Course Bulletin
2020-2021

ADMINISTRATION
Mr. James K. Allrich, Principal
Mrs. Tanya Busch Garcia, Assistant Principal
Mrs. Melvise Powell, Magnet Coordinator
Ms. Elizabeth Sandall, Assistant Principal

COUNSELORS
Mrs. Nichole Judd, Resource Counselor
Mr. David Yeom
Mr. Matthew Lilja
Mrs. Nichole Hardy

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ARGYLE MIDDLE SCHOOL

Magnet Program for Digital Design and Development

INVENT THE FUTURE WITH US

Dear Argyle Students and Parents,

It is with great pleasure that I welcome you to Argyle Magnet Middle School for Digital Design & Development. This course booklet provides you with descriptions of the courses offered at Argyle, both academic and elective.

Argyle Middle School is part of the Middle School Magnet Consortium (MSMC). A primary goal of the MSMC is to increase student capacity for high level instruction in middle school and for advanced study in high school. Students at MSMC schools are offered a range of courses, including high school credited courses. In addition, teachers have unique opportunities for professional development and collaborative planning to help students reach their highest potential.

Our program of study is constructed around a rigorous magnet program designed to assist every student in increasing his/her level of academic achievement and beginning high school studies. This all-school magnet program is focused on advanced computer science and digital design development.

Argyle students are taught by highly skilled teachers who are committed to providing rigorous opportunities for all children and continuous improvement for themselves.

I encourage you to enroll in challenging courses to enhance your academic skills for a successful middle school experience.

Sincerely,

Mr. James K. Allrich
Principal

Contents

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Magnet Program for Digital Design and Development
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www.ArgyleMS.org
2020-2021

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About Argyle Magnet Middle School

Magnet Focus: Digital Design and Development

Introduced in 2005, the Argyle Magnet program offers a rigorous academic program, which allows all students access and opportunity to take computer science focused elective courses. The program is designed to develop advanced skills in the areas of gaming and simulation (programming), web site design, digital multimedia production, innovative technology solutions, or digital art. Many advanced technology and art courses allow those that successfully complete the course to earn high school elective credit. In addition to a unique and specialized curriculum, 21st century technology tools are integrated into all curricular areas, allowing students and staff the opportunity to enhance the educational experience and support student achievement.

Our focus on mathematics and literacy skills ensures that students receive a well-rounded educational experience that promotes high levels of achievement for all. Argyle offers a unique approach to programming, utilizing gaming, simulation, robotics, and web design as a final product. Argyle students become well-versed in multi-media skills that translate into short films and digital presentations. Argyle students leave with the knowledge and skills to potentially become a Microsoft Office Specialist. Argyle grade 8 students complete a Capstone project in which they form small businesses using curriculum developed by Junior Achievement. They work with a collaborative business partner or non-profit organization to create a real technology project for the partner and deliver the project as if they own their own business.

In 2019, Argyle was awarded the Verizon Innovative Learning grant that provides all staff and students with iPads for instructional use both in school and at home. Students will be assigned to a device for the entire school year and will have access to cellular data while out of school to provide greater access to educational supports beyond the classroom. This grant from Verizon also includes teacher professional development from Digital Promise, an educational technology consulting group, to ensure that the iPads are used in the most effective way possible.

Counseling Services

Argyle students will be assigned to a counselor who will help them in three major areas: academic achievement, career and educational planning, and personal/social development. Counselors may help individual students or small groups in a variety of settings. Counselors are assigned to students by grade level.

English for Speakers of Other Languages Program

The English for Speakers of Other Languages (ESOL) program provides support for non-native English speakers as they work to improve their American English speaking, listening, reading, writing skills. The program is broken into four sequential levels (ESOL 1, 2, 3, and 4) with the goal of becoming proficient in English. Students in ESOL 1 and 2 will be enrolled in an English class for English Learners (ELs). Students in ESOL 3 and 4 will be enrolled in an English class for English Learners and a grade level English.

Special Education Services

Students with disabilities have varied Individualized Educational Plans (IEP's) that provide specialized instruction to address their academic needs. General and special education teachers collaborate to ensure students have meaningful opportunities to access the general curriculum. Instruction is designed to incorporate strategies that will enable students to make reasonable progress on their IEP goals and manage the rigor of content across all subject areas. Argyle follows the instructional model of inclusion, meaning students receiving special education services are enrolled in general education courses with additional instructional support included in the classroom. In a few cases, there are self-contained classes that are designed to meet the needs of students in a small, structured setting according to the needs of the students.

Student Service Learning

Middle school students can begin earning SSL hours while in middle school. Students need to complete 75 hours to meet high school graduation requirements. Some activities that students may participate in are: environmental projects, neighborhood clean-up activities, mentoring or tutoring projects, and senior citizen programs. A list of approved sites is available on the MCPS website: http://www.montgomeryschoolsmd.org/departments/ssl/

Course Availability

All courses are subject to cancellation if there is not sufficient student demand, teacher availability, or budget approval.

High School Credit for Courses Taken in Middle School

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

ARGYLE
MAGNET MIDDLE SCHOOL

Argyle Magnet Middle School for Digital Design & Development Three-Year Course Offering Grid 2020-2021

COURSES	GRADE 6	GRADE 7	GRADE 8
English ESOL	Grade 6 Advanced English English for ELs 1, 2, 3	Grade 7 Advanced English English for ELs 1, 2, 3	Grade 8 Advanced English for ELs 1, 2, 3
Math	Grade 6 Math Math Investigations+	Math Investigations Algebra 1 A/B*+	Algebra 1A/B* Honors Geometry A/B*+
World Studies	Historical Inquiry in World Studies 6	Advanced World Studies 7	Historical Inquiry US History 8
Science	Investigations in Science 6	Investigations in Science 7	Investigations in Science 8
P.E./Health	PE Grade 6 Health Grade 6	PE Grade 7 Health Grade 7	PE Grade 8 Health Grade 8
Technology	Information Technology & Computer Science 6 (ITCS6)		
ELECTIVE COURSES			
World Languages	French 1 A/B Spanish 1 A/B Spanish for Spanish Speakers 1 A/B*+	French 1 A/B French 2 A/B*+ French 3 A/B*+ Spanish 1 A/B Spanish 2 A/B* Spanish for Spanish Speakers 1 A/B*+ Spanish for Spanish Speakers 2 A/B*+	French 1 A/B French 2 A/B*+ French 3 A/B*+ Spanish 1 A/B Spanish 2 A/B*+ Spanish 3 A/B*+ Spanish for Spanish Speakers 1 A/B*+ Spanish for Spanish Speakers 2 A/B*+
Technology Magnet	PLTW/Innovative Minds I Innovative Minds I MS Studio Art I/Digital Art & Photography 1	PLTW Gateway (Computer Science) Innovative Minds I Innovative Minds II+ MS Studio Art II/Digital Art & Photography II Intro to Digital Media Programming Fundamentals Principles of Information Technology: Cyber Security Engineering	Innovative Minds I Innovative Minds II+ MS Studio Art III/Digital Art III Intro to Digital Publishing (Yearbook)+ Intro to Digital Media TV Studio+ Programming Fundamentals Intro to Programming+ Foundations of Computer Science A/B* Intro to Engineering Design A/B* Website Development A/B*
Literacy	Digital Literacy I Lights, Camera, Literacy I/II	Digital Literacy II MS Theatre	Digital Literacy III MS Theatre
Music	Guitar Band 1 Orchestra 1	Digital Music/General Music 7 Band 1 Band 2 Band 3 Orchestra 1 Orchestra 2 Orchestra 3	Digital Music/General Music 8 Band 1 Band 2 Band 3 Orchestra 1 Orchestra 2 Orchestra 3

*High school credit bearing class will be included on transcript in high school grade point average (GPA)
+Requires completion of prerequisite course and/or placement test

ENGLISH COURSE DESCRIPTIONS

Grade 6 Advanced English (107500) *Grade 6*
This course involves implementation of the English 6 curriculum for motivated students with a lively interest in the power and versatility of language. In preparation for advanced middle and high school English courses, students read challenging texts written in various time periods and rhetorical contexts. Students develop their ability to express ideas with clarity and precision by writing increasingly complex compositions for a variety of purposes, including literary analysis, persuasion, and research.

Grade 7 Advanced English (107700) *Grade 7*
This course involves implementation of the English 7 curriculum for motivated students with a lively interest in the power and versatility of language. Students read challenging texts written in various time periods and rhetorical contexts. Students develop their ability to express ideas with clarity and precision by writing increasingly complex compositions for a variety of purposes, including literary analysis, persuasion, and research.

Grade Advanced English 8 (107800) *Grade 8*
This course involves implementation of the English 8 curriculum for motivated students with a lively interest in the power and versatility of language. In preparation for advanced high school English courses, students read challenging texts written in various time periods and rhetorical contexts, at times making interdisciplinary connections with historical events and concepts developed in their Grade 8 U.S. History class. Students develop their ability to express ideas with clarity and precision by writing increasingly complex compositions for a variety of purposes, including literary analysis, persuasion, and research.

Digital Literacy 1: 6th Grade Introduction to Research (105700) *Grade 6*
The Digital Literacy curriculum focuses on increasing critical and creative thinking through reading, writing, speaking, listening, and viewing through an integrated approach. Students will be introduced to a variety of social issues from various perspectives, examine the history of social movements and the impact on social and economic justice, explore their identity, and understand the ways in which communities can respond to these complex issues. Students will explore social justice terminology in order to better advocate for a socially just society.

Digital Literacy 2: 7th Grade STEM and Humanities Research (105800) *Grade 7*
The digital literacy 2 curriculum focuses on increasing students critical and creative thinking through reading, writing, speaking, listening, and viewing by participating in a problem-based process to define, analyze and evaluate real world problems of interest.

Digital Literacy 3: 8th Grade Social Justice Research and Discourse (105900) *Grade 8*
The digital literacy 3 curriculum focuses on increasing critical and creative thinking through reading, writing, speaking, listening, and viewing through an integrated approach. Students will be introduced to a variety of social issues from various perspectives, examine the history of social movements and the impact on social and economic justice, explore their identity, and understand the ways in which communities can respond to these complex issues. Students will explore social justice terminology in order to better advocate for a socially just society.

Lights Camera Literacy (LCL) I/II (104100/104200) *Grades 6*
This course increases literacy in both written and visual text, improves collaboration skills, builds confidence and motivation, and provides opportunities for high-level thinking via specific strategies. Students transfer reading skills such as inference from screen to script page to book. They use critical-thinking skills and explore new vocabulary in the areas of lexicography, chess, and film. Students deconstruct information at the literary, dramatic, and cinematic levels. Throughout the course, students reflect on their learning through student-to- student discourse and journal writing. They work collaboratively to apply the various skills and use technology to produce an authentic product—a short film.

MS READ 180 (101200) *Grades 6 - 8*
READ 180 is a comprehensive reading intervention program designed to meet the needs of secondary students whose reading achievement is below the proficient level. The program directly addresses individual needs through adaptive and instructional software, high-interest literature and direct instruction in reading skills. This intervention is provided in addition to core instruction. ***(Teacher recommendation required.)***

MS ACADEMIC LITERACY (106300) *Grades 6-8*
This course involves implementation of iLit, a reading intervention program designed to meet the needs of struggling readers through differentiated instruction, computer adaptive instruction, background-knowledge-building videos, high interest literature, and explicit instruction in reading, writing, and vocabulary skills.

THEATRE ELECTIVE COURSE DESCRIPTIONS

MS Theatre I (690700) *Grades 7-8*
In this beginning level course, students will explore how the theater is a space that both creates and challenges community. Theatre artists create an ensemble amongst themselves which functions as a safe space for risk-taking and creating. A sustained investigation of community in this intermediate level course engages students to study a variety of dramatic works, participate in the creation and enhancement of ensemble, and question the role of theatre within their community.

ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL)

Students are placed in the correct ESOL level according to their English proficiency. These courses develop abilities in the four English language skills – reading, writing, listening and speaking.

English for English Learners Level 1 (127100) *Grades 6 - 8*

Placement is determined by an English proficiency test and teacher evaluation.

This course is designed to teach English to Entering ESOL students. The four skill areas of reading, writing, listening, and speaking are integrated as students practice oral and written language in an academic context. Students have various learning activities that emphasize vocabulary development and oral fluency. This course meets for a double period.

English for English Learners Level 2 (127400) *Grades 6 – 8*

Placement is determined by an English proficiency test and teacher evaluation.

This course is designed to teach English to Emerging ESOL students. Students continue to develop proficiency in four skill areas of reading, writing, listening, and speaking and are integrated as students practice oral and written language in a variety of academic contexts. Learning experiences are provided to support students as they read informational and literary texts.

English for English Learners Levels 3 & 4 (127700) *Grades 6 - 8*

Placement is determined by an English proficiency test and teacher evaluation.

This course is designed to teach English to Developing ESOL students. The four skill areas of reading, writing, listening, and speaking are integrated as students practice oral and written language in an academic context. Students at this level of understand basic vocabulary dealing with everyday home and school life. Students learn to analyze reading passages and respond to both factual and inferential questions as they read and discuss both literary and informational texts. This course meets for a single period every other day.

Grade Level Specific Advanced English Levels 3 & 4 (107540) (107740) 107940) *Grades 6-8*

Placement is determined by an English proficiency test and teacher evaluation.

ESOL level 3 and level 4 students are concurrently enrolled in English for English learners 3 and grade level specific Advanced English.

MATH COURSE DESCRIPTIONS

Grade 6 Math (306000) *Grade 6*

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

Investigations into Mathematics (300100) *Grades 6 - 7*

Investigations into Mathematics (IM) extends students' understanding of mathematical concepts developed in C2.0 Mathematics 6 and accelerates the pace of instruction to prepare for C2.0 Algebra 1. This course compacts all of the Grade 7 Common Core State Standards and much of the Grade 8 Common Core State Standards into a single year.

Algebra 1 A/B (311100/311200) (HS credit) *Grades 7 - 8*

Algebra 1 is designed to analyze and model real-world phenomena. Exploration of linear, exponential, and quadratic functions forms the foundation of the course. Key characteristics and representations of functions—graphic, numeric, symbolic, and verbal—are analyzed and compared. Students develop fluency in solving equations and inequalities. One- and two-variable data sets are interpreted using mathematical models. **Middle school students taking Algebra 1 will take the PARCC Algebra 1 assessment in lieu of their grade-level assessment and will be required to pass the PARCC assessments in those courses, or complete Bridge Plan projects in order to graduate. It is not a requirement for course credit.**

Honors Geometry A/B (320300/320400) (HS credit) *Grade 8*

**Prerequisite: Algebra 1*

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

Math 180 (306336), (30637) *Grade 6-7*

Math 180 is a comprehensive system of instruction, assessment, and professional development designed to help students who are more than 2 years below grade level

prepare for algebra. The program directly addresses individual needs through adaptive and instructional software, high-interest materials, and direct instruction in mathematical calculation and application skills. Students rotate among a small group, teacher-directed lessons, a computer station for reinforcement and practice, and an independent brain arcade where student's complete math problems at their instructional level. Built with the student in mind, the learning experience is a uniquely motivating and fun way to accelerate to grade-level ability.

WORLD STUDIES COURSE DESCRIPTIONS

HISTORICAL INQUIRY WORLD STUDIES 6 (789700) *Grade 6*

Historical Inquiry World Studies 6 provides enriched opportunities for learning about ancient world history. Building on the current four units of Grade 6 world studies, students deepen their understanding of the rich cultures and history from the earliest human settlements to great civilizations of the year 100CE. Students are challenged to analyze archaeological evidence, ask questions to further their knowledge, and understand history as on-going investigation.

ADVANCED WORLD STUDIES 7 (200600) *Grade 7*

Advanced World Studies 7 builds on the chronological and thematic understanding of world and US History while also developing the content of geography, economics, political systems and culture. The units of study include: The Foundations of Modern Political Systems in Europe, The Influence of Culture in Africa, Geography in Latin America and the Impact of Economics. Advanced World Studies 7 will introduce students to the skills of analyzing primary sources and visual images as a central method for learning about the past and the challenges of historical investigation.

ADVANCED U.S. HISTORY 8 (241000) *Grade 8*

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

SCIENCE COURSE DESCRIPTIONS

Investigations in Science 6 (352800) *Grade 6*

Investigations in Science 6 is a problem/project-based curriculum. Instruction is interwoven around a relevant problem/project to allow a focus for student learning. Students engage in minds-on inquiry and hands-on explorations, productive discourse, and purposeful reading and writing. Units studied in IS6 center around topics related to matter and its interactions, ecosystem dynamics, human impacts on the environment, energy, and waves. Students engage in science, technology, engineering, and mathematics (STEM) in order to propose solutions to identified problems.

Investigations in Science 7 (352900) *Grade 7*

Investigations in Science 7 is a problem/project-based curriculum. Instruction is interwoven around a relevant problem/project to allow a focus for student learning. Students engage in minds-on inquiry and hands-on explorations, productive discourse, and purposeful reading and writing. Units studied in IS7 center around topics related to cellular processes, structure and function in living things, genetics, Earth's history, and biological evolution. Students engage in science, technology, engineering, and mathematics (STEM) in order to propose solutions to identified problems.

Investigations in Science 8 (350700) *Grade 8*

Investigations in Earth Space Systems is a problem/project-based curriculum. Instruction is interwoven around a relevant problem/project to allow a focus for student learning. Students engage in minds-on inquiry and hands-on explorations, productive discourse, and purposeful reading and writing. Units studied center around topics related to Forces and Motion, Astronomy, Weather and Climate, and Earth's Materials and Processes. Students engage in science, technology, engineering, and mathematics (STEM) in order to propose solutions to identified problems.

PHYSICAL EDUCATION / COMPREHENSIVE HEALTH EDUCATION

Students will take three 9-week quarters of physical education and one 9-week quarter of comprehensive health education.

Physical Education *Grades 6 - 8*

The middle school physical education program focuses on health-related fitness, movement skills and concepts, and personal and social responsibility. The learning tasks in physical education emphasize and teach problem-solving and decision-making skills. Students participate in games and activities that promote fitness, develop tactical awareness, and indoctrinate social qualities. This course includes the following five units of study:

- Net/Wall Games: Activities may include badminton, pickleball, table tennis, tennis, volleyball
- Invasion Games: Activities may include basketball, field hockey, hockey (floor/street), football (flag/touch), lacrosse, rugby, soccer, speedball, team handball, ultimate frisbee
- Striking/Fielding Games: Activities may include cricket, softball
- Target Games: Activities may include archery, bowling, Frisbee golf, golf, and horseshoes
- Personal Fitness: Activities may include cross country, gymnastics and tumbling, resistance training/functional fitness, track and field, wrestling

Health Grade 6 *Grade 6*

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

Health Grade 7 *Grade 7*

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

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

Health Grade 8 *Grade 8*

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

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

WORLD LANGUAGES ELECTIVE COURSE DESCRIPTIONS

FRENCH 1 A/B (161100/162100) (HS credit) *Grades 6 – 8*
SPANISH 1 A/B (171100/172100) (HS credit)

Students begin to learn to communicate orally and in writing in a culturally appropriate manner about topics related to daily life. They interpret basic information when listening and reading. Vocabulary and basic grammatical structures are taught within the context of these familiar topics. Culture is embedded throughout the course. There is no partial credit awarded in middle school. Students who successfully complete both semesters of 1A/1B are awarded credit.

FRENCH 2 A/B (161200/162200) (HS credit) *Grades 7 - 8*
SPANISH 2 A/B (171200/172200) (HS credit)
Students expand their ability to communicate orally and in writing in a culturally appropriate manner about topics related to daily life. They interpret information when listening and reading. Vocabulary and grammatical structures are taught within the context of these topics. Culture is embedded throughout the course.

SPANISH 3 A/B (171300/172300) (HS credit) *Grades 7 - 8*
FRENCH 3 A/B (161300/162300) (HS credit)
Students continue to expand their ability to communicate orally and in writing in a culturally appropriate manner about a variety of familiar topics. They interpret detailed information when listening and reading. Vocabulary and more complex grammatical structures are taught within the context of these topics. Culture is embedded throughout the course.

Spanish for Spanish Speakers 1A/1B (177700/177800) (HS credit) *Grades 6 – 8*
Spanish for Spanish Speakers 2A/2B (177900/178000) (HS credit)
Spanish for Spanish Speakers courses provide language instruction for students with some proficiency in Spanish, either because it is their first language or it is spoken in their home. Each course integrates history, culture, language, and connections related to the Spanish-speaking world.

TECHNOLOGY MAGNET ELECTIVE COURSE DESCRIPTIONS

Information Technology & Computer Science 6 (ITCS) (419900) *Grade 6*
ITCS is designed to introduce students to the breadth of the field of computer science through an exploration of engaging and accessible topics. This course is designed to focus on the conceptual ideas of computing and help students understand why certain tools or languages might be utilized to solve particular problems. The goal of ITCS is to expose students to multiple computing applications, beginning computational thinking practices, problem solving and programming within the context of problems that are relevant to the lives of today's students and the pathways available at Argyle and beyond.

Project Lead the Way/Innovative Minds I (700500) *Grades 6 - 7*
Project Lead the Way/Innovative Minds I is designed to provide students with a hands-on, collaborative approach to learning and problem solving. Students engage in activities that not only build knowledge and skills in areas including computer science, engineering, and biomedical science, but also empower students to develop essential skills such as problem solving, critical and creative thinking, communication, collaboration, and perseverance.

MS Studio Art I/ MS Digital Art & Photography I (600200/612200) *Grade 6*

Explore a variety of art materials, develop art techniques, and use creative thinking skills to express ideas and viewpoints about personal experiences and the world. Students will produce meaningful and unique drawings, paintings, prints, sculptures, ceramics, crafts and digital art in a studio setting. Students will utilize raster-based digital media and/or digital photography to create artworks.

Innovative Minds II (810100) *Grades 7 - 8*

**Prerequisite: Innovative Minds I*

This course is an extension of Innovative Minds I. Students use the Argyle Design Process to investigate, plan, design, create and evaluate original solutions to real world problem through the use of emerging technologies. Students are encouraged to display ingenuity and creativity in finding solutions to a variety of engineering tasks and challenges. Students practice innovative problem solving with a variety of tools and applications. Students produce a myriad of modern technology products such as 3D printed parts for NASA prototypes, robotics and circuits.

Intro to Digital Media (293200) *Grades 7 - 8*

Students assist in the production of the school's student-run television news program in our digital media suite. Students also write, develop, and produce public service announcements, documentaries, and other video projects that are used on the school's website and the student- run news website.

MS Studio Art II /MS Digital Art & Photography II (600100/612300) *Grades 7 - 8*

Students will design art using both vector- and raster-based software, and/or manually operate a digital camera and utilize photo editing software to create artwork.

Principles of Information Technology, Cyber Security & Engineering (790400)*Grade 7*

Students spend a year learning about Cyber SAFE, computer literacy-hardware and software, the engineering design process, cyber safety and software applications, and development and appropriate use of technology.

Project Lead the Way Gateway (Computer Science) (700600) *Grades 7*

Students will learn about programming for the physical world by blending hardware design and software development, allowing students to discover computer science concepts and skills by creating personally relevant, tangible, and shareable projects.

Programming Fundamentals (Gaming & Robotics) (293500) *Grades 7 - 8*

Students spend a semester learning how to make video games and then a semester learning how to program and design robots.

MS Studio Art III/MS Digital Art III (601100/600500) *Grade 8*

Students will develop a portfolio of work demonstrating proficiency in working with traditional 2D and 3D studio media and techniques including drawing, painting, printmaking, sculpture, ceramics, and crafts to create artworks. Students will be exploring the theme of *influence* by demonstrating proficiency in using both vector- and raster-based software, and/or manually operate a digital camera and utilize photo editing software to create artwork.

Intro to Digital Publishing (Yearbook) (293300) *Grade 8*
Students design and publish a paper yearbook and digital yearbook for Argyle students.

TV Studio (786300) *Grade 8*
**Prerequisite: Intro to Digital Media*
Students produce the school's student-run television news program in our digital media suite. Students also write, develop, and produce public service announcements, documentaries, and other video projects that are used on the school's website and the student run news website.

Foundations of Computer Science A/B (291600/291700) (HS credit) *Grade 8*
This course provides an engaging introduction to computing concepts through a nationally developed curriculum, offered through a unique partnership with Code.org®. The course focuses on the conceptual ideas of computing so that students understand why tools and languages are used to solve problems. This is done through a study of human computer interaction, problem solving, web design, programming, data analysis, and robotics.

Intro to Programming (Advanced Video Game Design) (293000) *Grade 8*
**Prerequisite: Programming Fundamentals*
This is an advanced level course in which students focus on coding and programming skills through the design and development of video games. Students explore components of a well-designed game.

Introduction to Engineering Design (515200/515300) (HS credit) *Grade 8*
This high school course is for Grade 8 students who are concurrently taking Algebra I. Students develop a design after using computer software to produce, analyze, and evaluate models of projects and solutions. Students study the design concepts of form and function, and then use state of- the-art technology to translate conceptual design into reproducible products.

Website Development A/B (299100/299200) (HS credit) *Grade 8*
Students learn Web design from storyboard to a finished online Web page and develop actual sites from customers' specifications using HTML, Java Script, Cold Fusion, Web composers, and object-oriented programming languages. Skills in streaming media and server applications and 3-D animation are developed. Project management provides students with skills to lead teams through projects from inception to completion.

MUSIC ELECTIVE COURSE DESCRIPTIONS

MS Band 1 or MS Band 2, MS Band 3 (688000), (683000), (689000) *Grades 6 - 8*
MS Orchestra 1, MS Orchestra 2*, MS Orchestra 3* (680000), (686000), (690000)
**Prerequisites: Intermediate requires beginning level course. Advanced requires intermediate level course.*
Students refine skills learned in Beginning String Instruments/Beginning Wind/Percussion Instruments and develop more advanced performance techniques. Emphasis is placed on developing formal rehearsal decorum, following a conductor, and developing pitch and rhythmic security in preparation for performing an independent part in the traditional band or orchestra ensemble. Students also learn melodic form and construction as they examine and perform more complex folk melodies and melodies from master composers. Students may be able to attend live performances and perform in public.

MS Guitar 1 (658700) *Grade 6*
Students will learn to create, perform, and respond to guitar music in a variety of styles/genres. Students will learn and develop beginning guitar skills, including selected major, minor, and seventh chords; pentatonic scales; basic strumming and picking technique; and tuning technique. They study cultural, historical, personal, and social context as they relate to guitar repertoire. Students will develop effective practice habits so they can progress independently.

Digital Music: General Music (650100), (650200) *Grades 7 - 8*
This course is designed as an overview of guitar performance and digital music. First semester, students learn beginning guitar technique, including selected major, minor, and seventh chords; basic fingerpicks and strums. Second semester, students will use the GarageBand application via iOS devices to explore music production, sequencing, recording, mixing, and basic post-production techniques, creating original music projects. This course is open to all students regardless of musical background.