performance Matters, if additional data is needed.  
(Accelerated 1 Placement Test)*

*Teacher recommendation with respect to study habits and attitude toward the study of mathematics as shown in following checklist:*

*Mastery of basic skills using whole numbers*

*Strong conceptual understanding of operations with fractions*

*Ability to problem solve in multiple ways*

*Ability to work with mathematical concepts fluent, flexible, and creative ways*

*Consistently demonstrates Standards for Mathematical Practice*

*Exhibits energy and persistence in solving difficult problems*

*Credits: 1.0 Weighted*

This course begins the transition from the heavy emphasis on number and operations at the elementary school level towards a more formalized understanding of mathematics that occurs at the high school level. Students connect previous knowledge of multiplication, division, and fractions to ratios and proportional relationships; extend previous understanding of the number system and operations to fractions and negative numbers; apply and extend previous understandings of the number line to plot coordinate pairs on a Cartesian plane; formalize algebraic thinking into algebraic expressions and equations; apply their previous knowledge of geometry in real-world and mathematics situations; and begin to develop understanding of statistical variability and distributions. As in all mathematics courses, the Mathematical Practice Standards are woven throughout the course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. Students will take the Grade 6 PARCC Assessment. The Honors curriculum can not be delivered to students in a pull-out format if students are to receive the weighted credit.

Textbook(s): *Big Ideas Math Advanced 1*, ISBN 9781608405268

# MONTESSORI

## Montessori Primary Art

*Course Code:* 86010

*Prerequisites:* None

The curriculum provides various art experiences that allow students to identify, describe and interpret observed forms. Students have opportunities to create images and forms from observation, memory, imagination and feelings. Students also observe and describe artworks using art vocabulary to express personal responses. Group activities are a part of this course.

Textbook(s): *Explorations in Art* ebook, Davis Publications

## Montessori Primary Geography

*Course Code:* 96060

*Prerequisites:* None

Students begin to learn the basic concepts of geography. Using their observations in school and in their community, students describe how people of different cultural backgrounds interact cooperatively, meet human needs and contribute to the community. Students begin to use geographic tools such as globes and maps of the continents and countries to locate places they live in or come from. They learn about geographic characteristics used to describe places and how these characteristics influence how people live and work. Geography is first presented as an extension of the sensorial and language activities. History is presented through stories of holidays, birthdays and historic events, and through cultural activities.

Textbook(s): Montessori materials

## Montessori Primary Health

*Course Code:* 87410

*Prerequisites:* None

Health education for young students focuses on what they can do to promote good health and well-being, making clear connections to their immediate environment and health information, concepts, skills, and behaviors. Central themes in primary Health Education are the acceptance of personal responsibility for lifelong health, respect for and promotion of the health of others, an understanding of the process of growth and development, and informed use of health-related information, products, and services.

Textbook(s): Children's Health Market, The Great Body Shop

## Montessori Primary Language Arts

*Course Code:* 81310

*Prerequisites:* None

Students learn to express thoughts and ideas through many aspects of the environment, which are created for spontaneous interest in learning how to read. Children are taught to listen for and recognize the individual phonetic sounds in words. They explore deciphering written words through recognition of patterns. They are also introduced to literature by reading aloud a wide range of classic stories and poetry. Opportunities to practice reading occur across the curriculum.

Textbook(s): Montessori materials



## **Montessori Primary Mathematics**

*Course Code:* 83010

*Prerequisites:* None

Montessori instruction promotes mathematical thinking processes (problem solving, reasoning, communications, and representation) as the mathematics Content Standards of numeration, pre-algebra, geometry, measurement, data, and probability are taught as appropriate for the multi-age levels. Math concepts are introduced and practiced using hands-on activities. Children receive a solid foundation for understanding mathematical principles, and a structured transition from concrete to abstract reasoning and number symbols one to ten. They are exposed to the place value rules of the decimal numeration system through interaction with manipulative math materials. Students use higher-order thinking skills to solve problems in relation to a variety of challenges, from practical money transactions to algebraic relationships; and explore in-depth numbers, properties, simple equations, higher measurement, computer calculation and graphics, geometric proofs, fractions, word problems and pre-algebraic equations.

Textbook(s): Montessori materials

## **Montessori Primary Music**

*Course Code:* 86210

*Prerequisites:* None

The Vocal and General Music Program of Instruction provides all students with appropriate resources and experiences to develop positive attitudes and sensitivities toward music. Through the implementation of sequential musical skills and concepts students develop an understanding of the intrinsic value of music and its relationship to diverse cultures, traditions, values and beliefs. The Program is also designed to foster enjoyment and appreciation of music beyond the limits of classroom instruction.

Textbook(s): Determined by the school

## **Montessori Primary Physical Education**

*Course Code:* 87710

*Prerequisites:* None

The physical education program is based on the Maryland Physical Education Content Standards and the Maryland State Curriculum that includes skillfulness, exercise physiology, biomechanical principles, social psychological principles, motor learning, and physical activity appropriate to the multi-age levels. The emphasis is on space awareness and self space awareness. Students will be introduced to and demonstrate locomotor and non-locomotor skills. Students will refine these skills. Students will be introduced to and participate in a variety of fitness development exercises. Students will learn to manipulate objects with purposeful movement (throwing, catching, striking, kicking, bouncing, and rolling). Students will learn playground rules and safety for self and others.

Textbook(s): PGCPs Curriculum documents and resources

## **Montessori Primary Practical Life**

*Course Code:* 88010

*Prerequisites:* None

The challenge of the child from birth through age six is to complete the formation and refinement of the physical body. A child-sized environment is designed that gives children the opportunity to engage their whole bodies in exercise which perfects now one movement, now another. The primary classroom has materials for washing, pouring, measuring, sweeping, tying laces, buttoning,

table setting, and a host of other real-life, child-sized work areas.

Textbook(s): Montessori materials

### **Montessori Primary Science**

*Course Code:* 84010

*Prerequisites:* None

Primary science students actively engage in learning to view the world scientifically. This course is woven into sensorial, practical life and language activities. Children learn to observe, identify and classify as they care for classroom plants and animals. Nature walks offer opportunities to explore the physical properties of natural and artificial objects. Concepts such as magnetism and buoyancy are explored through class experiments. Students learn science through stories, songs, visual media, exploration and manipulation thus giving them an opportunity to experience science through their senses. Scientific vocabulary enrichment activities prepare the children to collect, observe, organize, record and interpret scientific information. Students are encouraged to analyze and evaluate their findings as they appease their natural curiosity for knowledge.

Textbook(s): Montessori materials

### **Montessori Primary Sensorial**

*Course Code:* 81300

*Prerequisites:* None

This course is aimed at the training and sharpening of the senses (tactile, auditory, visual, olfactory, and gustatory). The course focuses on exercises in perception, observation, fine discrimination, and classification. Refinement of the sense of sound paves the way for the child's emergence into language. Sensorial education also builds a foundation for mathematical knowledge and the ability to make precise observations of the natural world in science. Students will learn about but not limited to artistic, architectural and musical appreciation.

Textbook(s): Montessori materials

### **Montessori Primary Social Development**

*Course Code:* 96010

*Prerequisites:* None

Social development reflects the level of student behavior that is conducive to a safe and orderly environment for all. Social development will include but is not limited to the degree by which a student is able to follow directions, show respect for others, deal with problems in a positive manner, follow classroom rules and routines, accept responsibility for his/her own actions, cooperate with adults/peers. This course provides primary children before age six a sensorial relationship to their environment. Learning through their senses, three to six year old children strive to sort out all the impressions they receive as they work to acquire coordination, concentration, order and independence.

Textbook(s): Montessori materials

### **Montessori Primary Social Skills**

*Course Code:* 89210

*Prerequisites:* None

Students will learn about cooperating with classroom rules/routines, relating well with adults and peers, participating willingly in group situations, making transitions from one activity to another, resolving conflicts appropriately and showing appreciation, empathy and caring for others. Students

are also taught safety and classroom rules that are meant to keep them safe. Montessori teachers introduce students to peace education and “Grace and Courtesy” lessons, thus giving them the tools for appropriate social interactions.

Textbook(s): Montessori materials

### **Montessori Primary Social Studies**

*Course Code:* 82010

*Prerequisites:* None

Students begin to learn the basic concepts of Social Studies. Using their observations in school and in their community, students describe how people of different cultural backgrounds interact cooperatively, meet human needs and contribute to the community. Students also examine events, photographs, objects, and written text to describe differences between the past and present and how individuals and societies change over time.

Textbook(s): Montessori materials

### **Montessori Primary Spanish**

*Course Code:* 81210

*Prerequisites:* None

General Spanish is taught to students in the Montessori primary classrooms. The purpose of the Spanish program is to guide students to acquire language in the most natural way. The emphasis is on acquiring and applying Spanish vocabulary to classroom activities and everyday life. Cultural awareness is also a component.

Textbook(s): Montessori materials and resources

### **Montessori Primary Work Habits**

*Course Code:* 89010

*Prerequisites:* None

Work habits reflect students’ ability to manage classroom time effectively. The work habits will include, but is not limited to the degree by which a student is able to organize their materials, use classroom materials appropriately, stay on task, work independently when appropriate, work cooperatively with classmates when appropriate, submit work in timely manner, follow both written and oral directions, and actively participate in classroom content discussions/work. Children will learn to work independently, in small, collaborative groups, and as a whole class community. The logical, sequential nature of the environment guides discovery and stimulates both creative thinking and thoughtful analysis. The key to student work is the freedom to choose his/her own work. Freedom of choice helps students to take ownership of their own learning thus creating autonomy in the classroom.

Textbook(s): Montessori materials

### **Montessori Lower Elementary Art**

*Course Code:* 86020

*Prerequisites:* None

The curriculum provides various art experiences that allow students to identify, describe and interpret observed forms and to describe the similarities. Students have opportunities to create images and forms from observation, memory, imagination and feelings. Students also observe and develop criteria for judging artworks using art vocabulary. Art standards are taught through activities based on the elements of art and principles of design. Students have opportunities to experiment

with art media, processes and techniques to generate ideas and express personal meaning.

Textbook(s): *Explorations in Art* by Stewart and Katter, Davis Publications

## **Montessori Lower Elementary Health**

*Course Code:* 87420

*Prerequisites:* Primary Montessori enrollment

In lower elementary Health Education, students will learn how to care for their bodies, communicate effectively and positively contribute as members of their classroom and families, identify health resources in the community, practice safe behaviors, prevent common accidents, respond to emergencies, distinguish between helpful and harmful substances, know how to make healthy food choices, participate in active play and get sufficient sleep, understand the stages of the life cycle, recognize symptoms of common illnesses and practice good personal hygiene to prevent the spread of disease.

Textbook(s): Children's Health Market, The Great Body Shop

## **Montessori Lower Elementary Language Arts**

*Course Code:* 81320

*Prerequisites:* Primary Montessori enrollment

Students learn to decode words and read grade level text accurately at an adequate rate. Pre-, mid-, and post- reading strategies are introduced to help with comprehension. Reading comprehension through the use of learned tools and tactics remain the core objective of this course. Critical thinking is developed through high order questions which focus on story, plot, characters and scene; this course unfolds the process of reading and writing with the exploration of grammar, functions of words and spellings.

Textbook(s): Montessori materials

## **Montessori Lower Elementary Mathematics**

*Course Code:* 83020

*Prerequisites:* Primary Montessori enrollment

Instruction will promote mathematical processes/thinking, (problem solving, reasoning, communication, connections, and representation) as the mathematics Content Standards of numeration, algebra, geometry, measurement, data, and probability are taught as appropriate for the grade level. The curriculum is presented with concrete materials that simultaneously reveal arithmetic, geometric, and algebraic correlations. Abstract math concepts are introduced through concrete Montessori materials. Students are able to progress through the curriculum working independently and in small groups.

Textbook(s): Montessori materials

## **Montessori Lower Elementary Music**

*Course Code:* 86220

*Prerequisites:* Montessori Primary Music

The Vocal and General Music Program of Instruction provides all students with appropriate resources and experiences to develop positive attitudes and sensitivities toward music. Through the implementation of sequential musical skills and concepts students develop an understanding of the intrinsic value of music and its relationship to diverse cultures, traditions, values and beliefs. The Program is also designed to foster enjoyment and appreciation of music beyond the limits of

classroom instruction.

Textbook(s): Determined by the school

### **Montessori Lower Elementary Physical Education**

*Course Code:* 87720

*Prerequisites:* Primary Montessori enrollment

The physical education program is based on the Maryland Physical Education Content Standards and the Maryland State Curriculum that includes skillfulness, exercise physiology, biomechanical principles, social psychological principles, motor learning, and physical activity appropriate to the multi-age levels. Students will learn to work cooperatively with a partner. They will learn to manipulate objects with a partner (throwing, catching, striking, kicking, bouncing, and rolling). Students will demonstrate the correct techniques for using manipulative including throwing, catching, striking, and dribbling. Student will learn to analyze their performance in order to learn or improve a movement skill. Students will learn fitness concepts and participate in a variety of fitness development exercises, and learn to assess their personal fitness. Working in small groups, students will learn to accept personal differences (maturity levels, physical differences, physical cultures, and gender differences).

Textbook(s): PGCPs Curriculum documents and resources

### **Montessori Lower Elementary Practical Life**

*Course Code:* 88020

*Prerequisites:* Primary Montessori enrollment

Practical life exercises are designed to help the child gain a sense of order, to develop coordination and concentration and to foster independence. Practical life exercises essentially provide the blueprint of life and emphasize building fine motor skills and increasing attention spans associated with daily living activities.

Textbook(s): Montessori materials

### **Montessori Lower Elementary Science**

*Course Code:* 84020

*Prerequisites:* Primary Montessori enrollment

Students observe carefully, measure things with more accuracy, record data in science notebooks and communicate their results in charts and simple graphs, as well as in prose. This course is a presentation of the formal scientific language of zoology, botany, anthropology, geography, geology, etc., exposing the child to accurate, organized information and respecting the child's intelligence and interests. A focus on the interdependency of life and the earth is a common thread through the course. Students employ the five "E" (engage, explore, explain, elaborate and evaluate) to experience science in and out of their classroom.

Textbook(s): Montessori materials

### **Montessori Lower Elementary Social Skills**

*Course Code:* 89220

*Prerequisites:* Primary Montessori enrollment

This course focuses on building community skills such as working as a part of a group, forming good relationships with adults and peers, taking turns and sharing fairly, and understanding that there is a need to have community values. A focus on respect for all humanity includes study of codes of behavior for different groups of people and understanding that people have different

needs, views, cultures, and beliefs, which need to be treated with respect. Personal skills are reinforced with instruction in cooperating with classroom rules/routines, participating willingly in group situations, making transitions from one activity to another, resolving conflicts appropriately, and showing appreciation, empathy and caring for others through the use of the Montessori Peace Curriculum.

Textbook(s): Montessori materials

## **Montessori Lower Elementary Social Studies**

*Course Code:* 82020

*Prerequisites:* Primary Montessori enrollment

Students continue to learn the basic concepts of Social Studies. Students learn to employ the use of timelines, pictures, charts, and other visual aids to provide a linguistic and visual overview of the first principles of each discipline. The course extends to a broad arena, including the fundamental needs of humans, introduction to the formation of the Earth, evolution, the unfolding of human civilizations, and history of the country, state or province. Study of evolution and the development of life on the Earth over the eon's ties together the history, geography and science curricula. History also provides the child with role models, and illustrates the indebtedness of our generation to previous generations.

Textbook(s): Montessori materials

## **Montessori Lower Elementary Spanish**

*Course Code:* 81220

*Prerequisites:* Primary Montessori enrollment

General Spanish is taught to students in the Montessori lower elementary classrooms. The focus of the program is vocabulary acquisition and natural application as it relates to classroom activities and everyday life. At this level, the development of listening and speaking skills, as well as cultural awareness, will be emphasized.

Textbook(s): Montessori materials and resources

## **Montessori Lower Elementary Work Habits**

*Course Code:* 89020

*Prerequisites:* Primary Montessori enrollment

Work habits reflect students' ability to manage classroom time effectively and efficiently. The work habits course will include, but is not limited to the degree by which a student is able to organize their materials, use classroom materials appropriately, stay on task, work independently when appropriate, work cooperatively with classmates when appropriate, submit work in timely manner, follow both written and oral directions, and actively participate in classroom content discussions/work.

Textbook(s): Montessori materials

## **Montessori Upper Elementary Art**

*Course Code:* 86030

*Prerequisites:* Lower Montessori enrollment

The curriculum provides various art experiences that allow students to identify, describe and interpret observed forms and to analyze ways that art elements are used in artworks. Students have opportunities to compose and render from observations of subject matter. Students also observe and develop criteria for judging artworks using art vocabulary, as well as differentiate works by

others of various cultures and time periods. Art standards are taught through activities based on the elements of art and principles of design. Students have opportunities to experiment with art media, processes and techniques to generate ideas and express personal meaning. Appropriate use of materials and tools is taught.

Textbook(s): *Explorations in Art* by Stewart and Katter, Davis Publications

### **Montessori Upper Elementary Chorus**

*Course Code:* 86330

*Prerequisites:* Lower Montessori enrollment

The teacher through careful selection of repertoire, attention to instructional guidelines and by encouraging expressive singing will help children gain an understanding and appreciation for aesthetic choral singing. Instructional objectives are designed to assist students in achieving choral skills and musicianship. Students participating in chorus will learn to sing with a freely produced tone characteristic of their age, sing with controlled breathing, sing with correct diction, sing in tune with other voices and instruments, sing in balance with other voices and instruments, respond appropriately to choral direction, sing in parts independently, interpret a choral composition verbally and through performance.

Textbook(s): Determined by the school

### **Montessori Upper Elementary General Music**

*Course Code:* 86230

*Prerequisites:* Montessori Lower Elementary Music

The Vocal and General Music Program of Instruction provides all students with appropriate resources and experiences to develop positive attitudes and sensitivities toward music. Through the implementation of sequential musical skills and concepts students develop an understanding of the intrinsic value of music and its relationship to diverse cultures, traditions, values and beliefs. The Program is also designed to foster enjoyment and appreciation of music beyond the limits of classroom instruction.

Textbook(s): Determined by the school

### **Montessori Upper Elementary Health**

*Course Code:* 87430

*Prerequisites:* Lower Montessori enrollment

Health Education for upper elementary students focuses on how they can assume more responsibility for their health, develop positive health behaviors, and prevent negative, unhealthy behaviors. Students will learn to practice safe behaviors, identify hazards and actions to remove those hazards from their surroundings, respond to emergencies, and develop conflict resolution skills, identify effects of drugs on the body, understand influences that promote drug use, and develop the skills needed to resist those influences. Note: After age 10 or the equivalent of 5th and 6th grade students will recognize treatments of major communicable and non-communicable diseases and practice good hygiene to prevent the spread of disease. The anatomy and physiology of the reproductive system will be introduced. Students will acquire, develop and refine their health related knowledge skills, attitudes, and behaviors.

Textbook(s): Montessori materials

## **Montessori Upper Elementary Language Arts**

*Course Code:* 81330

*Prerequisites:* Lower Montessori enrollment

This course is designed for the student to develop confidence with self-expression, by utilizing the seminars, oral presentations, debates, drama, video, photography, essays, play-writing, poetry, and short stories; it also explores related accounts of historical and philosophical material through literature utilizing components of style, genre, characterization, interpretation, and the art of discussion. Reading and writing strategy instruction focuses on literary and informational texts, as well as success in real world applications. Students are introduced to various genres of literature and encouraged to demonstrate their own creativity through art, literature and music.

Textbook(s): Montessori materials

## **Montessori Upper Elementary Mathematics**

*Course Code:* 83030

*Prerequisites:* Lower Montessori enrollment

Instruction will promote mathematical processes/thinking, (problem solving, reasoning, communication, connections, and representation) as the mathematics Content Standards of numeration, algebra, geometry, measurement, data, and probability are taught as appropriate for the grade level. The student uses higher-order thinking skills to solve problems in relation to a variety of challenges, from practical money transactions to algebraic relationships; explores in-depth numbers, properties, simple equations, higher measurement, computer calculation and graphics, geometric proofs, and algebraic equations. Students gain understanding of the concrete meaning of the abstract language of mathematics through daily experiences. Students apply the knowledge gained in lower elementary to increasingly complex and abstract problems.

Textbook(s): Montessori materials

## **Montessori Upper Elementary Physical Education**

*Course Code:* 87730

*Prerequisites:* Lower Montessori enrollment

The physical education program is based on the Maryland Physical Education Content Standards and the Maryland State Curriculum that includes skillfulness, exercise physiology, biomechanical principles, social psychological principles, motor learning, and physical activity appropriate to the multi-age levels. The program components embedded throughout all instruction are fitness and conditioning, coordination, throwing and catching, striking, speed, timing and accuracy, leisure and recreational games as well as rhythm conditioning, strengthening, rules, cooperation and sportsmanship are taught, along with basic skills in a variety of activities.

Textbook(s): Curriculum documents, Montessori materials

## **Montessori Upper Elementary Practical Life**

*Course Code:* 88030

*Prerequisites:* Lower Montessori enrollment

Children take on more personal responsibility for work and managing the classroom. The self care skills developed in primary and lower elementary are expanded to care for the classroom and school community in upper elementary.

Textbook(s): Montessori materials



## **Montessori Upper Elementary Science**

*Course Code:* 84030

*Prerequisites:* Lower Montessori enrollment

Science students develop an understanding of conducting good inquiry-based investigations. Students learn from hands-on activities, teacher demonstrations, cooperative learning, and independent, small group, and whole group experiences. The student integrates history utilizing themes from earlier studies in natural and cultural history, including interdependency, evolution, life cycles, matter and energy, behavior and culture, mental health, physical health, agriculture, government, manufacturing, communication, world systems, earth preservation, and so on, in the context of social responsibility and governance. Primary readings from each historical period are emphasized.

Textbook(s): Montessori materials

## **Montessori Upper Elementary Social Skills**

*Course Code:* 89230

*Prerequisites:* Lower Montessori enrollment

Social skills reflect the level of student behavior that is conducive to a safe and orderly environment for all. This social skills grade will include but is not limited to the degree by which a student is able to follow directions, show respect for others, deal with problems in a positive manner, follow classroom rules and routines, accept responsibility for his/her own actions, cooperate with adults/peers.

Textbook(s): Montessori materials

## **Montessori Upper Elementary Social Studies**

*Course Code:* 82030

*Prerequisites:* Lower Montessori enrollment

The student integrates history utilizing themes from earlier studies in natural and cultural history, including interdependency, evolution, life cycles, matter and energy, behavior and culture, mental health, physical health, agriculture, government, manufacturing, communication, world systems, earth preservation, and so on, in the context of social responsibility and governance. Primary readings from each historical period are emphasized.

Textbook(s): Montessori materials

## **Montessori Upper Elementary Spanish**

*Course Code:* 81230

*Prerequisites:* Lower Montessori enrollment

General Spanish is taught to students in the Montessori upper elementary classrooms. The goal of the program is to strengthen and extend vocabulary acquisition and application and to increase cultural awareness. At the upper elementary level, students should exhibit increased proficiency in listening and speaking skills, while beginning to develop skills in the areas of reading and writing.

Textbook(s): Montessori materials and resources

## **Montessori Upper Elementary Work Habits**

*Course Code:* 89030

*Prerequisites:* Lower Montessori enrollment

Work habits reflect students' ability to manage classroom time effectively and efficiently. The work habits course will include but is not limited to the degree by which a student is able to organize their materials, use classroom materials appropriately, stay on task, work independently when appropriate, work cooperatively with classmates when appropriate, submit work in timely manner, follow both written and oral directions, and actively participate in classroom content discussions/work.

Textbook(s): Montessori materials

## **Montessori Primary Music**

*Course Code:* 86210

*Prerequisites:* None

The Vocal and General Music Program of Instruction provides all students with appropriate resources and experiences to develop positive attitudes and sensitivities toward music. Through the implementation of sequential musical skills and concepts students develop an understanding of the intrinsic value of music and its relationship to diverse cultures, traditions, values and beliefs. The Program is also designed to foster enjoyment and appreciation of music beyond the limits of classroom instruction.

Textbook(s): *Spotlight on Music, The Singing Musician*

## **Montessori Lower Elementary Music**

*Course Code:* 86220

*Prerequisites:* Montessori Primary Music

The Vocal and General Music Program of Instruction provides all students with appropriate resources and experiences to develop positive attitudes and sensitivities toward music. Through the implementation of sequential musical skills and concepts students develop an understanding of the intrinsic value of music and its relationship to diverse cultures, traditions, values and beliefs. The Program is also designed to foster enjoyment and appreciation of music beyond the limits of classroom instruction.

Textbook(s): *Spotlight on Music, The Singing Musician*

## **Montessori Upper Elementary General Music**

*Course Code:* 86230

*Prerequisites:* Montessori Lower Elementary Music

The Vocal and General Music Program of Instruction provides all students with appropriate resources and experiences to develop positive attitudes and sensitivities toward music. Through the implementation of sequential musical skills and concepts students develop an understanding of the intrinsic value of music and its relationship to diverse cultures, traditions, values and beliefs. The Program is also designed to foster enjoyment and appreciation of music beyond the limits of classroom instruction.

Textbook(s): *Spotlight on Music, The Singing Musician*

## **Montessori Upper Elementary Chorus**

*Course Code:* 86330

*Prerequisites:* None

The teacher through careful selection of repertoire, attention to instructional guidelines and by encouraging expressive singing will help children gain an understanding and appreciation for aesthetic choral singing. Instructional objectives are designed to assist students in achieving choral skills and musicianship. Students participating in chorus will learn to sing with a freely produced tone characteristic of their age, sing with controlled breathing, sing with correct diction, sing in tune with other voices and instruments, sing in balance with other voices and instruments, respond appropriately to choral direction, sing in parts independently, interpret a choral composition verbally and through performance.

*Textbook(s): Spotlight on Music*

# PHYSICAL EDUCATION

## Physical Education Pre K

*Course Code:* 97070

*Prerequisites:*

The emphasis is on general space awareness and self space awareness. Students will be introduced to and demonstrate locomotor and non-locomotor skills. Students will participate in a wide variety of activities in order to refine these skills. Students will be introduced to and participate in a variety of fitness development exercises. Students will learn playground rules and safety for self and others.

Textbook(s): None

## Physical Education Kindergarten

*Course Code:* 98070

*Prerequisites:* None

The emphasis is on how students move in their environment. Students learn fundamental locomotor (running, hopping, skipping, jumping, leading, sliding, galloping), nonlocomotor (bending, twisting, turning, rocking, swaying, balancing, stretching, pushing, and pulling), and manipulative (rolling, throwing, catching, bouncing, kicking) skills. Students participate in a wide variety of activities that involve locomotor, nonlocomotor and manipulative skills, fitness concepts and fitness development exercises. Students participate in a variety of movement activities leading to experiences of personal feelings of success.

Textbook(s): None

## Physical Education First Grade

*Course Code:* 71100

*Prerequisites:* None

The emphasis is on moving through space and time. Students learn to demonstrate the qualities of movement (space, time, force, flow, levels, directions, and pathways) as they perform a variety of fundamental locomotor (running, hopping, skipping, jumping, leading, sliding, galloping) and nonlocomotor (bending, twisting, turning, rocking, swaying, balancing, stretching, pushing, and pulling) skills. Students learn to manipulate objects with purposeful movement (throwing, catching, striking, kicking, bouncing, and rolling). Students participate in a variety of fitness development exercises. Students learn playground rules and safety for self and others.

Textbook(s): None

## Physical Education Second Grade

*Course Code:* 71200

*Prerequisites:* None

The emphasis is on how students move with one another in space. Students learn to work cooperatively with a partner. They learn to demonstrate the qualities of movement (space, time, force, flow, levels, directions, and pathways) as they perform a variety of fundamental locomotor (running, hopping, skipping, jumping, leading, sliding, galloping) and nonlocomotor (bending, twisting, turning, rocking, swaying, balancing, stretching, pushing, and pulling) skills. Students learn to manipulate objects with a partner (throwing, catching, striking, kicking, bouncing, and rolling), fitness concepts, a variety of fitness development exercises, and playground rules related to the use of equipment, safety and games.

Textbook(s): None

## **Physical Education Third Grade**

*Course Code:* 71300

*Prerequisites:* None

The emphasis is on how students react and respond to others and perform well-defined combinations of movements. Students learn to develop patterns and combinations of movements using locomotor and non-locomotor skills. Students continue to learn to manipulate objects with a partner (throwing, catching, striking, and kicking). Students continue to learn fitness concepts and participate in a variety of fitness development exercises. Students learn playground rules related to the use of equipment, safety and games.

Textbook(s): None

## **Physical Education Fourth Grade**

*Course Code:* 71400

*Prerequisites:* None

The emphasis is on manipulating objects in and through space. Students learn to demonstrate the correct techniques for using manipulatives including throwing, catching, striking, kicking, trapping, and dribbling. Students learn to analyze their performance in order to learn or improve a movement skill. Students continue to learn fitness concepts, participate in a variety of fitness development exercises, and learn to assess their personal fitness. Working together as part of a group, students learn to appreciate personal differences and value the rights of others.

Textbook(s): None

## **Physical Education Fifth Grade**

*Course Code:* 71500

*Prerequisites:* None

The emphasis is on manipulating objects with accuracy and speed. Students continue to learn the correct techniques for using manipulatives including throwing, catching, striking, kicking, trapping, and dribbling. Students continue to learn fitness concepts, participate in a variety of fitness development exercises, assess their personal fitness, compare their scores to a health related standard, and set goals for improvement or maintenance. Working in small groups, students learn to accept personal differences (maturity levels, physical differences, physical abilities, cultures, and gender differences).

Textbook(s): None

## **Physical Education Sixth Grade**

*Course Code:* 71600

*Prerequisites:* None

The focus of this course is the development of movement skill combinations and movement skill knowledge; the assessment and maintenance of physical fitness to improve health and performance, and the requisite knowledge of physical fitness concepts, principles and strategies; and the application of psychological and sociological concepts, including self-responsibility, positive social interaction, and group dynamics, in the learning and performance of physical activity.

Textbook(s): None

# PREKINDERGARTEN

## **Approaches to Learning PreK**

*Course Code:* 97080

*Prerequisites:* None

This domain enhances the student's ability to make appropriate choices, demonstrate an eagerness to learn, accept responsibility for learning, persevere in a task, evaluate own work and use their imagination, creativity and invention as part of their learning strategies.

Textbook(s): None

## **Language & Literacy PreK**

*Course Code:* 97010

*Prerequisites:* None

This domain focuses on early reading skills including but not limited to: listening for a variety of purposes, speaking distinctly in complete sentences, demonstrating book handling skills, oral language, vocabulary development, alphabet knowledge, phonological awareness, understanding that print conveys meaning and displaying an interest in using writing tools.

Textbook(s): None

## **Mathematical Thinking PreK**

*Course Code:* 97030

*Prerequisites:* None

This domain provides a mathematical foundation including but not limited to: recognizing and extending patterns, sorting and describing objects by attributes, counting objects with one to one correspondence, recognizing numerals, ordering and describing objects, using positional terms, using non-standard units to measure and making simple graphs.

Textbook(s): None

## **Scientific Thinking PreK**

*Course Code:* 97040

*Prerequisites:* None

This domain offers students a chance to gain and apply knowledge using the senses to explore, describe and learn, investigate, compare and contrast similarities and differences in their environment.

Textbook(s): None

## **Social and Emotional Development PreK**

*Course Code:* 97090

*Prerequisites:* None

This domain focuses on cooperating with classroom rules/routines, relating well with adults and peers, participating willingly in group situations, making transitions from one activity to another, resolving conflicts appropriately and showing appreciation, empathy and caring for others.

Textbook(s): None

## **Social Studies PreK**

*Course Code:* 97020

*Prerequisites:* None

This domain focuses on social development skills including but not limited to examining the need for rules, roles and responsibilities of workers, and recognizing similarities and differences in self and others.

Textbook(s): None

## **Technology PreK**

*Course Code:* 97050

*Prerequisites:* None

In this domain, students are encouraged to use computers and calculators as an integral part of their learning experience.

Textbook(s): None

# READING/ENGLISH LANGUAGE ARTS

## Literacy Kindergarten

Course Code: 98010

Prerequisites: None

Strategies for comprehension are taught to students. Understanding is facilitated through the listening to and reading of literature and informational texts. Letters are identified along with the sounds they make.

Textbook(s): *Reading Wonders (Gr. K)*, McGraw-Hill ISBN 9780021188680

## Oral and Written Language Kindergarten

Course Code: 98080

Prerequisites: None

Students learn to express thoughts and ideas through work with words and pictures. Basic rules of grammar are introduced. Clear and audible speech is taught, and students learn to participate in collaborative conversations.

Textbook(s): *Reading Wonders (Gr. K)*, McGraw-Hill ISBN 9780021188680

Instructional Resource(s): *Writing Fundamentals Units of Study (Gr. K)*

## Oral & Written Communication 1

Course Code: 12100

Prerequisites: None

Students continue to develop the strategies used in the organization and delivery of oral presentation and collaborative conversations. The written portion of the course focuses the writing process with products that address a variety of purposes. Attention is given to spelling and handwriting mechanics.

Textbook(s): *Reading Wonders (Gr. 1)*, ISBN 9780021196524

Instructional Resource(s): *Writing Fundamentals (Gr. 1) Units of Study*

## Oral & Written Communication 2

Course Code: 12200

Prerequisites: None

Students continue learning the writing process and skills for oral presentation and collaborative conversations begun in Oral & Written Communication 1.

Textbook(s): *Reading Wonders (Gr. 2)*, ISBN 9780021188673

Instructional Resource(s): *Writing Fundamentals (Gr. 2) Units of Study*

## Oral & Written Communication 3

Course Code: 12300

Prerequisites: None

Students are introduced to more sophisticated writing techniques and required to produce more complex writing that reflects more elaborate understanding of author's craft. Students continue to develop skills for oral presentation and collaborative conversation. In addition, students begin to routinely respond to texts in written form.

Textbook(s): *Reading Street Common Core 3.1*, ISBN 9780328724512, *Reading Street Common Core 3.2*, ISBN 9780328724529

Instructional Resource(s): *Writing Fundamentals (Gr. 3) Units of Study*



## **Oral & Written Communication 4**

*Course Code:* 12400

*Prerequisites:* None

Students continue to practice and fine-tune writing techniques while producing writing of various text types. Students continue to develop skills for oral presentation and collaborative conversation. In addition to routinely responding to texts, students are required to draw evidence from text to support analysis, reflection, and research in their writing.

Textbook(s): *Reading Street Common Core (Gr. 4)*, Pearson 4.1 ISBN 9780328724536 4.2 ISBN 9780328724543

Instructional Resource(s): *Writing Fundamentals (Gr. 4)* Units of Study

## **Oral & Written Communication 5**

*Course Code:* 12500

*Prerequisites:* None

Students writing should reflect all of the elements of effective writing taught previously. Deliberate organization, word choice, research, task, audience, and purpose should be evident in student writing. Students continue to routinely respond to texts and draw evidence from texts to support analysis, reflection, and research in their writing.

Textbook(s): *Reading Street Common Core (Gr. 5)*, Pearson 5.1 ISBN 9780328724567 5.2 ISBN 9780328724550

Instructional Resource(s): *Writing Fundamentals (Gr. 5)* Units of Study

## **Reading 1**

*Course Code:* 13100

*Prerequisites:* None

Students read a variety of appropriately leveled texts across genres and text types. Letters are identified along with the sounds they make in accordance with the grade level Foundational Skills. Reading strategies are reinforced to aid in comprehension.

Textbook(s): *Reading Wonders (Gr. 1)*, ISBN 9780021196524

## **Reading 2**

*Course Code:* 13200

*Prerequisites:* None

Students continue to read a variety of appropriately leveled texts across genres and text types. Students learn to decode words and read text accurately at an adequate rate according to grade level Foundational Skills. Reading strategies are reinforced to aid in comprehension.

Textbook(s): *Reading Wonders (Gr. 2)*, McGraw-Hill ISBN 9780021293544

## **Reading 3**

*Course Code:* 13300

*Prerequisites:* None

Students continue to read a variety of appropriately leveled texts across genres and text types. Reading strategies are reinforced to aid in comprehension. Students analyze the key ideas and details, craft and structure, and integration of knowledge and ideas in a wide range of literature and informational texts of increasing grade-appropriate complexity.

Textbook(s): *Reading Street Common Core (Gr. 3)*, Pearson 3.1 ISBN 9780328724512 3.2 ISBN 9780328724529

## **Reading 4**

*Course Code:* 13400

*Prerequisites:* None

Students continue to read a variety of appropriately leveled texts across genres and text types. Reading strategies are reinforced to aid in comprehension. Students analyze the key ideas and details, craft and structure, and integration of knowledge and ideas in a wide range of literature and informational texts of increasing grade-appropriate complexity.

*Textbook(s): Reading Street Common Core (Gr. 4), Pearson 4.1 ISBN 9780328724536 4.2 ISBN 9780328724543*

## **Reading 5**

*Course Code:* 13500

*Prerequisites:* None

Students continue to read a variety of appropriately leveled texts across genres and text types. Reading strategies are reinforced to aid in comprehension. Students analyze the key ideas and details, craft and structure, and integration of knowledge and ideas in a wide range of literature and informational texts of increasing grade-appropriate complexity.

*Textbook(s): Reading Street Common Core (Gr. 5), Pearson 4.1 ISBN 9780328724550 4.2 ISBN 9780328724567*

## **Reading/English Language Arts 6**

*Course Code:* 131603

*Prerequisites:* Reading/English Language Arts 5

This course, designed for sixth graders, focuses on instruction of the Maryland State Curriculum for reading, writing, listening, and speaking. Reading and writing strategy instruction focuses on literary and informational texts, as well as success in real world applications and on PARCC.

*Textbook(s): Literature-Common Core Edition ISBN 9780547434537, Language of Literature, Bridges to Literature I, Literature Interactive Reader, Literature English Language, Language Network, Write Source ISBN 9780547485027, novels as assigned*

## **Reading/English Language Arts 6 – Co-Teach**

*Course Code:* 131673

*Prerequisites:* IEP or Grade 6

This course is designed to facilitate learning outcomes appropriate to the instructional needs of the student. Students access the general education curriculum (see Reading/English Language Arts 6), modified and adapted to meet IEP requirements and the learning needs of struggling readers. This course is designed to facilitate learning outcomes appropriate to the instructional needs of students who can benefit from instructional practices and strategies based on learning styles and individual needs. The general education teacher will teach this class in collaboration with a special educator to ensure that all students have access to the general education curriculum.

*Textbook(s): Textbook(s): Literature-Common Core Edition ISBN 9780547434537, Language of Literature, Bridges to Literature I, Literature Interactive Reader, Literature English Language, Language Network, Write Source ISBN 9780547485027, novels as assigned*

## **Reading/English Language Arts 6 – Intensive**

*Course Code:* 131683

*Prerequisites:* IEP

This course, designed for sixth graders, focuses on instruction of the Maryland State Curriculum for reading, writing, listening, and speaking. Reading and writing strategy instruction focuses on literary and informational text as well as success in real world applications and on PARCC. In addition, modified course content will be delivered in small instructional groupings to diverse learners with disabilities. This course is designed to occur in a small class environment and will incorporate specialized instructional practices and strategies based on student learning styles and individual needs, while implementing appropriate accommodations.

*Textbook(s):* Textbook(s): *Literature-Common Core Edition* ISBN 9780547434537, *Language of Literature, Bridges to Literature II, Literature Interactive Reader, Literature English Language, Language Network, Write Source* ISBN 9780547485027, novels as assigned

## **Reading/English Language Arts 6 – Honors**

*Course Code:* 131293

*Prerequisites:* Student that meets 3 of the 6 following criteria:

*A/B average in previous year's R/ELA course*

*Current or previous MAP-R RIT score for the grade level norm is in the 50 percentile or higher*

*PARCC ELA score of Level 4 or 5*

*R/ELA Teacher recommendation and/or advocacy*

*60% or greater on current or previous year's Reading/Writing SLO assessment*

*Student desire and motivation, work ethic;*

*In most cases, students who are identified as TAG will be placed in an Honors course with these exceptions: there is not an interest in taking the course (perhaps domain-specific strength is in Math), student is reading significantly below reading level.*

*Credits:* 1.0 Weighted

This course is designed for identified selected highly able students who have met the prerequisites. The course will further develop student reading and writing skills (see Reading/English Language Arts 6) by enhancing the depth and complexity of the core curriculum. Students will use critical thinking skills in analyzing advanced/above-grade level texts and will be expected to complete rigorous, in-depth writing assignments. The Honors curriculum can not be delivered to students in a pull-out format if students are to receive the weighted credit.

*Textbook(s):* *Literature-Common Core Edition* ISBN 9780547434537, *Language of Literature, Language Network, Write Source*, novels as assigned

## **Reading/English Language Arts 6 Supported Inclusion**

*Course Code:* 131633

*Prerequisites:* Reading/English Language Arts 5

This course, designed for sixth graders, focuses on instruction of the Maryland State Curriculum for reading, writing, listening, and speaking. Reading and writing strategy instruction focuses on literary and informational text as well as success in real world applications and on PARCC. This course is designed to occur in a small class environment and will incorporate instructional practices and strategies based on student learning styles and individual needs.

*Textbook(s):* *Literature-Common Core Edition*, ISBN 9780547434537; *Language of Literature, Bridges to Literature II, Literature Interactive Reader, Literature English Language, Language Network, Write Source* ISBN 9780547485027, novels as assigned

## **ESOL**

*Course Code:* 13530

*Prerequisites:* Qualify for ESOL as determined by Language Proficiency Placement  
Course for English Language Learners receiving English for Speakers of Other Languages  
Instruction.

*Textbook(s):* Supplemental support in reading, writing, listening and speaking

## **Reading Instructional Level**

*Course Code:* 13000

*Prerequisites:* None

Students are grouped and instructed according to their reading levels. Designations are used to reflect student reading levels: BGL below grade level, OGL for on grade level, AGL for above grade level.

*Textbook(s):* None

# SCIENCE

## Science Kindergarten

Course Code: 98040

Prerequisites: None

This course is designed to actively engage kindergarten students in a comprehensive science program as they begin to explore and make sense of the natural world through phenomenon-based instruction. Students will be interacting with content from different topics to include Earth and Space Science (ES), Life Science (LS), Physical Science (PS) and Engineering Design (ETS) Disciplinary Core Ideas (DCIs) from the Next Generation Science Standards (NGSS). Students will develop an understanding of patterns and variations in local weather and the purpose of weather forecasting to prepare for, and respond to, severe weather, apply an understanding of the effects of different strengths or different directions of pushes and pulls on the motion of an object to analyze a design solution, develop understanding of what plants and animals (including humans) need to survive, and the relationship between their needs and where they live. The Crosscutting Concepts (CCCs) of patterns; cause and effect; systems and system models; interdependence of science, engineering, and technology; and influence of engineering, technology, and science on society and the natural world are called out as organizing concepts for these disciplinary core ideas. Students are expected to demonstrate grade-appropriate proficiency with Science and Engineering Practices (SEPs) by asking questions, developing and using models, planning and carrying out investigations, analyzing and interpreting data, designing solutions, engaging in argument from evidence, and obtaining, evaluating, and communicating information. Students will conduct inquiry-based investigations through hands-on, digital and virtual laboratory experiences. Students will be introduced to various STEM careers while in grades K-12.

Textbook(s): *Science Dimensions*. (2017). Orlando, FL: Houghton Mifflin Harcourt.  
Digital Resource: *Discovery Education Techbook™*

## **Science 1**

*Course Code: 40100*

*Prerequisites: Grade K Student*

First grade science students are actively engaged in a comprehensive science program as they begin to make sense of the natural world through phenomenon-based instruction. Students will be interacting with content from different topics to include Earth and Space Science (ES), Life Science (LS), Physical Science (PS) and Engineering Design (ETS) Disciplinary Core Ideas (DCIs) from the Next Generation Science Standards (NGSS). Students are expected to develop understanding of the relationship between sound and vibrating materials as well as between the availability of light and ability to see objects. The idea that light travels from place to place can be understood by students at this level through determining the effect of placing objects made with different materials in the path of a beam of light. Students are expected to develop understanding of how plants and animals use their external parts to help them survive, grow, and meet their needs as well as how behaviors of parents and offspring help the offspring survive. The understanding is developed that young plants and animals are like, but not exactly the same as, their parents. Students are able to observe, describe, and predict some patterns of the movement of objects in the sky. The Crosscutting Concepts (CCCs) of patterns; cause and effect; structure and function; and influence of engineering, technology, and science on society and the natural world are called out as organizing concepts for these disciplinary core ideas. Students are expected to demonstrate grade-appropriate proficiency with Science and Engineering Practices (SEPs) by asking questions, developing and using models, planning and carrying out investigations, analyzing and interpreting data, designing solutions, engaging in argument from evidence, and obtaining, evaluating, and communicating information. Students will conduct inquiry-based investigations through hands-on, digital and virtual laboratory experiences. Students will be introduced to various STEM careers while in grades K-12.

*Textbook(s): Science Dimensions. (2017). Orlando, FL: Houghton Mifflin Harcourt.*

*Digital Resource: Discovery Education Techbook™*

## **Science 2**

*Course Code: 40200*

*Prerequisites: Grade 1 Student*

Second grade science students are actively engaged in a comprehensive science program as they build an understanding to make sense of the natural world through phenomenon-based instruction. Students will be interacting with content from different topics to include Earth and Space Science (ES), Life Science (LS), Physical Science (PS) and Engineering Design (ETS) Disciplinary Core Ideas (DCIs) from the Next Generation Science Standards (NGSS). Students are expected to develop an understanding of what plants need to grow and how plants depend on animals for seed dispersal and pollination. Students are also expected to compare the diversity of life in different habitats. An understanding of observable properties of materials is developed by students at this level through analysis and classification of different materials. Students are able to apply their understanding of the idea that wind and water can change the shape of the land to compare design solutions to show or prevent such change. Students are able to use information and models to identify and represent the shapes and kinds of land and bodies of water in an area and where water is found on Earth. The Crosscutting Concepts (CCCs) of patterns; cause and effect; energy and matter; structure and function; stability and change; and influence of engineering, technology, and science on society and the natural world are called out as organizing concepts for these disciplinary core ideas. Students are expected to demonstrate grade-appropriate proficiency with Science and Engineering Practices (SEPs) by asking questions, developing and using models, planning and carrying out investigations, analyzing and interpreting data, designing solutions, engaging in argument from evidence, and obtaining, evaluating, and communicating information. Students will conduct inquiry-based investigations through hands-on, digital and virtual laboratory experiences. Students will be introduced to various STEM careers while in grades K-12.

*Textbook(s): Science Dimensions. (2017). Orlando, FL: Houghton Mifflin Harcourt.*

*Digital Resource: Discovery Education Techbook™*

## Science 3

Course Code: 40300

Prerequisites: Grade 2 Student

Third grade science students are actively engaged in a comprehensive science program as they build an understanding to make sense of the natural world through phenomenon-based instruction. Students will be interacting with content from different topics to include Earth and Space Science (ES), Life Science (LS), Physical Science (PS) and Engineering Design (ETS) Disciplinary Core Ideas (DCIs) from the Next Generation Science Standards (NGSS). Students are able to organize and use data to describe typical weather conditions expected during a particular season. By applying their understanding of weather-related hazards, students are able to make a claim about the merit of a design solution that reduces the impacts of such hazards. Students are expected to develop an understanding of the similarities and differences of organisms' life cycles. An understanding that organisms have different inherited traits, and that the environment can also affect the traits that an organism develops, is acquired by students at this level. In addition, students are able to construct an explanation using evidence for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing. Students are expected to develop an understanding of types of organisms that lived long ago and also about the nature of their environments. Third graders are expected to develop an understanding of the idea that when the environment changes some organisms survive and reproduce, some move to new locations, some move into the transformed environment, and some die. Students are able to determine the effects of balanced and unbalanced forces on the motion of an object and the cause and effect relationships of electric or magnetic interactions between two objects not in contact with each other. They are then able to apply their understanding of magnetic interactions to define a simple design problem that can be solved with magnets. The Crosscutting Concepts (CCCs) of patterns; cause and effect; scale, proportion, and quantity; systems and system models; interdependence of science, engineering, and technology; and influence of engineering, technology, and science on society and the natural world are called out as organizing concepts for these disciplinary core ideas. Students are expected to demonstrate grade-appropriate proficiency with Science and Engineering Practices (SEPs) by asking questions, developing and using models, planning and carrying out investigations, analyzing and interpreting data, designing solutions, engaging in argument from evidence, and obtaining, evaluating, and communicating information. Students will conduct inquiry-based investigations through hands-on, digital and virtual laboratory experiences. Students will be introduced to various STEM careers while in grades K-12. Content from this course will prepare third grade students for the new upcoming Maryland Integrated Science Assessment (MISA) that will be administered in the fifth grade.

Textbook(s): *Science Dimensions*. (2017). Orlando, FL: Houghton Mifflin Harcourt.

Digital Resource: *Discovery Education Techbook™*



## Science 4

Course Code: 40400

Prerequisites: Grade 3 Student

Fourth grade science students are actively engaged in a comprehensive science program as they build an understanding to make sense of the natural world through phenomenon-based instruction. Students will be interacting with content from different topics to include Earth and Space Science (ES), Life Science (LS), Physical Science (PS) and Engineering Design (ETS) Disciplinary Core Ideas (DCIs) from the Next Generation Science Standards (NGSS). Students are able to use a model of waves to describe patterns of waves in terms of amplitude and wavelength, and that waves can cause objects to move. Students are expected to develop understanding of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation. They apply their knowledge of natural Earth processes to generate and compare multiple solutions to reduce the impacts of such processes on humans. In order to describe patterns of Earth's features, students analyze and interpret data from maps. Fourth graders are expected to develop an understanding that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction. By developing a model, they describe that an object can be seen when light reflected from its surface enters the eye. Students are able to use evidence to construct an explanation of the relationship between the speed of an object and the energy of that object. Students are expected to develop an understanding that energy can be transferred from place to place by sound, light, heat, and electric currents or from object to object through collisions. They apply their understanding of energy to design, test, and refine a device that converts energy from one form to another. The Crosscutting Concepts (CCCs) of patterns; cause and effect; energy and matter; systems and system models; interdependence of science, engineering, and technology; and influence of engineering, technology, and science on society and the natural world are called out as organizing concepts for these disciplinary core ideas. Students are expected to demonstrate grade-appropriate proficiency with Science and Engineering Practices (SEPs) by asking questions, developing and using models, planning and carrying out investigations, analyzing and interpreting data, designing solutions, engaging in argument from evidence, and obtaining, evaluating, and communicating information. Students will conduct inquiry-based investigations through hands-on, digital and virtual laboratory experiences. Students will be introduced to various STEM careers while in grades K-12. Content from this course will prepare fourth grade students for the new upcoming Maryland Integrated Science Assessment (MISA) that will be administered in the fifth grade.

Textbook(s): *Science Dimensions*. (2017). Orlando, FL: Houghton Mifflin Harcourt.

Digital Resource: *Discovery Education Techbook™*

## Science 5

Course Code: 40500

Prerequisites: Grade 4 student

Fifth grade science students are actively engaged in a comprehensive science program as they build an understanding to make sense of the natural world through phenomenon-based instruction. Students will be interacting with content from different topics to include Earth and Space Science (ES), Life Science (LS), Physical Science (PS) and Engineering Design (ETS) Disciplinary Core Ideas (DCIs) from the Next Generation Science Standards (NGSS). Students are able to describe that matter is made of particles too small to be seen through the development of a model. Students develop an understanding of the idea that regardless of the type of change that matter undergoes, the total weight of matter is conserved. Students determine whether the mixing of two or more substances results in new substances. Through the development of a model using an example, students are able to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact. They describe and graph data to provide evidence about the distribution of water on Earth. Students develop an understanding of the idea that plants get the materials they need for growth chiefly from air and water. Using models, students can describe the movement of matter among plants, animals, decomposers, and the environment and that energy in animals' food was once energy from the sun. Students are expected to develop an understanding of patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky. The Crosscutting Concepts (CCCs) of patterns; cause and effect; scale, proportion, and quantity; energy and matter; and systems and systems models are called out as organizing concepts for these disciplinary core ideas. Students are expected to demonstrate grade-appropriate proficiency with Science and Engineering Practices (SEPs) by asking questions, developing and using models, planning and carrying out investigations, analyzing and interpreting data, designing solutions, engaging in argument from evidence, and obtaining, evaluating, and communicating information. Students will conduct inquiry-based investigations through hands-on, digital and virtual laboratory experiences. Students will be introduced to various STEM careers while in grades K-12.

The new upcoming Maryland Integrated Science Assessment (MISA) will be administered in fifth grade. Content from this course will prepare students for the assessment.

Textbook(s): *Science Dimensions*. (2017). Orlando, FL: Houghton Mifflin Harcourt.

Digital Resource: *Discovery Education Techbook*™

## **Science 6**

*Course Code: 410603*

*Prerequisite: Grade 5 Student*

*Credits: 1.0*

This course is designed to actively engage students in a comprehensive science program as they enrich their understanding to make sense of the natural world through phenomenon-based instruction and the Science and Engineering Practices (SEPs) and Crosscutting Concepts (CCCs) of the Next Generation of Science Standards (NGSS). Sixth grade students will focus on Physical Science and Earth and Space Science. The Disciplinary Core Ideas (DCIs) for sixth grade includes: the structure and properties of matter, chemical reactions, types of interactions, definitions of energy, conservation of energy and energy transfer, the relationship between energy and forces, energy in chemical process and everyday life, the universe and its stars, Earth and the solar system and the history of planet Earth, Earth materials and systems, plate tectonics and large-scale system interactions, the roles of water in Earth's surface processes, weather and climate, biogeology, natural resources, natural hazards, human impact on Earth systems, and global climate change. The CCCs infused in this course will be patterns, cause and effect, scale proportion and quantity, systems and system models, structure and function, energy and matter, and stability and change. Students are expected to demonstrate proficiency in SEPs by developing and using models, analyzing and interpreting data, planning and carrying out investigations, designing solutions, asking questions, developing and using models, analyzing and interpreting data, constructing explanations and designing solutions and engaging in argument and obtaining, evaluating, and communicating information. Students will be introduced to various STEM careers while in grades K-12.

The content from this course will be assessed on the new 8th grade Maryland Integrated Science Assessment (MISA).

Textbook(s): *iScience. (2016). Columbus, OH: McGraw-Hill Education.*

Digital Resource: *Discovery Education Techbook™*

## **Science 6 Co-Teach**

*Course Code: 410673*

*Prerequisite: Grade 5 Student*

*Credits: 1.0*

This course is designed for students that are in a co-taught classroom environment that will be actively engaged in a comprehensive science program as they enrich their understanding to make sense of the natural world through phenomenon-based instruction and the Science and Engineering Practices (SEPs) and Crosscutting Concepts (CCCs) of the Next Generation of Science Standards (NGSS). The co-teaching model will include various instructional strategies to meet the students' needs during science lessons. Sixth grade students will focus on Physical Science and Earth and Space Science. The Disciplinary Core Ideas (DCIs) for sixth grade includes: the structure and properties of matter, chemical reactions, types of interactions, definitions of energy, conservation of energy and energy transfer, the relationship between energy and forces, energy in chemical process and everyday life, the universe and its stars, Earth and the solar system and the history of planet Earth, Earth materials and systems, plate tectonics and large-scale system interactions, the roles of water in Earth's surface processes, weather and climate, biogeology, natural resources, natural hazards, human impact on Earth systems, and global climate change. The CCCs infused in this course will be patterns, cause and effect, scale proportion and quantity, systems and system models, structure and function, energy and matter, and stability and change. Students are expected to demonstrate proficiency in SEPs by developing and using models, analyzing and interpreting data, planning and carrying out investigations, designing solutions, asking questions, developing and using models, analyzing and interpreting data, constructing explanations and designing solutions and engaging in argument and obtaining, evaluating, and communicating information. Students will be introduced to various STEM careers while in grades K-12.

The content from this course will be assessed on the new 8th grade Maryland Integrated Science Assessment (MISA).

Textbook(s): *iScience. (2016). Columbus, OH: McGraw-Hill Education.*

Digital Resource: *Discovery Education Techbook™*

## **Science 6 Intensive**

*Course Code: 410683*

*Prerequisite: Grade 5 Student, IEP*

*Credits: 1.0*

This course is designed for students that are identified through an IEP to be placed in an intensive classroom environment are actively engaged in a comprehensive science program as they enrich their understanding to make sense of the natural world through phenomenon-based instruction and the Science and Engineering Practices (SEPs) and Crosscutting Concepts (CCCs) of the Next Generation of Science Standards (NGSS). Students will receive appropriate instructional interventions during science lessons. Sixth grade students will focus on Physical Science and Earth and Space Science. The Disciplinary Core Ideas (DCIs) for sixth grade includes: the structure and properties of matter, chemical reactions, types of interactions, definitions of energy, conservation of energy and energy transfer, the relationship between energy and forces, energy in chemical process and everyday life, the universe and its stars, Earth and the solar system and the history of planet Earth, Earth materials and systems, plate tectonics and large-scale system interactions, the roles of water in Earth's surface processes, weather and climate, biogeology, natural resources, natural hazards, human impact on Earth systems, and global climate change. The CCCs infused in this course will be patterns, cause and effect, scale proportion and quantity, systems and system models, structure and function, energy and matter, and stability and change. Students are expected to demonstrate proficiency in SEPs by developing and using models, analyzing and interpreting data, planning and carrying out investigations, designing solutions, asking questions, developing and using models, analyzing and interpreting data, constructing explanations and designing solutions and engaging in argument and obtaining, evaluating, and communicating information. Students will be introduced to various STEM careers while in grades K-12.

The content from this course will be assessed on the new 8th grade Maryland Integrated Science Assessment (MISA).

Textbook(s): *iScience. (2016). Columbus, OH: McGraw-Hill Education.*

Digital Resource: *Discovery Education Techbook™*

## **Science 6 ESOL**

*Course Code: 410653*

*Prerequisite: Grade 5 ESOL Student*

*Credits: 1.0*

This course is for students identified as ESOL to be actively engage in a comprehensive science program as they enrich their understanding to make sense of the natural world through phenomenon-based instruction and the Science and Engineering Practices (SEPs) and Crosscutting Concepts (CCCs) of the Next Generation of Science Standards (NGSS). ESOL instructional strategies will be implemented during science lessons. Sixth grade students will focus on Physical Science and Earth and Space Science. The Disciplinary Core Ideas (DCIs) for sixth grade includes: the structure and properties of matter, chemical reactions, types of interactions, definitions of energy, conservation of energy and energy transfer, the relationship between energy and forces, energy in chemical process and everyday life, the universe and its stars, Earth and the solar system and the history of planet Earth, Earth materials and systems, plate tectonics and large-scale system interactions, the roles of water in Earth's surface processes, weather and climate, biogeology, natural resources, natural hazards, human impact on Earth systems, and global climate change. The CCCs infused in this course will be patterns, cause and effect, scale proportion and quantity, systems and system models, structure and function, energy and matter, and stability and change. Students are expected to demonstrate proficiency in SEPs by developing and using models, analyzing and interpreting data, planning and carrying out investigations, designing solutions, asking questions, developing and using models, analyzing and interpreting data, constructing explanations and designing solutions and engaging in argument and obtaining, evaluating, and communicating information. Students will be introduced to various STEM careers while in grades K-12.

The content from this course will be assessed on the new 8th grade Maryland Integrated Science Assessment (MISA).

Textbook(s): *iScience. (2016). Columbus, OH: McGraw-Hill Education.*

Digital Resource: *Discovery Education Techbook™*

# SOCIAL SKILLS

## Personal & Social Development Kindergarten

*Course Code:* 98090

*Prerequisites:* None

This course emphasizes emotional and social competence. The teacher learns about students' sense of responsibility to themselves and others, how they feel about themselves and view themselves as learners, through the use of ongoing observations, conversations with children, and input from family members. The social competence of the student is determined through interaction with the student, observing their interactions with other adults and peers, and watching how they make decisions and solve social problems.

Textbook(s): None

## Social Skills 1

*Course Code:* 92100

*Prerequisites:* None

Social skills reflect the level of student behavior that is conducive to a safe and orderly environment for all. The social skills grade will include, but is not limited to the degree by which a student is able to follow directions, show respect for others, deal with problems in a positive manner, follow classroom rules and routines, accept responsibility for his/her own actions, cooperate with adults/peers.

Textbook(s): None

## Social Skills 2

*Course Code:* 92200

*Prerequisites:* None

Social skills reflect the level of student behavior that is conducive to a safe and orderly environment for all. The social skills grade will include, but is not limited to the degree by which a student is able to follow directions, show respect for others, deal with problems in a positive manner, follow classroom rules and routines, accept responsibility for his/her own actions, cooperate with adults/peers.

Textbook(s): None

## Social Skills 3

*Course Code:* 92300

*Prerequisites:* None

Social skills reflect the level of student behavior that is conducive to a safe and orderly environment for all. The social skills grade will include, but is not limited to the degree by which a student is able to follow directions, show respect for others, deal with problems in a positive manner, follow classroom rules and routines, accept responsibility for his/her own actions, cooperate with adults/peers.

Textbook(s): None

## **Social Skills 4**

*Course Code:* 92400

*Prerequisites:* None

Social skills reflect the level of student behavior that is conducive to a safe and orderly environment for all. The social skills grade will include, but is not limited to the degree by which a student is able to follow directions, show respect for others, deal with problems in a positive manner, follow classroom rules and routines, accept responsibility for his/her own actions, cooperate with adults/peers.

Textbook(s): None

## **Social Skills 5**

*Course Code:* 92500

*Prerequisites:* None

Social skills reflect the level of student behavior that is conducive to a safe and orderly environment for all. The social skills grade will include, but is not limited to the degree by which a student is able to follow directions, show respect for others, deal with problems in a positive manner, follow classroom rules and routines, accept responsibility for his/her own actions, cooperate with adults/peers.

Textbook(s): None



# SOCIAL STUDIES

## Social Studies Kindergarten

*Course Code:* 98020

*Prerequisites:* None

Students begin to learn the basic concepts of Social Studies. Using their observations in school and in their community, students describe how people of different cultural backgrounds interact cooperatively, meet human needs and contribute to the community. Students begin to use geographic tools to locate places in their community. They learn about geographic characteristics used to describe places and how these characteristics influence how people live and work. Students describe how economic choices, tools, and products affect people's daily lives, work, and leisure activities. Students also examine events, photographs, objects, and written text to describe differences between the past and present and how individuals and societies change over time.

*Textbook(s): My World Social Studies We Are Here, ISBN 9780328703371*

## Social Studies 1

*Course Code:* 20100

*Prerequisites:* None

Students continue to learn Social Studies around the big ideas. Students learn about America and expand their understanding of the purpose and function of government, including people who contributed to the political system, symbols related to the United States of America, and the importance of national holidays. Using their observations in school and in their community, students describe how people of different cultural backgrounds interact cooperatively, meet human needs and contribute to the community. Students begin to use geographic tools to locate places in their community. They learn about geographic characteristics used to describe places and how these characteristics influence how people live and work. Students describe how economic choices, tools, and products affect people's daily lives, work, and leisure activities. Students also examine events, photographs, objects, and written text to describe differences between the past and present and how individuals and societies change over time.

*Textbook(s): My World Social Studies Making Our Way, ISBN 9780328639168*

## Social Studies 2

*Course Code:* 20200

*Prerequisites:* None

Students continue to learn Social Studies around the big ideas or cultural universals. Students continue to learn about government and how it maintains order and protects citizens. Through these understandings, students expand their knowledge of democratic skills and how people participate and contribute to the political system. Students also explore their own family's history and stories about distinctive individuals, achievements, tradition, and customs. Students also learn modes and limitations of communication and transportation. They study why transportation is necessary and how it affects the lives of consumers and their communities. Students expand their understanding of economic concepts by identifying producers, consumers, buyers, and sellers in their own communities. Students examine personal and community events, artifacts, photographs, and written text to describe differences between the past and present and how individuals and societies change over time.

*Textbook(s): My World Social Studies We Do Our Part, ISBN 9780328639274*

### **Social Studies 3**

*Course Code:* 20300

*Prerequisites:* None

Students continue to focus on elements of culture both here and around the world. Students continue to learn about government and democratic principles such as individual rights and responsibilities, patriotism, common good, justice and equality. Through these understandings, students expand their knowledge of how government works and how citizens participate in a democracy. Students also learn about the benefits of living in a diverse community and the commonalities and differences of communities and cultures around the world using non-fiction text and classroom discussions. Students continue to develop geographic awareness and identify, locate, and compare places around the world using geographic characteristics. Students expand their understanding of economic concepts by learning about the production and consumption of goods and services. They also learn about how some services are provided by the government and are paid for by the people through taxes. Students examine primary and secondary sources to learn about how people lived in the past.

*Textbook(s): My World Social Studies We Are Connected, ISBN 9780328639397*

### **Social Studies 4**

*Course Code:* 20400

*Prerequisites:* None

Students focus on the geography and people of Maryland past to present. Students learn about the political foundations of Maryland and research the contributions made by Marylanders. They explore the cultural characteristics and traditions of the various groups of people who inhabited the state. Students use geographic tools to locate, describe, and compare the natural/physical features of Maryland and study how transportation and communication networks contributed to its development. Students also learn cultural and physical geography by using geographic tools to locate and construct meaning about places, identify the movement of people and ideas, and explain how people modify and adapt their environment. They examine regional economic specialization and the impact on people's lives. Students also analyze the chronology and significance of key events throughout Maryland's history and their effect on diversity and tolerance today.

*Textbook(s): My World Social Studies Maryland, ISBN 9780328639229*

### **Social Studies 5**

*Course Code:* 20500

*Prerequisites:* None

Students learn United States history from the early colonial period to 1790. Students examine the early development of democratic institutions and ideas, including the people and events that led to the independence of the original thirteen colonies and the formation of a national government under the United States Constitution. They learn about political, economic, and social consequences of migration among the colonies, Europe, and Africa. Students use geographic tools to locate regions and geographic characteristics to investigate how people lived and worked in colonial America. They examine interdependence, trade, and economic growth in the colonies and how changes in technology affected production and consumption. Students use historical investigations to analyze the chronology and significance of historical events leading to early settlements and the growth and development of colonial America.

*Textbook(s): My World Social Studies Building Our Country, ISBN 9780328639298*

## **World Cultures and Geography Part 1: Western Hemisphere**

*Course Code:* 208603

*Prerequisites:* Grade 6 student

Sixth grade social studies is the first of a two year World Cultures and Geography program of study. This course will explore the Western Hemisphere that includes the history, geography, and culture of the United States, Canada, Latin America, Mexico and Central America, The Caribbean, and South America. Reading, writing, literature, and critical thinking skills are integral parts of the course. This middle school social studies course emphasizes development of knowledge and skills that will prepare students for success at the high school level.

*Textbook(s): World Cultures & Geography: Western Hemisphere, ISBN 9781285933252*

## **World Cultures and Geography Part 1: Western Hemisphere Co-Teach**

*Course Code:* 208673

*Prerequisites:* Grade 6 student

Sixth grade social studies is the first of a two year World Cultures and Geography program of study. This course will explore the Western Hemisphere that includes the history, geography, culture of the United States, Canada, Latin America, Mexico and Central America, The Caribbean, and South America. Reading, writing, literature, and critical thinking skills are integral parts of the course. This middle school social studies course emphasizes development of knowledge and skills that will prepare students for success at the high school level. This course is designed to facilitate learning outcomes appropriate to the instructional needs of the student. Students access the general education curriculum through modifications and accommodations as appropriate.

*Textbook(s): World Cultures & Geography: Western Hemisphere, ISBN 9781285933252*

## **World Cultures and Geography Part 1: Western Hemisphere Intensive**

*Course Code:* 208683

*Prerequisites:* Grade 6 student

Sixth grade social studies is the first of a two year World Cultures and Geography program of study. This course will explore the Western Hemisphere that includes the history, geography, and culture of the United States, Canada, Latin America, Mexico and Central America, The Caribbean, and South America. Reading, writing, literature, and critical thinking skills are integral parts of the course. This middle school social studies course emphasizes development of knowledge and skills that will prepare students for success at the high school level. This course is designed to facilitate learning outcomes appropriate to the instructional needs of the student, as identified on the Individualized Education Plan. Students access the general education curriculum through modifications and accommodations to meet IEP requirements. Course content is delivered in a small instructional group as designated by the student's Individualized Education Plan.

*Textbook(s): World Cultures & Geography: Western Hemisphere, ISBN 9781285933252*

## **World Cultures and Geography Part 1: Western Hemisphere Honors**

*Course Code:* 208893

*Prerequisites:* Grade 6 student; "B" in Social Studies and English

Sixth grade social studies is the first of a two year World Cultures and Geography program of study. This course will explore the Western Hemisphere that includes the history, geography, and culture of the United States, Canada, Latin America, Mexico and Central America, The Caribbean, and South America. Reading, writing, literature, and critical thinking skills are integral parts of the course. This middle school social studies course emphasizes development of knowledge and skills that will prepare students for success at the high school level. This course is designed for identified highly able students who have met the prerequisites. The course will further develop content knowledge by enhancing the depth and complexity of the core curriculum. Students will use critical

thinking skills in analyzing advanced above-grade level texts as well as complete rigorous, in-depth writing assignments. The Honors curriculum can not be delivered to students in a pull-out format if students are to received the weighted credit.

Textbook(s): *World Cultures & Geography: Western Hemisphere*, ISBN 9781285933252

# **SPECIAL EDUCATION**

## **SPECIAL EDUCATION - FINE ARTS**

### **Art Alt**

*Course Code: 602130*

*Prerequisites: IEP and Participation in Alternate Academic Outcomes*

The curriculum provides various art experiences that allow students to identify, describe and interpret observed forms. Students have opportunities to create images and forms from observation, memory, imagination and feelings. Students also observe and describe artworks using art vocabulary to express personal responses. Group activities are a part of this course. This course is designed to facilitate alternate academic learning outcomes appropriate to the instructional needs of the student, as documented in the Individualized Education Plan (IEP). This course is linked to the general education curriculum; however, the student will require a different scope and sequence, adapted and modified materials.

Textbook(s): TBA

### **Music Alt**

*Course Code: 623030*

*Prerequisites: IEP and Participation on Alternate Academic Outcomes*

The Vocal and General Music Program of Instruction provides all students with appropriate resources and experiences to develop positive attitudes and sensitivities toward music. Through the implementation of sequential musical skills and concepts students develop an understanding of the intrinsic value of music and its relationship to diverse cultures, traditions, values and beliefs. The Program is also designed to foster enjoyment and appreciation of music beyond the limits of classroom instruction. This course is designed to facilitate alternate academic learning outcomes appropriate to the instructional needs of the student, as documented in the Individualized Education Plan (IEP). This course is linked to the general education curriculum; however, the student will require a different scope and sequence, adapted and modified materials.

Textbook(s): TBA

## **SPECIAL EDUCATION - HEALTH**

### **Health Education Kindergarten Alt**

*Course Code: 74700*

*Prerequisites: IEP*

Health education for young students focuses on what they can do to promote good health and well-being, making clear connections to their immediate environment and health information, concepts, skills, and behaviors. This course is designed to facilitate alternate academic learning outcomes appropriate to the instructional needs of the student, as documented in the Individualized Education Plan (IEP). This course is linked to the general education curriculum; however, the student will require a different scope and sequence, adapted and modified materials.

Textbook(s): TBD

## **Health Education 1 Alt**

*Course Code: 74710*

*Prerequisites: IEP*

Health education for young students focuses on what they can do to promote good health and well-being, making clear connections to their immediate environment and health information, concepts, skills, and behaviors. Central themes in first grade Health Education are the acceptance of personal responsibility for lifelong health, respect for and promotion of the health of others, an understanding of the process of growth and development, and informed use of health-related information, products, and services. This course is designed to facilitate alternate academic learning outcomes appropriate to the instructional needs of the student, as documented in the Individualized Education Plan (IEP). This course is linked to the general education curriculum; however, the student will require a different scope and sequence, adapted and modified materials.

Textbook(s): TBD

## **Health Education 2 Alt**

*Course Code: 74720*

*Prerequisites: IEP*

Health education for young students focuses on what they can do to promote good health and well-being, making clear connections to their immediate environment and health information, concepts, skills, and behaviors. In second grade Health Education, students learn how to care for their bodies, communicate effectively, and positively contribute as members of their classroom and families, practice safe behaviors, prevent common accidents, respond to emergencies; distinguish between helpful and harmful substances; know how to make healthy food choices, participate in active play, and get sufficient sleep; understand the stages of the life cycle; recognize symptoms of common illnesses; and practice good personal hygiene to prevent the spread of disease. This course is designed to facilitate alternate academic learning outcomes appropriate to the instructional needs of the student, as documented in the Individualized Education Plan (IEP). This course is linked to the general education curriculum; however, the student will require a different scope and sequence, adapted and modified materials.

Textbook(s): TBD

## **Health Education 3 Alt**

*Course Code: 74730*

*Prerequisites: IEP and Participation in an Alternate Assessment*

Health Education for intermediate students focuses on how they can assume more responsibility for their health, develop positive health behaviors, and prevent negative, unhealthy behaviors. In grade three Health Education, building upon earlier learning, students learn how to identify health resources in the community; practice safe behaviors, identify hazards and actions to remove those hazards from their surroundings; respond to emergencies and develop conflict resolution skills; learn to make healthy food choices, set personal fitness goals, and meet the sleep needs of a growing body. This course is designed to facilitate alternate academic learning outcomes appropriate to the instructional needs of the student, as documented in the Individualized Education Plan (IEP). This course is linked to the general education curriculum; however, the student will require a different scope and sequence, adapted and modified materials.

Textbook(s): TBD

## **Health Education 4 Alt**

*Course Code: 74740*

*Prerequisites: IEP and Participation in an Alternate Assessment*

Health Education for intermediate students focuses on how they can assume more responsibility for their health, develop positive health behaviors, and prevent negative, unhealthy behaviors. In grade four students learn to practice safe behaviors, identify hazards and actions to remove those hazards from their surroundings, respond to emergencies and develop conflict resolution skills; identify effects of drugs on the body, understand influences that promote drug use, and develop the skills needed to resist those influences. This course is designed to facilitate alternate academic learning outcomes appropriate to the instructional needs of the student, as documented in the Individualized Education Plan (IEP). This course is linked to the general education curriculum; however, the student will require a different scope and sequence, adapted and modified materials.

Textbook(s): TBD

## **Health Education 5 Alt**

*Course Code: 74750*

*Prerequisites: IEP and Participation in an Alternate Assessment*

Health Education, acceptance of differences in individual growth and development as well as strategies to prevent the use of alcohol, tobacco, and other drugs is woven throughout the curriculum. Students recognize treatments of major communicable and non-communicable diseases and practice good personal hygiene to prevent the spread of disease. The anatomy and physiology of the reproductive system are introduced. This course is designed to facilitate alternate academic learning outcomes appropriate to the instructional needs of the student, as documented in the Individualized Education Plan (IEP). This course is linked to the general education curriculum; however, the student will require a different scope and sequence, adapted and modified materials.

Textbook(s): TBD

## **Health Education 6 Alt**

*Course Code: 74760*

*Prerequisites: IEP and Participation in an Alternate Assessment*

This course focuses on instruction of the Maryland State Curriculum for Comprehensive Health Education. Students acquire knowledge about nutrition and fitness, healthy decision-making, communication, stress management, and safety and injury prevention. This course is designed to facilitate alternate academic learning outcomes appropriate to the instructional needs of the student, as documented in the Individualized Education Plan (IEP). This course is linked to the general education curriculum; however, the student will require a different scope and sequence, adapted and modified materials.

Textbook(s): TBD

## **SPECIAL EDUCATION - MATHEMATICS**

### **Mathematics Thinking-Kindergarten Alt**

*Course Code: 30700*

*Prerequisites: IEP*

Students are provided access to instruction that promotes mathematical processes/thinking, as detailed in the Common Core Standards for Mathematical Practice as well as content standards

for numeration, algebra, geometry, measurement, and data are taught. Skills and concepts will include but are not limited to representing, comparing, and ordering whole numbers and joining and separating sets; describing shapes and space; and ordering objects by measurable attributes. This course is designed to facilitate alternate academic learning outcomes appropriate to the instructional needs of the student, as documented in the Individualized Education Plan (IEP). This course is linked to the general education curriculum; however, the student will require a different scope and sequence, adapted and modified materials.

Textbook(s): TBD

## **Mathematics 1 Alt**

*Course Code: 30710*

*Prerequisites: IEP*

Students are provided access to instruction that promotes mathematical processes/thinking, as detailed in the Common Core Standards for Mathematical Practice as well as content standards for numeration, algebra, geometry, measurement, and data are taught. Skills and concepts will include but are not limited to developing understandings of addition and subtraction and strategies for basic addition facts and related subtraction facts, developing an understanding of whole number relationships and place value, including grouping in tens and ones, developing and understanding linear measurement, and reasoning about attributes of, and composing and decomposing geometric shapes. This course is designed to facilitate alternate academic learning outcomes appropriate to the instructional needs of the student, as documented in the Individualized Education Plan (IEP). This course is linked to the general education curriculum; however, the student will require a different scope and sequence, adapted and modified materials.

Textbook(s): TBD

## **Mathematics 2 Alt**

*Course Code: 30720*

*Prerequisites: IEP*

Students are provided access to instruction that promotes mathematical processes/thinking, as detailed in the Common Core Standards for Mathematical Practice as well as content standards for numeration, algebra, geometry, measurement, and data are taught. Skills and concepts will include but are not limited to understanding the base-ten numeration system, building fluency with addition and subtraction, using standard units of measure, and describing and analyzing shapes. This course is designed to facilitate alternate academic learning outcomes appropriate to the instructional needs of the student, as documented in the Individualized Education Plan (IEP). This course is linked to the general education curriculum; however, the student will require a different scope and sequence, adapted and modified materials.

Textbook(s): TBD

## **Mathematics 3 Alt**

*Course Code: 30730*

*Prerequisites: IEP and Participation in an Alternate Assessment*

Students are provided access to instruction that promotes mathematical processes/thinking, as detailed in the Common Core Standards for Mathematical Practice as well as content standards for numeration, algebra, geometry, measurement, and data are taught as appropriate for the grade level. Skills and concepts will include but are not limited to developing an understanding of basic



multiplication and division, fractions and unit fractions and related division facts, understanding the structure of rectangular arrays and describing properties of two-dimensional shapes. This course is designed to facilitate alternate academic learning outcomes appropriate to the instructional needs of the student, as documented in the Individualized Education Plan (IEP). This course is linked to the general education curriculum; however, the student will require a different scope and sequence, adapted and modified materials.

Textbook(s): TBD

## **Mathematics 4 Alt**

*Course Code: 30740*

*Prerequisites: IEP and Participation in an Alternate Assessment*

Students are provided access to instruction that promote mathematical processes/thinking, as detailed in the Common Core Standards for Mathematical Practice as well as content standards for numeration, algebra, geometry, measurement, and data are taught as appropriate for the grade level. Skills and concepts will include but are not limited to developing understanding and fluency for multi-digit multiplication and division, developing an understanding of fraction equivalence, computing with fractions and analyzing geometric properties. This course is designed to facilitate alternate academic learning outcomes appropriate to the instructional needs of the student, as documented in the Individualized Education Plan (IEP). This course is linked to the general education curriculum; however, the student will require a different scope and sequence, adapted and modified materials.

Textbook(s): TBD

## **Mathematics 5 Alt**

*Course Code: 30750*

*Prerequisites: IEP and Participation in Alternate Assessments*

Students are provided access to instruction will promote mathematical processes/thinking, as detailed in the Common Core Standards for Mathematical Practice as well as content standards for numeration, algebra, geometry, measurement, and data are taught as appropriate for the grade level. Skills and concepts will include but are not limited to developing fluency with adding and subtracting fractions, developing an understanding of multiplication and division of fractions, extending computation to include decimal numbers, and developing an understanding of volume. This course is designed to facilitate alternate academic learning outcomes appropriate to the instructional needs of the student, as documented in the Individualized Education Plan (IEP). This course is linked to the general education curriculum; however, the student will require a different scope and sequence, adapted and modified materials.

Textbook(s): TBD

## **Mathematics 6 Alt**

*Course Code:*

*Prerequisites: IEP and Participation in Alternate Assessments*

This course is designed to provide students access to the mathematics standards to include multiplication, division, algebraic thinking and application of geometry in real-world mathematics situations. This course is designed to facilitate alternate academic learning outcomes appropriate to the instructional needs of the student, as documented in the Individualized Education Plan (IEP). This course is linked to the general education curriculum; however, the student will require a

different scope and sequence, adapted and modified materials.

Textbook(s): TBD

## **SPECIAL EDUCATION - READING/LANGUAGE ARTS**

### **Literacy Kindergarten Alt**

*Course Code:*

*Prerequisites: IEP*

Students are provided access to strategies for comprehension of literature and information texts. Letters are identified along with the sounds they make. This course is designed to facilitate alternate academic learning outcomes appropriate to the instructional needs of the student, as documented in the Individualized Education Plan (IEP). This course is linked to the general education curriculum; however, the student will require a different scope and sequence, adapted and modified materials.

Textbook(s): TBD

### **Reading 1 Alt**

*Course Code: 13910*

*Prerequisites: IEP*

Students are provided access to a variety of leveled texts across genres and text types. Letters are identified along with the sounds they make. Students are also provided access to the Maryland College and Career-Ready Standards in the area of Foundational Skills to include phonemic awareness and phonics. Reading strategies are reinforced to aid in comprehension. This course is designed to facilitate alternate academic learning outcomes appropriate to the instructional needs of the student, as documented in the Individualized Education Plan (IEP). This course is linked to the general education curriculum; however, the student will require a different scope and sequence, adapted and modified materials.

Textbook(s): TBD

### **Reading Alt 2**

*Course Code: 13920*

*Prerequisites: IEP*

Students are provided access to a variety of leveled texts across genres and text types. Students are also provided access to the Maryland College and Career-Ready Standards in the area of Foundational Skills to include phonemic awareness and phonics. Reading strategies are reinforced to aid in comprehension. This course is designed to facilitate alternate academic learning outcomes appropriate to the instructional needs of the student, as documented in the Individualized Education Plan (IEP). This course is linked to the general education curriculum; however, the student will require a different scope and sequence, adapted and modified materials.

Textbook(s): TBD

### **Reading 3 Alt**

*Course Code: 13930*

*Prerequisites: IEP and Participation in an Alternate Assessment*

Students are provided access to a variety of leveled texts across genres and text types. Students are also provided access to the Maryland College and Career-Ready Standards in the area of Foundational Skills to include phonemic awareness and phonics. Reading strategies are reinforced to aid in comprehension. Students analyze the key ideas and details, and integration of knowledge and ideas in a wide range of literature and informational texts. This course is designed to facilitate alternate academic learning outcomes appropriate to the instructional needs of the student, as documented in the Individualized Education Plan (IEP). This course is linked to the general education curriculum; however, the student will require a different scope and sequence, adapted and modified materials.

Textbook(s): TBD

### **Reading 4 Alt**

*Course Code: 13940*

*Prerequisites: IEP and Participation in an Alternate Assessment*

Students are provided access to a variety of leveled texts across genres and text types. Students are also provided access to the Maryland College and Career-Ready Standards in the area of Foundational Skills to include phonemic awareness and phonics. Reading strategies are reinforced to aid in comprehension. Students analyze the key ideas and details, and integration of knowledge and ideas in a wide range of literature and informational texts. This course is designed to facilitate alternate academic learning outcomes appropriate to the instructional needs of the student, as documented in the Individualized Education Plan (IEP). This course is linked to the general education curriculum; however, the student will require a different scope and sequence, adapted and modified materials.

Textbook(s): TBD

### **Reading 5 Alt**

*Course Code: 13950*

*Prerequisites: IEP and Participation in an Alternate Assessment*

Students are provided access to a variety of leveled texts across genres and text types. Students are also provided access to the Maryland College and Career-Ready Standards in the area of Foundational Skills to include phonemic awareness and phonics. Reading strategies are reinforced to aid in comprehension. Students analyze the key ideas and details, and integration of knowledge and ideas in a wide range of literature and informational texts. This course is designed to facilitate alternate academic learning outcomes appropriate to the instructional needs of the student, as documented in the Individualized Education Plan (IEP). This course is linked to the general education curriculum; however, the student will require a different scope and sequence, adapted and modified materials.

Textbook(s): TBD

## **Reading/English Language Arts 6 Alt**

*Course Code: 139043*

*Prerequisites: IEP and Participation in an Alternate Assessment*

This course provides student access to the Maryland College and Career-Ready Standards in the areas of for reading, writing, listening, and speaking. Reading and writing instruction focuses on literary and informational text as well as generalizing skills in real world applications. This course is designed to facilitate alternate academic learning outcomes appropriate to the instructional needs of the student, as documented in the Individualized Education Plan (IEP). This course is linked to the general education curriculum; however, the student will require a different scope and sequence, adapted and modified materials.

Textbook(s): TBD

## **SPECIAL EDUCATION - SCIENCE**

### **Science K Alt**

*Course Code: 41800*

*Prerequisites: IEP*

Students are provided access to actively engage in learning to view the world scientifically. Teachers will ask questions about nature and students will collect things, count and measure things, observe, and classify using pictures, oral or written language. Students have multiple experiences applying and practicing science skills and processes in life, earth, and physical sciences aligned to the Next Generation Science Standards (NGSS). This course is designed to facilitate alternate academic learning outcomes appropriate to the instructional needs of the student, as documented in the Individualized Education Plan (IEP). This course is linked to the general education curriculum; however, the student will require a different scope and sequence, adapted and modified materials.

Textbook(s): TBD

### **Science 1 Alt**

*Course Code: 41810*

*Prerequisites: IEP*

Students are provided access to understand the view of the world scientifically. Teachers will ask questions about nature and students will collect things, count and measure things, observe, classify, organize collections, and discuss findings using simple diagrams, pictures, oral or written language. Students have multiple experiences applying and practicing science skills and processes in life, earth, and physical sciences aligned to the Next Generation Science Standards (NGSS). This course is designed to facilitate alternate academic learning outcomes appropriate to the instructional needs of the student, as documented in the Individualized Education Plan (IEP). This course is linked to the general education curriculum; however, the student will require a different scope and sequence, adapted and modified materials.

Textbook(s): TBD

### **Science 2 Alt**

*Course Code: 41820*

*Prerequisites: IEP*

Students will ask questions about nature and students will collect things, count and measure things, observe, classify, organize collections, and discuss findings using simple diagrams, pictures, oral

or written language. Students have multiple experiences applying and practicing science skills and processes in life, earth, and physical sciences aligned to the Next Generation Science Standards (NGSS). This course is designed to facilitate alternate academic learning outcomes appropriate to the instructional needs of the student, as documented in the Individualized Education Plan (IEP). This course is linked to the general education curriculum; however, the student will require a different scope and sequence, adapted and modified materials.

Textbook(s):TBD

### **Science 3 Alt**

*Course Code: 41830*

*Perquisites: IEP and Participation in Alternate Assessments*

Students are provided access to discover more about their surroundings while conducting simple investigations with the teacher. With assistance, students observe carefully, measure things with increasing accuracy, record data in science notebooks and communicate their results in charts and simple graphs. Students have multiple experiences applying and practicing science skills and processes in life, earth, and physical sciences aligned to the Next Generation Science Standards (NGSS). This course is designed to facilitate alternate academic learning outcomes appropriate to the instructional needs of the student, as documented in the Individualized Education Plan (IEP). This course is linked to the general education curriculum; however, the student will require a different scope and sequence, adapted and modified materials.

Textbook(s): TBD

### **Science 4 Alt**

*Course Code: 41840*

*Prerequisites: IEP and Participation in Alternate Assessments*

Students are provided access to understand more about their surroundings while conducting simple investigations with the teacher. With assistance, students observe carefully, measure things with more accuracy, record data in science notebooks and communicate their results in charts and simple graphs. Students have multiple experiences applying and practicing science skills and processes in life, earth, and physical sciences aligned to the Next Generation Science Standards (NGSS). This course is designed to facilitate alternate academic learning outcomes appropriate to the instructional needs of the student, as documented in the Individualized Education Plan (IEP). This course is linked to the general education curriculum; however, the student will require a different scope and sequence, adapted and modified materials.

Textbook(s): TBD

### **Science 5 Alt**

*Course Code: 41850*

*Prerequisites: IEP and Participation in Alternate Assessments*

Students are provided access to build on the discoveries about their surroundings while conducting simple investigations with the teacher. With assistance, students observe carefully, measure things with accuracy, record data in science notebooks and communicate their results in charts and simple graphs. Students have multiple experiences applying and practicing science skills and processes in life, earth, and physical sciences aligned to the Next Generation of Science Standards (NGSS). This course is designed to facilitate alternate academic learning outcomes appropriate to the instructional needs of the student, as documented in the Individualized Education Plan (IEP). This

course is linked to the general education curriculum; however, the student will require a different scope and sequence, adapted and modified materials.

Textbook(s): TBD

## **Science 6 Alt**

*Course Code:*

*Prerequisites: IEP and Participation in Alternate Assessments*

This course focuses on science investigations. Students learn from hands-on activities, teacher demonstrations, cooperative learning, small group, and whole group experiences aligned to the Next Generation of Science Standards (NGSS). Students have multiple experiences applying and practicing science skills and processes in life, earth, and physical sciences. Instruction will be delivered in small instructional groupings for special needs intensive students. This course is designed to facilitate alternate academic learning outcomes appropriate to the instructional needs of the student, as documented in the Individualized Education Plan (IEP). This course is linked to the general education curriculum; however, the student will require a different scope and sequence, adapted and modified materials.

Textbook(s): TBD

## **SPECIAL EDUCATION - SOCIAL STUDIES**

### **Social Studies K Alt**

*Course Code: 20700*

*Prerequisites: IEP*

Students begin to learn the basic concepts of Social Studies. Using their observations in school and in their community, students describe how people of different cultural backgrounds interact cooperatively, meet human needs and contribute to the community. Students begin to use geographic tools to locate places in their community. They learn about geographic characteristics used to describe places and how these characteristics influence how people live and work. Students describe how economic choices, tools, and products affect people's daily lives, work, and leisure activities. Students also examine events, photographs, objects, and written text to describe differences between the past and present and how individuals and societies change over time. This course is designed to facilitate alternate academic learning outcomes appropriate to the instructional needs of the student, as documented in the Individualized Education Plan (IEP). This course is linked to the general education curriculum; however, the student will require a different scope and sequence, adapted and modified materials.

Textbook(s): TBD

### **Social Studies 1 Alt**

*Course Code: 20710*

*Prerequisites: IEP*

Students continue to learn Social Studies around the big ideas or cultural universals. Students learn about America and expand their understanding of the purpose and function of government, including people who contributed to the political system, symbols related to the United States of America, and the importance of national holidays. Using their observations in school and in their community, students describe how people of different cultural backgrounds interact cooperatively, meet human needs and contribute to the community. Students begin to use geographic tools to

locate places in their community. They learn about geographic characteristics used to describe places and how these characteristics influence how people live and work. Students describe how economic choices, tools, and products affect people's daily lives, work, and leisure activities. Students also examine events, photographs, objects, and written text to describe differences between the past and present and how individuals and societies change over time. This course is designed to facilitate alternate academic learning outcomes appropriate to the instructional needs of the student, as documented in the Individualized Education Plan (IEP). This course is linked to the general education curriculum; however, the student will require a different scope and sequence, adapted and modified materials.

Textbook(s): TBD

## **Social Studies 2 Alt**

*Course Code: 20720*

*Prerequisites: IEP*

Students continue to learn Social Studies around the big ideas or cultural universals. Students continue to learn about government and how it maintains order and protects citizens. Through these understandings, students expand their knowledge of democratic skills and how people participate and contribute to the political system. Students also explore their own family's history and stories about distinctive individuals, achievements, tradition, and customs. Students also learn modes and limitations of communication and transportation. They study why transportation is necessary and how it affects the lives of consumers and their communities. Students expand their understanding of economic concepts by identifying producers, consumers, buyers, and sellers in their own communities. Students examine personal and community events, artifacts, photographs, and written text to describe differences between the past and present and how individuals and societies change over time. This course is designed to facilitate alternate academic learning outcomes appropriate to the instructional needs of the student, as documented in the Individualized Education Plan (IEP). This course is linked to the general education curriculum; however, the student will require a different scope and sequence, adapted and modified materials.

Textbook(s): TBD

## **Social Studies 3 Alt**

*Course Code: 20730*

*Prerequisites: IEP*

Students continue to focus on elements of culture both here and around the world. Students continue to learn about government and democratic principles such as individual rights and responsibilities, patriotism, common good, justice and equality. Through these understandings, students expand their knowledge of how government works and how citizens participate in a democracy. Students also learn about the benefits of living in a diverse community and the commonalities and differences of communities and cultures around the world using non-fiction text and classroom discussions. Students continue to develop geographic awareness and identify, locate, and compare places around the world using geographic characteristics. Students expand their understanding of economic concepts by learning about the production and consumption of goods and services. They also learn about how some services are provided by the government and are paid for by the people through taxes. Students examine primary and secondary sources to learn about how people lived in the past. This course is designed to facilitate alternate academic learning outcomes appropriate to the instructional needs of the student, as documented in the Individualized Education Plan (IEP). This course is linked to the general education curriculum; however, the student will require a different scope and sequence, adapted and modified materials.

Textbook(s): TBD

## **Social Studies 4 Alt**

*Course Code: 20740*

*Prerequisites: IEP and Participation in Alternate Assessments*

Students focus on the geography and people of Maryland past to present. Students learn about the political foundations of Maryland and research the contributions made by Marylanders. They explore the cultural characteristics and traditions of the various groups of people who inhabited the state. Students use geographic tools to locate, describe, and compare the natural/physical features of Maryland and study how transportation and communication networks contributed to its development. Students also learn cultural and physical geography by using geographic tools to locate and construct meaning about places, identify the movement of people and ideas, and explain how people modify and adapt their environment. They examine regional economic specialization and the impact on people's lives. Students also analyze the chronology and significance of key events throughout Maryland's history and their effect on diversity and tolerance today. This course is designed to facilitate alternate academic learning outcomes appropriate to the instructional needs of the student, as documented in the Individualized Education Plan (IEP). This course is linked to the general education curriculum; however, the student will require a different scope and sequence, adapted and modified materials.

Textbook(s): TBD

## **Social Studies 5 Alt**

*Course Code: 20750*

*Prerequisites: I IEP and Participation in Alternate Assessments*

Students focus on the geography and people of Maryland past to present. Students learn about the political foundations of Maryland and research the contributions made by Marylanders. They explore the cultural characteristics and traditions of the various groups of people who inhabited the state. Students use geographic tools to locate, describe, and compare the natural/physical features of Maryland and study how transportation and communication networks contributed to its development. Students also learn cultural and physical geography by using geographic tools to locate and construct meaning about places, identify the movement of people and ideas, and explain how people modify and adapt their environment. They examine regional economic specialization and the impact on people's lives. Students also analyze the chronology and significance of key events throughout Maryland's history and their effect on diversity and tolerance today. This course is designed to facilitate alternate academic learning outcomes appropriate to the instructional needs of the student, as documented in the Individualized Education Plan (IEP). This course is linked to the general education curriculum; however, the student will require a different scope and sequence, adapted and modified materials.

Textbook(s): TBD

## **Social Studies 6 Alt**

*Course Code:*

*Prerequisites: IEP and Participation in Alternate Assessments*

This course provides students with access to literacy learning in the content areas of Civics, Economics, History and Geography. This course is designed to facilitate alternate academic learning outcomes appropriate to the instructional needs of the student, as documented in the Individualized Education Plan (IEP). This course is linked to the general education curriculum; however, the student will require a different scope and sequence, adapted and modified materials.

Textbook(s): TBD



## **SPECIAL EDUCATION - TECHNOLOGY**

### **Technology K Alt**

*Course Code: 80100*

*Prerequisites: IEP; Participation in Instruction Based on Alternate Academic Achievement Standards*

Students in the course will become familiar with the parts of the computer or other technology devices and how each part works. The students will be introduced to computer terms and basic navigation skills such as how to use a mouse and finding letters on the keyboard. Students will be introduced to menu bars, icons and how to respond and access educational websites. This course is designed to facilitate alternate academic learning outcomes appropriate to the instructional needs of the student, as documented in the Individualized Education Plan (IEP). This course is linked to the general education curriculum; however, the student will require a different scope and sequence, adapted and modified materials

Textbook(s): TBD

### **Technology 1 Alt**

*Course Code: 80110*

*Prerequisites: IEP; Participation in Instruction Based on Alternate Academic Achievement Standards*

Students in the course will become familiar with the parts of the computer or other technology devices and how each part works. The students will be introduced to computer terms and basic navigation skills such as how to use a mouse and finding letters on the keyboard. Students will be introduced to menu bars, icons and how to respond and access educational websites. This course is designed to facilitate alternate academic learning outcomes appropriate to the instructional needs of the student, as documented in the Individualized Education Plan (IEP). This course is linked to the general education curriculum; however, the student will require a different scope and sequence, adapted and modified materials

Textbook(s): TBD

### **Technology 2 Alt**

*Course Code: 80120*

*Prerequisites: IEP; Participation in Instruction Based on Alternate Academic Achievement Standards*

Students in the course will become familiar with the parts of the computer or other technology devices and how each part works. The students will be introduced to computer terms and basic navigation skills such as how to use a mouse and finding letters on the keyboard. Students will be introduced to menu bars, icons and how to respond and access educational websites. This course is designed to facilitate alternate academic learning outcomes appropriate to the instructional needs of the student, as documented in the Individualized Education Plan (IEP). This course is linked to the general education curriculum; however, the student will require a different scope and sequence, adapted and modified materials

Textbook(s): TBD

### **Technology 3 Alt**

*Course Code: 80130*

*Prerequisites: IEP; Participation in Instruction Based on Alternate Academic Achievement Standards*

Students in the course will become familiar with the parts of the computer or other technology

devices and how each part works. The students will be introduced to computer terms and basic navigation skills such as how to use a mouse and finding letters on the keyboard. Students will be introduced to menu bars, icons and how to respond and access educational websites. This course is designed to facilitate alternate academic learning outcomes appropriate to the instructional needs of the student, as documented in the Individualized Education Plan (IEP). This course is linked to the general education curriculum; however, the student will require a different scope and sequence, adapted and modified materials

Textbook(s): TBD

## **Technology 4 Alt**

*Course Code: 80140*

*Prerequisites: IEP; Participation in Instruction Based on Alternate Academic Achievement Standards*

Students in the course will become familiar with the parts of the computer or other technology devices and how each part works. The students will be introduced to computer terms and basic navigation skills such as how to use a mouse and finding letters on the keyboard. Students will be introduced to menu bars, icons and how to respond and access educational websites. This course is designed to facilitate alternate academic learning outcomes appropriate to the instructional needs of the student, as documented in the Individualized Education Plan (IEP). This course is linked to the general education curriculum; however, the student will require a different scope and sequence, adapted and modified materials

Textbook(s): TBD

## **Technology 5 Alt**

*Course Code: 80150*

*Prerequisites: IEP; Participation in Instruction Based on Alternate Academic Achievement Standards*

Students in the course will become familiar with the parts of the computer or other technology devices and how each part works. The students will be introduced to computer terms and basic navigation skills such as how to use a mouse and finding letters on the keyboard. Students will be introduced to menu bars, icons and how to respond and access educational websites. This course is designed to facilitate alternate academic learning outcomes appropriate to the instructional needs of the student, as documented in the Individualized Education Plan (IEP). This course is linked to the general education curriculum; however, the student will require a different scope and sequence, adapted and modified materials

Textbook(s): TBD

## **Technology 6 Alt**

*Course Code: 80160*

*Prerequisites: IEP; Participation in Instruction Based on Alternate Academic Achievement Standards*

Students in the course will become familiar with the parts of the computer or other technology devices and how each part works. The students will be introduced to computer terms and basic navigation skills such as how to use a mouse and finding letters on the keyboard. Students will be introduced to menu bars, icons and how to respond and access educational websites. This course is designed to facilitate alternate academic learning outcomes appropriate to the instructional needs of the student, as documented in the Individualized Education Plan (IEP). This course is linked to the general education curriculum; however, the student will require a different scope and sequence, adapted and modified materials

Textbook(s): TBD

# WORK HABITS

## Work Habits 1

*Course Code:* 90100

*Prerequisites:* None

Work habits reflect students' ability to manage classroom time effectively. The work habits grade will include but is not limited to the degree by which a student is able to organize their materials, use classroom materials appropriately, stay on task, work independently when appropriate, work cooperatively with classmates when appropriate, submit work in timely manner, follow both written and oral directions, and actively participate in classroom content discussions/work.

Textbook(s): None

## Work Habits 2

*Course Code:* 90200

*Prerequisites:* None

Work habits reflect students' ability to manage classroom time effectively. The work habits grade will include but is not limited to the degree by which a student is able to organize their materials, use classroom materials appropriately, stay on task, work independently when appropriate, work cooperatively with classmates when appropriate, submit work in timely manner, follow both written and oral directions, and actively participate in classroom content discussions/work.

Textbook(s): None

## Work Habits 3

*Course Code:* 90300

*Prerequisites:* None

Work habits reflect students' ability to manage classroom time effectively. The work habits grade will include but is not limited to the degree by which a student is able to organize their materials, use classroom materials appropriately, stay on task, work independently when appropriate, work cooperatively with classmates when appropriate, submit work in timely manner, follow both written and oral directions, and actively participate in classroom content discussions/work.

Textbook(s): None

## Work Habits 4

*Course Code:* 90400

*Prerequisites:* None

Work habits reflect students' ability to manage classroom time effectively. The work habits grade will include but is not limited to the degree by which a student is able to organize their materials, use classroom materials appropriately, stay on task, work independently when appropriate, work cooperatively with classmates when appropriate, submit work in timely manner, follow both written and oral directions, and actively participate in classroom content discussions/work.

Textbook(s): None

## Work Habits 5

*Course Code:* 90500

*Prerequisites:* None

Work habits reflect students' ability to manage classroom time effectively. The work habits grade

will include but is not limited to the degree by which a student is able to organize their materials, use classroom materials appropriately, stay on task, work independently when appropriate, work cooperatively with classmates when appropriate, submit work in timely manner, follow both written and oral directions, and actively participate in classroom content discussions/work.

Textbook(s): None

# WORLD LANGUAGES

## ICAL 2

*Course Code:* 18920

*Prerequisites:* None

International Culture and Language (ICAL) is taught to all Talented and Gifted (TAG) students and some comprehensive students at the TAG centers. Each ICAL unit consists of approximately 15 lessons introducing students to the target language and culture. The student activity packets serve as a guide for students to learn basic vocabulary to be used in short conversations and relevant geographical and cultural information. In second grade the languages studied are Japanese and French.

Textbook(s): Japanese Student Activity Sheets, French Student Activity Sheets

## ICAL 3

*Course Code:* 18930

*Prerequisites:* None

International Culture and Language (ICAL) is taught to all Talented and Gifted (TAG) students and some comprehensive students at the TAG centers. Each ICAL unit consists of approximately 15 lessons introducing students to the target language and culture. The student activity packets serve as a guide for students to learn basic vocabulary to be used in short conversations and relevant geographical and cultural information. In third grade the languages studied are Italian, Chinese, and German.

Textbook(s): Italian ICAL Packet, Chinese ICAL Packet, German ICAL Packet

## ICAL 4

*Course Code:* 18940

*Prerequisites:* None

International Culture and Language (ICAL) is taught to all Talented and Gifted (TAG) students and some comprehensive students at the TAG centers. Each ICAL unit consists of approximately 15 lessons introducing students to the target language and culture. The student activity packets serve as a guide for students to learn basic vocabulary to be used in short conversations and relevant geographical and cultural information. In the fourth grade the languages studied are Spanish and Russian.

Textbook(s): Spanish ICAL Packet , Russian ICAL Packet

## ICAL 5

*Course Code:* 18950

*Prerequisites:* None

International Culture and Language (ICAL) is taught to all Talented and Gifted (TAG) students and some comprehensive students at the TAG centers. Each ICAL unit consists of approximately 15 lessons introducing students to the target language and culture. The student activity packets serve as a guide for students to learn basic vocabulary to be used in short conversations and relevant geographical and cultural information. In the fifth grade the languages studied are French, Spanish, and Japanese.

Textbook(s): Discovering Languages: Spanish, Discovering Languages: French, Amsco; French Packet, Spanish Packet, Japanese Packet

## **Chinese Immersion K**

*Course Code:17200*

*Prerequisites: Chinese Immersion Student*

Chinese Immersion courses prepare students to communicate authentically in Chinese by interpreting (reading, listening, viewing), exchanging (speaking and listening; reading and writing), and presenting (speaking, writing) information about standards-based academic content and incorporate the relationships among the products, practices, and perspectives of Chinese-speaking cultures.

Textbook(s): My First Chinese Words (Set A & B) Simplified

## **Chinese Immersion 1**

*Course Code: 17210*

*Prerequisites: Chinese Immersion Grade 1 student*

Chinese Immersion courses prepare students to communicate authentically in Chinese by interpreting (reading, listening, viewing), exchanging (speaking and listening; reading and writing), and presenting (speaking, writing) information about standards-based academic content and incorporate the relationships among the products, practices, and perspectives of Chinese-speaking cultures.

Textbook(s): Better Immersion 1

## **Chinese Immersion 2**

*Course Code: 17220*

*Prerequisites: Chinese Immersion Grade 2 student*

Chinese Immersion courses prepare students to communicate authentically in Chinese by interpreting (reading, listening, viewing), exchanging (speaking and listening; reading and writing), and presenting (speaking, writing) information about standards-based academic content and incorporate the relationships among the products, practices, and perspectives of Chinese-speaking cultures.

Textbook(s): Better Immersion 2

## **Chinese Immersion 3**

*Course Code:17230*

*Prerequisites: Grade 3 Chinese Immersion student*

Chinese Immersion courses prepare students to communicate authentically in Chinese by interpreting (reading, listening, viewing), exchanging (speaking and listening; reading and writing), and presenting (speaking, writing) information about standards-based academic content and incorporate the relationships among the products, practices, and perspectives of Chinese-speaking cultures.

Textbook(s): Better Immersion 3

## **Chinese Immersion 4**

*Course Code:* 17240

*Prerequisites:* Chinese Immersion Grade 4 Student

Chinese Immersion courses prepare students to communicate authentically in Chinese by interpreting (reading, listening, viewing), exchanging (speaking and listening; reading and writing), and presenting (speaking, writing) information about standards-based academic content and incorporate the relationships among the products, practices, and perspectives of Chinese-speaking cultures.

Textbook(s): Better Immersion 4

## **Chinese Immersion 5**

*Course Code:* 17250

*Prerequisites:* Grade 5 Chinese Immersion Student

Chinese Immersion courses prepare students to communicate authentically in Chinese by interpreting (reading, listening, viewing), exchanging (speaking and listening; reading and writing), and presenting (speaking, writing) information about standards-based academic content and incorporate the relationships among the products, practices, and perspectives of Chinese-speaking cultures.

Textbook(s): Better Immersion 5

## **Elementary Chinese Grade K**

*Course Code:* 17100

*Prerequisites:* None

The purpose of this course is to introduce students to the Chinese language. Students will learn to briefly introduce themselves and their family members in Chinese, make simple greetings, express basic courtesy, ask basic questions and express basic needs in simplified Chinese. Student will explore major holidays and learn to count.

Textbook(s): *My First Chinese Words set A+ B Simplified*, Publisher - Better Chinese ISBN 9789629782283

## **Elementary Chinese Grade 1**

*Course Code:* 17110

*Prerequisites:* None

The purpose of this course is to introduce students to the Chinese Language. Students will learn to introduce themselves, family and friends in the target language, make simple greetings, express courtesy, ask basic questions, and express basic needs and personal likes and dislikes. They will learn about Chinese culture including Chinese holidays and costumes. They will learn Chinese simplified.

Textbook(s): *My First Chinese Reader Volume 1 Textbook Simplified*, Publisher - Better Chinese

## **Elementary Chinese Grade 2**

*Course Code:* 17120

*Prerequisites:* None

This course continues with the Chinese elementary sequence. During this course students will study about clothes and animals and review greetings, daily routines, and vocabulary. They will practice to write vocabulary in Chinese Simplified. Students will participate in cultural activities.

Textbook(s): *My First Chinese Reader Volume 2*, Publisher - Better Chinese

### **Elementary Chinese Grade 3**

*Course Code:* 17130

*Prerequisites:* None

The purpose of this course is to continue teaching Chinese through the scope and sequencing of the third grade curriculum and the series *My First Chinese Reader*. In third grade, students will learn about family and friends, explore the writing in Chinese Simplified, and continue reviewing vocabulary. They will compare the Chinese culture with United States.

Textbook(s): *My First Chinese Reader Volume 3*, Publisher - Better Chinese

### **Elementary Chinese Grade 4**

*Course Code:* 17140

*Prerequisites:* None

During this course students will study numbers, clothes, color, objects and people. They will study Chinese customs and traditions and practice writing.

Textbook(s): *My First Chinese Reader Volume 4*, Publisher - Better Chinese

### **Elementary Chinese Grade 5**

*Course Code:* 17150

*Prerequisites:* None

During this course the students will continue to study formal and informal greetings, clothes, colors food, feelings, and animals. They will create cultural projects and research old customs and traditions from China.

Textbook(s): *My First Chinese Reader Volume 4*, Publisher - Better Chinese

### **Introduction to Chinese**

*Course Code:* 187003

*Prerequisites:* None

This introductory course offers students the opportunity to communicate in the target language and to develop world language skills in listening, speaking, reading, and writing. The program focuses on functional language in selected situations. Appropriate pacing is a key element of the course that allows students to understand linguistic, cultural, and grammatical concepts in second language study. Students do not earn a high school credit.

Textbook(s): *Ni-Hao*, China Soft ISBN 9781876739065

### **Introduction to Chinese Kindergarten**

*Course Code:* 17000

*Prerequisites:* None

This introductory course offers students the opportunity to communicate in the target language and to develop world language skills.

Textbook(s): *Flying With Chinese K*, ISBN 9789812803207

### **Introduction to Chinese Grade 1**

*Course Code:* 17010

*Prerequisites:* None

This introductory course offers students the opportunity to communicate in the target language and to develop world language skills.

Textbook(s): *Flying With Chinese Grade 1*, ISBN 9789812803214



## **Introduction to Chinese Grade 2**

*Course Code:* 17020

*Prerequisites:* None

This introductory course offers students the opportunity to communicate in the target language and to develop world language skills.

*Textbook(s): Flying With Chinese 2, ISBN 9789810167134*

## **Introduction to Chinese Grade 3**

*Course Code:* 17030

*Prerequisites:* None

This introductory course offers students the opportunity to communicate in the target language and to develop world language skills.

*Textbook(s): Flying With Chinese Level 3, ISBN 9789620425882*

## **Introduction to Chinese Grade 4**

*Course Code:* 17040

*Prerequisites:* None

This introductory course offers students the opportunity to communicate in the target language and to develop world language skills.

*Textbook(s): Flying With Chinese Level 4, ISBN 9789620425905*

## **Introduction to Chinese Grade 5**

*Course Code:* 17050

*Prerequisites:* None

This introductory course offers students the opportunity to communicate in the target language and to develop world language skills.

*Textbook(s): Flying With Chinese Level 5, ISBN 9789620425929*

## **French Instructional Level Immersion**

*Course Code:* 15480

*Prerequisites:* None

Students are grouped and instructed according to their reading levels. Designations are used to reflect student reading levels: BGL for below grade level, OGL for on grade level, AGS for above grade level.

*Textbook(s):* None

## **French Oral & Written K**

*Course Code:* 15300

*Prerequisites:* Kindergarten French Immersion student

In this course, designed for Kindergarten students in the French Immersion programs, students learn to express thoughts and ideas through the work with words and pictures. Basic rules of grammar are introduced. Clear and audible speech is taught, and students learn to participate in collaborative conversations.

*Textbook(s): Alphabétik*

## **French Reading K**

*Course Code:* 15400

*Prerequisites:* Kindergarten French Immersion student

In this course, designed for Kindergarten students in the French Immersion program, strategies for comprehension are taught to students. Understanding is facilitated through the listening to and reading of literature and informational texts. Letters are identified along with the sounds they make.

*Textbook(s): Alphabétik*

## **French Reading 1 Immersion**

*Course Code:* 15410

*Prerequisites:* First Grade French Immersion student

Students read a variety of appropriately leveled texts across genres and text types. Letters are identified along with the sounds they make in accordance with the grade level Foundational Skills. Reading strategies are reinforced to aid in comprehension.

*Textbook(s): TBA*

## **French Oral & Written 1 Immersion**

*Course Code:* 15310

*Prerequisites:* First Grade French Immersion student

In this course, designed for 1st Grade students in the French Immersion programs, students continue to develop the strategies used in the organization and delivery of oral presentation and collaborative conversations. The written portion of the course focuses the writing process with products that address a variety of purposes. Attention is given to spelling and handwriting mechanics.

*Textbook(s): TBA*

## **French Reading 2 Immersion**

*Course Code:* 15420

*Prerequisites:* Second Grade French Immersion student

Students continue to read a variety of appropriately leveled texts across genres and text types. Students learn to decode words and read text accurately at an adequate rate according to grade level Foundational Skills. Reading strategies are reinforced to aid in comprehension.

*Textbook(s): Croques-lignes*

## **French Oral & Written 2 Immersion**

*Course Code:* 15320

*Prerequisites:* Second Grade French Immersion student

Students continue learning the writing process and skills for oral presentation and collaborative conversations begun in Oral & Written Communication 1.

*Textbook(s): Croques-lignes*

## **French Reading 3 Immersion**

*Course Code:* 15430

*Prerequisites:* Third Grade French Immersion student

Students continue to read a variety of appropriately leveled texts across genres and text types.

Reading strategies are reinforced to aid in comprehension. Students analyze the key ideas and details, craft and structure, and integration of knowledge and ideas in a wide range of literature and informational texts of increasing grade-appropriate complexity.

Textbook(s): *Île aux Mots CE2*

### **French Oral & Written 3 Immersion**

Course Code: 15330

Prerequisites: Third Grade French Immersion student

Students are introduced to more sophisticated writing techniques and required to produce more complex writing that reflects more elaborate understanding of author's craft. Students continue to develop skills for oral presentation and collaborative conversation. In addition, students begin to routinely respond to texts in written form.

Textbook(s): *Île aux Mots CE2*

### **French Oral & Written 4 Immersion**

Course Code: 15340

Prerequisites: Fourth Grade French Immersion student

Students continue to practice and fine-tune writing techniques while producing writing of various text types. Students continue to develop skills for oral presentation and collaborative conversation. In addition to routinely responding to texts, students are required to draw evidence from text to support analysis, reflection, and research in their writing.

Textbook(s): *Île aux Mots CM1*

### **French Reading 4 Immersion**

Course Code: 15440

Prerequisites: Fourth Grade French Immersion student

Students continue to read a variety of appropriately leveled texts across genres and text types. Reading strategies are reinforced to aid in comprehension. Students analyze the key ideas and details, craft and structure, and integration of knowledge and ideas in a wide range of literature and informational texts of increasing grade-appropriate complexity.

Textbook(s): *Île aux Mots CM1*

### **French Oral & Written 5 Immersion**

Course Code: 15350

Prerequisites: Fifth Grade French Immersion student

Students writing should reflect all of the elements of effective writing taught previously. Deliberate organization, word choice, research, task, audience, and purpose should be evident in student writing. Students continue to routinely respond to texts and draw evidence from texts to support analysis, reflection, and research in their writing.

Textbook(s): *Les couleurs du Français; Bled*

## **French Reading 5**

*Course Code:* 15450

*Prerequisites:* Fifth Grade French Immersion student

Students continue to read a variety of appropriately leveled texts across genres and text types. Reading strategies are reinforced to aid in comprehension. Students analyze the key ideas and details, craft and structure, and integration of knowledge and ideas in a wide range of literature and informational texts of increasing grade-appropriate complexity.

*Textbook(s): Les couleurs du Français; Bled*

## **Elementary Italian K**

*Course Code:* 19000

*Prerequisites:* None

The purpose of this course is to introduce students to the Italian language. Students will learn to briefly introduce themselves and their family members in Italian. They will make simple greetings, express basic courtesy, ask basic questions and express basic needs. Students will explore major Italian holidays and learn to count.

*Textbook(s): Grandi amici, Publisher - ELi; Applause Forte 1*

## **Elementary Italian Grade 1**

*Course Code:* 19010

*Prerequisites:* None

The purpose of this course is to continue with the World Languages Elementary sequencing for the Italian language. The students will learn about numbers, the time, weather, and seasons, and review previous vocabulary about greetings and family. Students will express basic courtesy and ask basic questions based on learning scenarios.

*Textbook(s): Grandi amici, Publisher - ELi; Applause Forte 1*

## **Elementary Italian Grade 2**

*Course Code:* 19020

*Prerequisites:* None

During this course students will study the class, numbers, the school, the Time, the animals, clothes and food. They will learn about customs and traditions in Italy. They will complete cultural projects in the classroom.

*Textbook(s): Grandi amici 2, Publisher - ELi; Applause Forte 2*

## **Elementary Italian Grade 3**

*Course Code:* 19030

*Prerequisites:* None

During this course students will write short sentences in the target language and introduce themselves and others. Students will recognize and identify objects, clothes and food, ask short questions, and study major holidays in Italy and prepare cultural projects.

*Textbook(s): Grandi amici 2, Publisher - ELi; Applause Forte 2*

## **Elementary Italian Grade 4**

*Course Code:* 19040

*Prerequisites:* None

In this course the student will learn to briefly describe others, complete sentences, read short poems, answer questions briefly, complete phrases, prepare projects, and complete cultural activities.

Textbook(s): *Grandi amici 3*, Publisher - ELi; *Applause Forte 3*

## **Elementary Italian Grade 5**

*Course Code:* 19050

*Prerequisites:* None

This is the last course from the World Languages Elementary sequence. The student's pACTFL proficiency level should be between Novice High- Intermediate low. They will apply grammar concepts in writing, maintain a brief conversation in the target language, review previous vocabulary in content, and review previous topics.

Textbook(s): *Grandi amici 3*, Publisher - ELi; *Applause Forte 3*

## **Russian W.L. Elementary K**

*Course Code:* 18300

*Prerequisites:* None

The purpose of this course is to introduce students to the Russian language. Students will learn to briefly introduce themselves and their family members, make simple greetings, express courtesy and explore major Russian Holidays.

Textbook(s):

## **Russian W.L. Elementary 1**

*Course Code:* 18310

*Prerequisites:* None

During this course the students in first grade will learn about greetings, family members, daily expressions, and counting in the Russian language.

They will be exposing to culture, traditions, customs and holidays.

Textbook(s): TBA

## **Russian W.L. Elementary 2**

*Course Code:* 18320

*Prerequisites:* None

In Second Grade the students will study clothing, weather, and food and review greetings, numbers and daily routines vocabulary and phrases. They will be able to ask basic questions and express their needs in phrases. Students will participate in cultural activities.

Textbook(s): TBA

## **FLES Spanish Grade K**

*Course Code:* 16500

*Prerequisites:* None

The purpose of Foreign Language in the Elementary School (FLES) Spanish Grade K is to introduce students to the Spanish Language. Students will learn to briefly introduce themselves and their family members in Spanish, make simple greetings, express basic courtesy, ask basic questions, express basic needs and personal likes and dislikes. Students will explore major Spanish holidays and learn to count.

*Textbook(s): Descubre - Kindergarten*

## **FLES Spanish Grade 1**

*Course Code:* 16510

*Prerequisites:* None

The purpose of this course is to introduce students to the Spanish language .Students will learn to briefly introduce themselves and their family members in Spanish, make simple greetings, express basic courtesy, ask basic questions, express basic needs, and personal likes and dislikes. They will learn about Spanish culture including Spanish holidays.

*Textbook(s): Descubre - First Grade*

## **FLES Spanish Grade 2**

*Course Code:* 16520

*Prerequisites:* None

The purpose of this course is to introduce students to the Spanish language. In second grade students will study about clothes, animals, and the school. They will keep reviewing greetings and daily routine vocabulary and phrases. They will ask basic questions, express their needs in short sentences. Students will participate in cultural activities.

*Textbook(s): Descubre - Second Grade*

## **FLES Spanish Grade 3**

*Course Code:* 16530

*Prerequisites:* None

The purpose of this course is to continue teaching Spanish through the scope and sequence of the third grade curriculum and the series Descubre. In third grade the students will learn about family, friends and the country of Argentina for the cultural component. Students will be ready to write short sentences and they will continue reviewing and learning new vocabulary.

*Textbook(s): Descubre - Third Grade*

## **FLES Spanish Grade 4**

*Course Code:* 16540

*Prerequisites:* None

The purpose of this course is to follow the sequencing of the FLES program. In fourth grade the students will study about costumes and traditions , review previous vocabulary, talk about likes and dislikes, and be able to introduce themselves and others. They will study Chile and Spain as their cultural topics.

*Textbook(s): Descubre - Level 4*

## **FLES Spanish Grade 5**

*Course Code:* 16550

*Prerequisites:* FLES Level 4

During this course the students will continue to study the following topics : Greetings formal and informal, clothes and colors, animals from Puerto Rico, food, feelings, and transportation. The country of cultural activities will be Bolivia, Puerto Rico, Spain, and Ecuador. This is the last FLES course for the Elementary program. Students will be ready for the Middle school sequence.

*Textbook(s): Descubre - Level 4*

## **Spanish Dual Language K**

*Course Code:* 16800

*Prerequisites:* Spanish Dual Language Grade K student

Spanish Dual Language courses prepare students to communicate authentically in Spanish by interpreting (reading, listening, viewing), exchanging (speaking and listening, reading and writing), and presenting (speaking, writing) information about standards-based academic content and incorporate the relationships among the products, practices, and perspectives of Spanish-speaking cultures.

*Textbook(s): Descubre, leveled readers, close reading passages*

## **Spanish Dual Language 1**

*Course Code:* 16810

*Prerequisites:* Spanish Dual Language Grade 1 student

Spanish Dual Language courses prepare students to communicate authentically in Spanish by interpreting (reading, listening, viewing), exchanging (speaking and listening, reading and writing), and presenting (speaking, writing) information about standards-based academic content and incorporate the relationships among the products, practices, and perspectives of Spanish-speaking cultures.

*Textbook(s): Descubre, leveled readers, close reading passages*

## **Spanish Dual Language 2**

*Course Code:* 16820

*Prerequisites:* Spanish Dual Language Grade 2 student

Spanish Dual Language courses prepare students to communicate authentically in Spanish by interpreting (reading, listening, viewing), exchanging (speaking and listening, reading and writing), and presenting (speaking, writing) information about standards-based academic content and incorporate the relationships among the products, practices, and perspectives of Spanish-speaking cultures.

*Textbook(s): Descubre, leveled readers, close reading passages*

## **Spanish Dual Language 3**

*Course Code:* 16830

*Prerequisites:* Spanish Dual Language Grade 3 student

Spanish Dual Language courses prepare students to communicate authentically in Spanish by interpreting (reading, listening, viewing), exchanging (speaking and listening, reading and writing), and presenting (speaking, writing) information about standards-based academic content and

incorporate the relationships among the products, practices, and perspectives of Spanish-speaking cultures.

Textbook(s): *Descubre*, leveled readers, close reading passages

## **Spanish Dual Language 4**

*Course Code:* 16840

*Prerequisites:* Spanish Dual Language Grade 4 student

Spanish Dual Language courses prepare students to communicate authentically in Spanish by interpreting (reading, listening, viewing), exchanging (speaking and listening, reading and writing), and presenting (speaking, writing) information about standards-based academic content and incorporate the relationships among the products, practices, and perspectives of Spanish-speaking cultures.

Textbook(s): *Descubre*, leveled readers, close reading passages

## **Spanish Dual Language 5**

*Course Code:* 16850

*Prerequisites:* Spanish Dual Language Grade 5 student

Spanish Dual Language courses prepare students to communicate authentically in Spanish by interpreting (reading, listening, viewing), exchanging (speaking and listening, reading and writing), and presenting (speaking, writing) information about standards-based academic content and incorporate the relationships among the products, practices, and perspectives of Spanish-speaking cultures.

Textbook(s): *Descubre*, leveled readers, close reading passages

## **Spanish Oral & Written Immersion K**

*Course Code:* 16600

*Prerequisites:* None

This course, designed for Kindergarten students in the Spanish Immersion program, focuses on instruction of the Spanish language in the context of the Maryland College and Career Readiness Curriculum for listening and speaking..

Dual Spanish Immersion Textbook(s): *Maravillas* (Gr. K) McGraw-Hill

Full Spanish Immersion Textbook(s): *Yabisí* (Gr. K) Santillana, *Maravillas* (Gr. K) McGraw-Hill

## **Spanish Reading Immersion K**

*Course Code:* 16700

*Prerequisites:* Kindergarten Spanish Immersion

This course, designed for Kindergarten students in the Spanish Immersion program, focuses on instruction of the Spanish language in the context of the Maryland College and Career Readiness Curriculum for reading. Reading strategy instruction focuses on literary and informational texts as well as success in real-world applications.

Textbook(s): *Yabisí* (Gr. K) Santillana ISBN 9781604846782, *Maravillas* (Gr. K) McGraw-Hill



## **Spanish Instructional Level Immersion 1**

*Course Code:* 16200

*Prerequisites:* None

Identifies student's reading level: Above, On, or below grade level.

Textbook(s): None

## **Spanish Oral & Written 1 Immersion**

*Course Code:* 16010

*Prerequisites:* First Grade Spanish Immersion Student

In this course, designed for 1st Grade students in the Spanish Immersion programs, students continue to develop the strategies used in the organization and delivery of oral presentation and collaborative conversations. The written portion of the course focuses the writing process with products that address a variety of purposes. Attention is given to spelling and handwriting mechanics.

Dual Spanish Immersion Textbook(s): *Maravillas* (Gr. 1) McGraw-Hill

Full Spanish Immersion Textbook(s): *Yabisi* (Gr. 1) Santillana, *Maravillas* (Gr. 1) McGraw-Hill

## **Spanish Reading 1 Immersion**

*Course Code:* 16710

*Prerequisites:* First Grade Spanish Immersion Student

Students read a variety of appropriately leveled texts across genres and text types. Letters are identified along with the sounds they make in accordance with the grade level Foundational Skills. Reading strategies are reinforced to aid in comprehension.

Dual Spanish Immersion Textbook(s): *Maravillas* (Gr. 1) McGraw-Hill

Full Spanish Immersion Textbook(s): *Yabisi* (Gr. 1) Santillana, *Maravillas* (Gr. 1) McGraw-Hill

## **Spanish Oral & Written 2 Immersion**

*Course Code:* 16020

*Prerequisites:* Second Grade Spanish Immersion Student

Students continue learning the writing process and skills for oral presentation and collaborative conversations begun in Oral & Written Communication 1.

Dual Spanish Immersion Textbook(s): *Maravillas* (Gr. 2) McGraw-Hill

Full Spanish Immersion Textbook(s): *Yabisi* (Gr. 2) Santillana, *Maravillas* (Gr. 2) McGraw-Hill

## **Spanish Reading 2 Immersion**

*Course Code:* 16120

*Prerequisites:* Second Grade Spanish Immersion Student

Students continue to read a variety of appropriately leveled texts across genres and text types. Students learn to decode words and read text accurately at an adequate rate according to grade level Foundational Skills. Reading strategies are reinforced to aid in comprehension.

Dual Spanish Immersion Textbook(s): *Maravillas* (Gr. 2) McGraw-Hill

Full Spanish Immersion Textbook(s): *Yabisi* (Gr. 2) Santillana, *Maravillas* (Gr. 2) McGraw-Hill

### **Spanish Oral & Written 3 Immersion**

*Course Code:* 16030

*Prerequisites:* Third Grade Spanish Immersion Student

Students are introduced to more sophisticated writing techniques and required to produce more complex writing that reflects more elaborate understanding of author's craft. Students continue to develop skills for oral presentation and collaborative conversation. In addition, students begin to routinely respond to texts in written form.

Textbook(s): Calle de Lectura (Gr. 3) Pearson

### **Spanish Reading 3 Immersion**

*Course Code:* 16130

*Prerequisites:* Third Grade Spanish Immersion Student

Students continue to read a variety of appropriately leveled texts across genres and text types. Reading strategies are reinforced to aid in comprehension. Students analyze the key ideas and details, craft and structure, and integration of knowledge and ideas in a wide range of literature and informational texts of increasing grade-appropriate complexity.

Textbook(s): Calle de Lectura (Gr. 3) Pearson

### **Spanish Oral & Written 4 Immersion**

*Course Code:* 16040

*Prerequisites:* Fourth Grade Spanish Immersion Student

This course, designed for fourth graders in the Spanish Partial Immersion program, focuses on instruction of the Spanish language in the context of the Maryland College and Career Readiness Standards for writing, listening and speaking. Writing strategy instruction focuses on literary and informational texts, as well as success in real-world applications and on the PARCC.

Textbook(s): Calle de Lectura (Gr. 4) Pearson

### **Spanish Reading 4 Immersion**

*Course Code:* 16140

*Prerequisites:* Fourth Grade Spanish Immersion Student

Students continue to read a variety of appropriately leveled texts across genres and text types. Reading strategies are reinforced to aid in comprehension. Students analyze the key ideas and details, craft and structure, and integration of knowledge and ideas in a wide range of literature and informational texts of increasing grade-appropriate complexity.

Textbook(s): Calle de Lectura (Gr. 4) Pearson

### **Spanish Oral & Written 5 Immersion**

*Course Code:* 16050

*Prerequisites:* Fifth Grade Spanish Immersion Student

Students writing should reflect all of the elements of effective writing taught previously. Deliberate organization, word choice, research, task, audience, and purpose should be evident in student writing. Students continue to routinely respond to texts and draw evidence from texts to support analysis, reflection, and research in their writing.

Textbook(s): Calle de Lectura (Gr. 5) Pearson

## **Spanish Reading 5**

*Course Code:* 16150

*Prerequisites:* Fifth Grade Spanish Immersion Student

Students continue to read a variety of appropriately leveled texts across genres and text types. Reading strategies are reinforced to aid in comprehension. Students analyze the key ideas and details, craft and structure, and integration of knowledge and ideas in a wide range of literature and informational texts of increasing grade-appropriate complexity.

Textbook(s): Calle de Lectura (Gr. 5) Pearson

## **Spanish Reading/English Language Arts 6 Immersion**

*Course Code:* 16160

*Prerequisites:* Sixth Grade Spanish Immersion Student

This course, designed for sixth graders, focuses on instruction of the Maryland College and Career Readiness Standards for reading, writing, listening, and speaking. Reading and writing strategy instruction focuses on literary and informational texts, as well as success in read world applications on Maryland College and Career Readiness assessments.

Textbook(s): TBA

## **Introduction to Spanish Kindergarten**

*Course Code:* 16400

*Prerequisites:* None

This introductory course offers students the opportunity to communicate in the target language.

Textbook(s): *Mui Bien!* 2006, Double R Publishing Level A

## **Introduction to Spanish Grade 1**

*Course Code:* 16410

*Prerequisites:* None

This introductory course offers students the opportunity to communicate in the target language.

Textbook(s): *Mui Bien!* 2006, Double R Publishing Level B

## **Introduction to Spanish Grade 2**

*Course Code:* 16420

*Prerequisites:* None

This introductory course offers students the opportunity to communicate in the target language.

Textbook(s): *Mui Bien!* 2006, Double R Publishing Level C

## **Introduction to Spanish Grade 3**

*Course Code:* 16430

*Prerequisites:* None

This introductory course offers students the opportunity to communicate in the target language.

Textbook(s): *Mui Bien!* 2006, Double R Publishing Level D

## **Introduction to Spanish Grade 4**

*Course Code: 16440*

*Prerequisites: None*

This introductory course offers students the opportunity to communicate in the target language.

Textbook(s): *Mui Bien!* 2006, Double R Publishing Level E

## **Introduction to Spanish Grade 5**

*Course Code: 16450*

*Prerequisites: None*

This introductory course offers students the opportunity to communicate in the target language.

Textbook(s): *Mui Bien!* 2006, Double R Publishing Level E

## **Introduction to Spanish**

*Course Code: 161103*

*Prerequisites: Grade 6 student*

This introductory course offers students the opportunity to communicate in the target language and to develop world language skills in listening, speaking, reading, and writing. The program focuses on functional language in selected situations. Appropriate pacing is a key element of the course that allows students to understand linguistic, cultural, and grammatical concepts in second language study. Students do not earn a high school credit. This course is required for the Middle School Spanish sequence.

Textbook(s): *Avancemos*, McDougal Littell

# PHONE DIRECTORY

Creative Arts	301-808-8317
Code of Maryland Regulations	<a href="http://www.dsd.state.md.us">www.dsd.state.md.us</a> ; 800-633-9657
Curriculum and Instruction	301-808-8240
Dance	301-808-8317
Drama	301-808-8317
Fine Arts	301-808-8317
Guidance and Counseling Services	301-567-8669
Health	301-808-4080
Maryland State Department of Education	<a href="http://www.marylandpublicschools.org">www.marylandpublicschools.org</a> ; 888-246-0016
Mathematics	301-749-5610
Media Arts	301-808-8317
Music (Vocal/General)	301-808-8317
Music (Instrumental)	301-808-8317
Physical Education	301-333-0970
Prince George's County Public Schools	<a href="http://www.pgcps.org">www.pgcps.org</a> ; 301-952-6000
Reading/English Language Arts	301-808-8284
Science	301-808-8256
Social Studies	301-808-8246
Special Area Programs	301-808-2594
Special Education	301-817-3127
Talented and Gifted (TAG)	301-808-3790
Test Administration	301-702-3860
World Languages	301-808-8265

# ELEMENTARY SCHOOLS

Adelphi	301-431-6250
Allenwood	301-702-3931
Andrew Jackson	301-817-0310
Apple Grove	301-449-4966
Ardmore	301-925-1311
Arrowhead	301-499-7071
Avalon	301-449-4970
Baden	301-888-1188
Barack Obama	301-574-4020
Barnaby Manor	301-702-7560
Beacon Heights	301-918-8700
Beltsville	301-572-0630
Benjamin D. Foulois	301-817-0300
Berwyn Heights	240-684-6210
Bladensburg	301-985-1450
Bond Mill	301-497-3600
Bradbury Heights	301-817-0570
Brandywine	301-372-0100
Calverton	301-572-0640
Capitol Heights	301-817-0494
Carmody Hills	301-808-8180
Carole Highlands	301-431-5660
Carrollton	301-918-8708
Catherine T. Reed	301-918-8716
Cesar Chavez	301-853-5694
Cherokee Lane	301-445-8415
Chillum	301-853-0825
Clinton Grove	301-599-2414
Columbia Park	301-925-1322
Concord	301-817-0488
Cool Spring	301-431-6200
Cooper Lane	301-925-1350
Cora L. Rice	301-636-6340
Deerfield Run	301-497-3610
District Heights	301-817-0484
Dodge Park	301-883-4220
Dora Kennedy French Immersion	301-918-8660
Doswell E. Brooks	301-817-0480
Ferguson-Burroughs	301-203-1140
Flintstone	301-749-4210
Forest Heights	301-749-4220
Fort Foote	301-749-4230
Fort Washington Forest	301-203-1123
Francis Scott Key	301-817-7970

Francis T. Evans	301-599-2480
Gaywood	301-918-8730
Gladys Noon Spellman	301-925-1944
Glassmanor	301-749-4240
Glenarden Woods	301-925-1300
Glenn Dale	301-805-2750
Glenridge	301-918-8740
Greenbelt	301-513-5911
Heather Hills	301-805-2730
High Bridge	301-805-2690
Highland Park	301-333-0980
Hillcrest Heights	301-702-3800
Hollywood	301-513-5900
Hyattsville	301-209-5800
Indian Queen	301-749-4250
J. Frank Dent	301-702-3850
James H. Harrison	301-497-3650
James McHenry	301-918-8760
James Ryder Randall	301-449-4980
John H. Bayne	301-499-7020
John Hanson Montessori	301-749-4052
Judge Sylvia W. Woods	301-925-2840
Judith P. Hoyer	301-925-1986
Kenilworth	301-805-6600
Kenmoor	301-925-1970
Kettering	301-808-5977
Kingsford	301-390-0260
Lake Arbor	301-808-5940
Lamont	301-513-5205
Langley Park-McCormick	301-445-8423
Laurel	301-497-3660
Lewisdale	301-445-8433
Longfields	301-817-0455
Magnolia	301-918-8770
Marlton	301-952-7780
Mary Harris "Mother" Jones	301-408-7900
Mattaponi	301-599-2442
Maya Angelou French Immersion	301-702-3950
Melwood	301-599-2500
Montpelier	301-497-3670
Mount Rainier	301-985-1810
North Forestville	301-499-7098
Northview	301-218-1520
Oakcrest	301-808-8870
Oaklands	301-497-3110
Overlook	301-702-3831
Oxon Hill	301-749-4290

Paint Branch	301-513-5300
Panorama	301-702-3870
Patuxent	301-952-7700
Perrywood	301-218-3040
Phyllis E. Williams	301-499-3373
Pointer Ridge	301-390-0220
Port Towns	301-985-1480
Potomac Landing	301-203-1114
Princeton	301-702-7650
Ridgecrest	301-853-0820
Riverdale	301-985-1850
Robert Frost	301-918-8792
Robert Goddard Montessori	301-918-3515
Robert R. Gray	301-636-8400
Rockledge	301-805-2720
Rogers Heights	301-985-1860
Rosa L. Parks	301-445-8090
Rosaryville	301-599-2490
Rose Valley	301-449-4990
Samuel Chase	301-702-7660
Samuel P. Massie	301-669-1120
Scotchtown Hills	301-497-3994
Seabrook	301-918-8542
Seat Pleasant	301-925-2330
Springhill Lake	301-513-5996
Suitland	301-817-3770
Tayac	301-449-4840
Templeton	301-985-1880
Thomas Claggett	301-499-7050
Thomas G. Pullen	301-808-8160
Thomas S. Stone	301-985-1890
Tulip Grove	301-805-2680
University Park	301-985-1898
Valley View	301-749-4350
Vansville	301-931-2830
Waldon Woods	301-599-2540
Whitehall	301-805-1000
William Beanes	301-817-0533
William Paca	301-925-1330
William W. Hall	301-817-2933
Woodmore	301-390-0239
Woodridge	301-918-8585
Yorktown	301-805-6610



**Prince George's County Public Schools**  
14201 School Lane • Upper Marlboro, Maryland 20772  
[www.pgcps.org](http://www.pgcps.org)

