

**2021–2022**

**Montgomery County Public Schools**

**MIDDLE SCHOOL PROGRAM**

**GUIDE**



Maryland's Largest School District

**MONTGOMERY COUNTY PUBLIC SCHOOLS**

*Expanding Opportunity and Unleashing Potential*



## **VISION**

*We inspire learning by providing the greatest public education to each and every student.*

## **MISSION**

*Every student will have the academic, creative problem solving, and social emotional skills to be successful in college and career.*

## **CORE PURPOSE**

*Prepare all students to thrive in their future.*

## **CORE VALUES**

*Learning  
Relationships  
Respect  
Excellence  
Equity*

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# MONTGOMERY COUNTY PUBLIC SCHOOLS

*Expanding Opportunity and Unleashing Potential*

OFFICE OF THE SUPERINTENDENT OF SCHOOLS

January 2021

Dear Middle School Students:

Montgomery County Public Schools (MCPS) is committed to ensuring that every student graduates from high school prepared for college and career success. Our middle schools offer a diverse range of engaging courses and programs that will prepare you for the challenges of the 21st century, college, and the workplace. The 2021–2022 Guide to the Middle School Program presents an overview of courses that are designed to help you make the most of your academic experience. Please review this guide and consider it a useful tool as you, your parents/guardians, and your school counselor work together to plan a learning experience that will challenge and engage you. For additional information about the middle school curriculum, please visit <https://www.montgomeryschoolsmd.org/curriculum/middleschool/>.

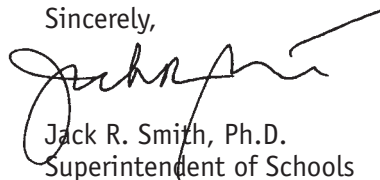
Please remember that each middle school provides information about specific course options available at that school. The information presented on individual school websites provides an overview of each school, including detailed program descriptions of magnet and signature programs, and career-themed course pathways offered in MCPS.

In addition, we ask that you reference your Naviance Student High School Graduation, College and Career Planner as you are selecting your classes. The planner allows you to identify courses to take in high school that will satisfy graduation requirements and ensure that you are college and career ready. Moreover, the planner and your student portfolio provide an opportunity for you to explore career interests and educational and professional options. If you have any questions about the High School Graduation, College and Career Planner, please contact your school counselor.

Preparing you to become a productive citizen in a global society is a responsibility we take seriously. We are proud that MCPS employs outstanding, highly skilled, and dedicated teachers, administrators, school counselors, and support professionals to help you enhance your academic skills and prepare you to enter high school and then the college or career of your choice.

I encourage you to enroll in challenging courses in pursuit of your personal goals and extend my best wishes for your success as you prepare for the exciting and rewarding challenges ahead.

Sincerely,



Jack R. Smith, Ph.D.  
Superintendent of Schools



This booklet provides an overview of the Montgomery County Public Schools (MCPS) middle school program. It includes a description of courses students will take in Grades 6, 7, and 8, as well as electives, after-school, and special programs that may be available to students.

*“A high-quality education is the fundamental right of every child.”*

—MCPS Board of Education vision

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# WELCOME TO MIDDLE SCHOOL

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Middle school education offers a safe and supportive environment that nurtures students as they develop knowledge and skills for success in high school, college, and the workplace. All students have the opportunity to improve their skills for analyzing information, posing problems, seeking solutions, persevering, and collaborating, in order to take responsibility for their own learning and to reach their academic potential. All Montgomery County Public Schools (MCPS) middle schools offer rigorous and challenging academic programs, elective courses, special programs, extracurricular activities, and sports to address the academic, social, and emotional needs and characteristics of early adolescents.

This booklet provides an overview of the MCPS middle school program. It includes courses students will take in Grades 6, 7, and 8, as well as electives, after-school, and special programs that may be available to students. Not all programs and elective courses are offered at every school. Check with your child's school to see what opportunities they offer.

Additional information about courses offered at each grade level and course descriptions can be found at <https://www.montgomeryschoolsmd.org/curriculum/index.aspx>.

## Parents/Guardians and Schools Working Together

We want all of our children to succeed in school and in life. Parents/guardians can support their children's progress and success by

- Setting high expectations for your children and helping them understand that school should be a top priority;
- Encouraging your child to complete challenging work;
- Staying informed of your child's academic progress and social and emotional well-being—dedicating a time each day to talk with each child;
- Providing a quiet place for your child to study and helping with homework;
- Supporting your child's appropriate use of technology by
  - Monitoring your child's use of the Internet, social media and networking, and cellphone and texting activities;
  - Limiting the amount of time your child watches television and discussing the programs with your child;

- Limiting the amount of time your child spends playing video games.
- Encouraging your child to participate in extracurricular and volunteer activities, as well as volunteering at your child's school;
- Establishing healthy habits at home;
- Encouraging your child to be an active participant rather than a passive recipient of school academic and extracurricular activities in and out of the classroom.

In addition, you and your child should review together the MCPS *Student Code of Conduct*, *Student's Guide to Rights and Responsibilities in MCPS*, *Guidelines for Respecting Religious Diversity* and *Guidelines for Student Gender Identity* found at [www.montgomeryschoolsmd.org/students/rights/](http://www.montgomeryschoolsmd.org/students/rights/), as well as your individual school's Code of Conduct.

## School Websites

You will find valuable information about the school system and middle school in general at [www.montgomeryschools.org](http://www.montgomeryschools.org) and [www.montgomeryschoolsmd.org/curriculum/middleschool/](http://www.montgomeryschoolsmd.org/curriculum/middleschool/). To find information about your child's school, go to [www.montgomeryschools.org](http://www.montgomeryschools.org), and click on Schools.

## Immunization Requirements

Beginning with students who enter Grade 7 in the 2020–2021 school year, or who were new to MCPS and in Grades 8–12, must receive one dose of the Tetanus-diphtheria-acellular pertussis (Tdap) vaccination and one dose of the Meningococcal conjugate vaccination (MCV4) before the first day of school. These vaccinations are required by Maryland state for school attendance. Acceptable proofs of vaccinations are a computer-generated vaccination record from the student's health-care provider or the Maryland Department of Health Immunization Certificate (Form 896), found at <https://www.montgomeryschoolsmd.org/departments/forms/pdf/mdh%20896.pdf>, that is completed by the health-care provider.



# WELCOME TO MIDDLE SCHOOL

## Well-Rounded Curriculum Accountability

- The Maryland School Report Card Category for access to a well-rounded curriculum counts as 10 percent of a school's overall report card score. This holds schools and districts accountable for providing well-rounded course offerings and ensuring student enrollment in these courses in middle school.
- By definition, this identifies the percent of students enrolled in fine arts, physical education, health, and computational thinking in the middle school grade band (Grades 6-8), for a minimum of a marking-period course. Current interpretation from MSDE is that if a student enrolls in any of the approved courses in these areas at any point during Grades 6, 7, or 8, the student will

have met the well-rounded requirement. These courses may include full-year, semester, and quarter "rotation" offerings. All high school credit-bearing courses must be offered as a full year.

- Fine Arts and computational thinking requirements must be met through elective course choices. A full listing of courses that meet these requirements in computational thinking and fine arts can be found here: *Computational Learning/Fine Arts 2020 ESSA Accountability Approval List*. *Note:* Courses meeting the well-rounded requirements for computational thinking include courses in computer science, technology education, and engineering.
- The following planner and guidelines for Grades 6, 7, and 8 can serve as a resource for scheduling purposes.

| GRADE 6 REQUIRED COURSES  | GRADE 7 REQUIRED COURSES  | GRADE 8 REQUIRED COURSES  |
|---|---|---|
| English or ESOL<br>Mathematics<br>Science<br>Social Studies<br>Physical Education/ Health<br>World Language or Elective<br>Other Elective(s) (full-year, semester, or quarter rotation) | English or ESOL<br>Mathematics<br>Science<br>Social Studies<br>Physical Education/ Health<br>World Language or Elective<br>Other Elective(s) (full year, semester, or quarter rotation) | English or ESOL<br>Mathematics<br>Science<br>Social Studies<br>Physical Education/ Health<br>World Language or Elective<br>Other Elective(s) (full year, semester, or quarter rotation) |
| WELL-ROUNDED CURRICULUM REQUIREMENT   |   |   |
| (Minimum of 1 marking period course during grades 6, 7, or 8)   |   |   |
| Fine Arts<br>Computational Thinking   |   |   |

## Sample Student Planners

These planners are provided as examples to support schools with articulation and scheduling practices matched to the individual interests and needs of students.

| STUDENT A:<br>TRADITIONAL ELECTIVES SURVEY  | STUDENT B:<br>ENROLLMENT IN YEAR LONG<br>VISUAL OR PERFORMING ARTS  | STUDENT C:<br>ENROLLMENT IN YEAR LONG<br>STEM/COMPUTER SCIENCE   |
|---|---|--|
| English or ESOL<br>Mathematics<br>Science<br>Social Studies<br>Physical Education/Health<br>World Language or Elective/Support<br><b>Fine Arts/Computational Thinking courses by semester or quarter rotation</b> | English or ESOL<br>Mathematics<br>Science<br>Social Studies<br>Physical Education/Health + One Quarter of Computational Thinking<br>World Language or Elective/Support<br><b>Full-year Dance, Choral Music, General Music, Instrumental Music, Media Arts, Theatre, or Visual Art</b> | English or ESOL<br>Mathematics<br>Science<br>Social Studies<br>Physical Education/Health + One Quarter of Fine Arts<br>World Language or Elective/Support<br><b>Full-year STEM, Computer Science, or Engineering</b> |

*Note:* The student samples provided are meant to ensure a wide range of options and well-rounded curriculum for students. Quarter or semester options should not replace existing year-long offerings in any course.



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## Comprehensive School Counseling Program

The school counseling program is designed to maximize the academic success and personal growth of every student across the five domains of student development (academic, career, personal, interpersonal, and healthy development) established by national, state, and local guidelines. Through a comprehensive developmental school counseling program, each counselor works as a team member with school staff, parents/guardians, and the community to create a caring, supportive climate and atmosphere in which young adolescents can achieve academic success. The Middle School Counseling Programs are designed to help students attain optimal personal growth, acquire positive social skills and values, set appropriate career goals, and realize full academic potential to become productive, contributing members of the world community.

## School Counseling Curriculum K-12 Counselors Implement the Counseling Program by Providing—

- Academic skills support
- Organizational, study, and test-taking skills
- Education in understanding self and others
- Peer relationships and effective social skills
- Communication, problem solving, decision making, and conflict resolution
- Career awareness, exploration, and planning
- Multicultural/diversity awareness

## Individual Student Planning

- Goal setting/decision making
- Academic planning
- Career planning
- Education in understanding of self, including strengths, weaknesses, and self-management skills
- Transition planning

## Responsive Services

- Individual and small-group counseling
- Individual/family/school crisis intervention
- Peer facilitation
- Consultation/collaboration
- Referrals

## System Support

- Professional development
- Consultation, collaboration, and teaming
- Program management and operation

## Naviance Student

Naviance Student is a web-based tool that provides self-discovery activities and lessons to help students explore and plan their college and career goals, and also allows parents to be involved in that planning.

Students can discover their individual strengths and talents, explore career and college options, and research the high school courses they need to reach their goals. For more information, please visit [www.montgomeryschoolsmd.org/career-readiness/naviance-family-connection.aspx](http://www.montgomeryschoolsmd.org/career-readiness/naviance-family-connection.aspx).

## Attendance

A commitment to school attendance, on the part of both students and parents/guardians, is an essential component of a high-quality learning experience. Parents/guardians and school personnel are expected to do everything possible to ensure each student's regular attendance. Students should attend all scheduled classes and approved educational activities and are responsible for completing all assigned work on time. Students should be enrolled in a full-day program or spend a comparable period of time in an alternative program or activity approved by the student's parent/guardian and principal. See MCPS Regulation JEA-RA, *Student Attendance*, at [www.montgomeryschoolsmd.org/departments/policy/pdf/jeara.pdf](http://www.montgomeryschoolsmd.org/departments/policy/pdf/jeara.pdf).

## Grading and Reporting

The Board of Education is committed to maintaining rigorous performance and achievement standards for all students, and to providing a fair process for evaluating and reporting student progress that is understandable to students and their parents/guardians and relevant for instructional purposes. Board Policy IKA, *Grading and Reporting* ([www.montgomeryschoolsmd.org/departments/policy/pdf/ika.pdf](http://www.montgomeryschoolsmd.org/departments/policy/pdf/ika.pdf)), and accompanying MCPS Regulation IKA-RA, *Grading and Reporting* ([www.montgomeryschoolsmd.org/departments/policy/pdf/ikara.pdf](http://www.montgomeryschoolsmd.org/departments/policy/pdf/ikara.pdf)), set forth expectations and guidance. The Office of Curriculum and Instructional Programs publishes procedures at [www.montgomeryschoolsmd.org/info/grading/](http://www.montgomeryschoolsmd.org/info/grading/).

## Procedures for Grading

Grading procedures will be applied consistently within and among schools. Grading practices must include clear and timely communication, alignment with curriculum, accurate reflection of student achievement, and fair representation of student performance. Grading practices must be fair and manageable and support effective teaching and learning. Grades on report cards reflect academic achievement in relation to course expectations, as outlined in the MCPS curriculum. Extra credit may not be used. Course-specific procedures for grading are defined, used consistently, and explained clearly to students and parents/guardians in writing at the beginning of a semester or school year.

## Homework

Homework is important in a student's overall program. Teachers assign homework that is related to the curriculum. There are two categories of homework:

1. Homework checked for practice or preparation, which may account for a maximum of 10 percent of the marking period grade.
2. Homework evaluated for learning counts with other learning and assessment activities toward the remaining portion of the marking-period grade.

Timely and meaningful feedback on both types of homework will be provided and may take various forms. See [www.montgomeryschoolsmd.org/uploadedFiles/info/grading/SEC\\_HomeworkProcedures.pdf](http://www.montgomeryschoolsmd.org/uploadedFiles/info/grading/SEC_HomeworkProcedures.pdf).

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## Districtwide Assessments

Required assessments administered districtwide are one component of the body of evidence.

- A districtwide assessment is required to be given at designated times in identified grade levels and identified middle and high school courses.
- In middle and high school courses for which there are districtwide assessments, selected assessments may be calculated as 10 percent of the marking period.

## Reporting Student Progress

Teachers will provide students and parents/guardians with information about achievement throughout the marking period. This feedback may take several forms, including the following:

- Report cards
- Interims/progress reports
- Online grade reports
- Parent/Guardian conferences
- Informal methods of communication
- Teacher feedback

## School Library Media Program

As a teacher and collaborator, school library media specialists contribute to the development of students who are equipped with the knowledge and skills to read, evaluate, and utilize print and digital resources for curricular and personalized learning needs.

The Guiding Principles for an Instructional Approach to a robust school library media program:

- School library media specialists support literacy and student achievement
- School library media specialists are teachers and instructional partners
- School library media programs provide unique virtual learning environments
- School library media staff members advocate for equity and foster connections

School library media specialists enrich the learning environment by expertly vetting and sharing award-winning books and appropriate approved digital tools by providing updated collections and embracing the integration of innovative technologies. In addition, school library media specialists share information related to emergent issues in regards to accessibility, privacy, digital ethics, and copyright guidance.

A well-rounded school library media program maximizes student and teacher access to resources, programming, and instruction and provides opportunities to immerse all students in literacy-rich environments. School library media programs support students with the access and use of online resources, including eBooks (Sora, Capstone Interactive, Montgomery Public Library eBooks, etc.).

Whether independently or in collaboration with other teachers, school library media specialists must continue to ensure that students are able to efficiently, effectively, and ethically access

and utilize print and digital resources for lifelong learning in multiple literacies. Instruction and collaboration must continue in distance learning, hybrid models, or in person.

Information-literacy standards are embedded in content areas. Information-literacy skills are grounded in classroom content because, when taught in isolation, they do not provide an authentic learning experience that is relevant to students. School library media specialists can be added as co-teachers to the virtual classrooms in order to support any content area with information-literacy standards. Digital citizenship is a component of information literacy and should be taught in the context of a larger lesson that requires practice in safe searching, safe sharing of information, etc. for Grades 6–10, with a minimum of 3.75 hours of instruction for the year.

## Student Service Learning (SSL)

The Student Service Learning (SSL) program in MCPS promotes a culture of student involvement and student responsibility through civic engagement. Service learning is a graduation requirement in Maryland. MCPS students must complete a minimum of 75 service-learning hours to graduate. They may begin fulfilling this requirement in the summer after Grade 5 and continue to accrue SSL hours through high school. Students who earn 260 or more SSL hours receive a Certificate of Meritorious Service at the time of graduation. Preparation, action, and reflection are the three phases of service learning that distinguish SSL from traditional volunteering and community-service efforts.

Service learning hours are earned through the following:

- **School Courses**—Successful completion of specific courses identified in this course bulletin, where the three phases of SSL achieve curricular objectives.
- **School Clubs**—Fully participating and completing the three phases of service learning in activities promoted by school-sponsored clubs and organizations.
- **Community Organizations and Opportunities (must meet MCPS SSL guidelines)**—Fully participating in opportunities with community organizations following the MCPS SSL guidelines listed on the MCPS SSL website, found at [www.mcps-ssl.org](http://www.mcps-ssl.org). MCPS SSL opportunities are identified on the Montgomery County Volunteer Center (MCVC) web page with the MCPS SSL icon found at [www.montgomeryserves.org](http://www.montgomeryserves.org). Students also may seek approval for other types of service learning by submitting MCPS Form 560-50, *Individual Student Service Learning Request*.

All activities for which SSL hours are desired must occur in a public place, be secular in nature, and be supervised by an adult representative from a nonprofit, tax-exempt organization. Parents/guardians and relatives may not supervise a student directly. One SSL hour is awarded for every one hour of service outside of the instructional day, with a maximum of 8 hours in a 24-hour period. MCPS Form 560-51, *Student Service Learning Activity Verification*, is required to document all activities for which SSL hours are desired. SSL FAQs and more information is available at the MCPS SSL website [www.mcps-ssl.org](http://www.mcps-ssl.org) and the MCVC website [www.montgomeryserves.org](http://www.montgomeryserves.org). For individual SSL questions, please contact the SSL coordinator in any middle or high school.

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## High School Credit for Middle School Students

Grades and credit earned for high school courses taken in middle school will be included on the high school transcript, but the grade points will not be automatically calculated into the cumulative GPA unless requested by students and parents/guardians. Students and parents/guardians will be notified of procedures to opt to include such courses in the cumulative GPA once they are in high school, no earlier than after the first semester of Grade 9 when a cumulative GPA has been established with multiple courses. This approach will help students and families see the impact of including such courses on the cumulative GPA once a greater sample of courses and grades has been established. Students and parents/guardians will also have the opportunity to hold off on making the request until at least Grade 11, so has to consider the full impact with multiple years of high school courses.

Additional information about secondary grading can be found here: <https://www.montgomeryschoolsmd.org/info/grading/report-cardssecondary.aspx>.

Middle school students must meet the same requirements as high school students by earning a final grade of A, B, C, or D each semester. Additional information is in MCPS Regulation IKC-RA, *Grade Point Averages (GPA) and Weighted Grade Point Averages (WGPA)*, found at [www.montgomeryschoolsmd.org/departments/policy/pdf/ikcra.pdf](http://www.montgomeryschoolsmd.org/departments/policy/pdf/ikcra.pdf).

| MARYLAND COMPREHENSIVE ASSESSMENT PROGRAM (MCAP) HIGH SCHOOL ASSESSMENT (HSA) REQUIREMENTS <sup>1,2,3,4</sup> |   |
|---|---|
| These assessment requirements are subject to change by Maryland State Department of Education (MSDE).         |   |
| <b>ALGEBRA 1</b>  | Course credit earned in Algebra 1 <b>AND</b> <ul style="list-style-type: none"><li>• Pass the Algebra 1 assessment</li></ul>  |
| <b>ENGLISH 10</b>   | Course credit earned in English 10 or equivalent, or English 10 for ELs <b>AND</b> <ul style="list-style-type: none"><li>• Pass the English Language Arts/Literacy assessment</li></ul> |
| <b>GOVERNMENT</b>   | Course credit earned in National, State, and Local Government or equivalent <b>AND</b> <ul style="list-style-type: none"><li>• Pass the Government assessment</li></ul>                 |
| <b>SCIENCE</b>  | Course credit earned in Biology or equivalent, <b>AND</b> <ul style="list-style-type: none"><li>• Pass the Science assessment</li></ul>   |

<sup>1</sup> *Substitute Test: Students earning qualifying scores on substitute tests (AP/IB) will meet the MCAP HSA requirement in that content area.*

<sup>2</sup> *Transfer Credit: Students transferring from outside Maryland public schools may be eligible to meet some MCAP HSA content-area requirements with transfer credit.*

<sup>3</sup> *Combined test score options are available for the assessments.*

<sup>4</sup> *Bridge Plan: The Bridge Plan is an alternative means of meeting the MCAP HSA graduation requirement. With the Bridge Plan, students demonstrate content mastery by completing projects when they have difficulty passing the traditional test.*

For additional information regarding MCPS graduation requirements, visit [www.montgomeryschoolsmd.org/curriculum/graduation-requirements.aspx](http://www.montgomeryschoolsmd.org/curriculum/graduation-requirements.aspx).

## Maryland High School Comprehensive Assessment Program

Maryland High School Comprehensive Program (MCAP) are those tests developed for or adopted by MSDE that are aligned with and measure a student's skills and knowledge, as set forth in the content standards for specified courses. The term

"MCAP" encompasses state assessments required by MSDE, including those required for graduation.

Students take these assessments as they complete the corresponding courses. Middle school students taking Algebra 1 must take the Algebra 1 assessment. Further information on MCAP assessments is available at [www.montgomeryschoolsmd.org/curriculum/mcap/](http://www.montgomeryschoolsmd.org/curriculum/mcap/).

## English for Speakers of Other Languages (ESOL)

Students who need assistance in learning English receive instruction aligned with the MSDE English language proficiency (ELP) state curriculum. Students are grouped for instruction based on their language needs.

## Multidisciplinary Education, Training, and Support

The MCPS Multidisciplinary Education, Training, and Support (METS) program is designed to meet the linguistic and academic needs of English language learners who have had limited or no previous schooling or significant schooling gaps, due to interrupted or disrupted education. Students in the METS program receive instruction in developing English language proficiency and basic literacy and academic skills. Students also receive instruction and support to facilitate adjustment to both the academic and social school environments. The METS program is offered at selected middle and high schools.

## Special Education Instruction

If a student has an Individualized Education Program (IEP) that is still in effect as they transition into middle school, the student will continue to receive the specialized instruction required to address their academic needs. Students may receive instruction in a variety of service-delivery models in the middle school setting to acquire skills and knowledge. The array of services could include, but is not limited to, consultation with special education personnel about instruction, direct service within the general education classroom, pull-out service in a resource room, direct service within a self-contained special education classroom, or some combination of the above.

If you suspect that your child may have an educational disability and may require an evaluation, please contact the school counselor for information.

## Section 504 Plan

A student with a disability may be considered for eligibility and accommodations under Section 504 of the *Rehabilitation Act of 1973*, if the student has a physical or mental impairment that substantially limits one or more major life activities. If a student has a Section 504 Plan that is still in effect as they transition into middle school, the student will continue to receive the specialized instruction required to address their academic needs. Teachers or parents/guardians who feel a student may meet the criteria for Section 504 eligibility may request an Educational Management Team (EMT)/ Collaborative Problem-solving Team meeting. Each student

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who meets the eligibility guidelines for accommodations under Section 504 will have a Section 504 Plan developed for that student to use in school. Please visit the MCPS website for more information [www.montgomeryschoolsmd.org/departments/special-education/compliance/section-504.aspx](http://www.montgomeryschoolsmd.org/departments/special-education/compliance/section-504.aspx) or contact the Resolution and Compliance Unit at 240-740-3230.

## Alternative Programs

Each middle school has staff to develop and implement a school-based alternative program. This program provides supports and direct academic, social emotional, and behavior-management services to students as well as supports to staff. With ongoing guidance and monitoring, students in these programs should be able to experience greater success and remain in the mainstream of school activities.

## International Baccalaureate/Middle Years Programme

The Middle Years Programme (MYP) is designed for students ages 11 to 16. It provides a framework of learning that encourages students to become creative, critical, and reflective thinkers. The MYP emphasizes intellectual challenge, encouraging students to make connections between their studies in traditional subjects and the real world. It fosters the development of skills for communication, intercultural understanding, and global engagement—essential qualities for young people to become global leaders. Students engage in research and the acquisition and application of critical-thinking skills through all subject areas, as well as study a second language. MYP currently is authorized and offered as a whole-school program at Newport Mill, Silver Spring International, Julius West, Westland, Francis Scott Key, Montgomery Village, Neelsville, Silver Creek, Roberto W. Clemente, and Dr. Martin Luther King, Jr. middle schools.

For more information, contact the Department of Secondary Curriculum and Districtwide Programs 240-740-4000 or visit the website [www.montgomeryschoolsmd.org/curriculum/specialprograms/](http://www.montgomeryschoolsmd.org/curriculum/specialprograms/).

## Magnet and Consortia Programs

### Magnet Programs

**The Humanities Communication Program** is offered at Dr. Martin Luther King, Jr. and Eastern middle schools. This interdisciplinary humanities program emphasizes writing, media production, and world studies and focuses on developing students' ability to use language and media effectively to present results of their academic inquiry.

**The Mathematics/Science/Computer Science Program** is offered at Roberto Clemente and Takoma Park middle schools. This program provides experiences for students to deepen their understanding of mathematics, science, and computer science concepts in an integrated manner and at an accelerated pace.

Entrance to these three-year interdisciplinary programs is through a central review process. Program information and

admission processes are available at the website <https://www.montgomeryschoolsmd.org/curriculum/specialprograms/middle/>.

### Middle School Magnet Consortium

The Middle School Magnet Consortium (MSMC) is made up of three schools: Argyle Magnet School for Digital Design and Development, A. Mario Loiederman Magnet School for Creative and Performing Arts, and Parkland Magnet School for Aerospace Technology. Each school offers an innovative and challenging academic curriculum for all students, and students have the opportunity to take specialty courses that are centered on the magnet instructional focus. The MSMC schools are based on a whole-school magnet model, which engages and challenges all students.

Grade 5 students living within the boundaries for Argyle, Parkland, and Loiederman must choose to attend one of the consortium magnet middle schools. Grade 5 students (and Grade 6 students) throughout Montgomery County may apply through the Choice process to attend one of these three schools. To learn more, visit the website <https://www.montgomeryschoolsmd.org/schools/msmagnet/>.

### Accelerated and Enriched Courses

All MCPS middle schools will continue to offer accelerated and enriched courses in mathematics and social studies. These courses are designed for students who demonstrate readiness for accelerating the pace of instruction while diving deeper into concepts alongside academic peers.

### Extended Learning Opportunities

#### Middle School Extended-Day and Extended-Year Programs

Middle schools offer extended learning opportunities during the school year. The extended day (after-school) programs provide additional support designed to meet specific needs of students. These intervention programs in reading, mathematics, and writing are designed to improve students' skills so they can access the on-grade-level or above-grade-level curriculum successfully.

### Extracurricular Activities, Interscholastic Sports, and Academic Eligibility

All middle schools offer after-school extracurricular activities and many have the ability to provide activity bus service for those students who stay after the regular school day. The activities may include clubs and/or interscholastic sports.

All middle schools offer an interscholastic sports program for students. Each student needs to have documentation of a current physical exam on file with the school to try out and participate and must meet MCPS academic eligibility criteria to try out for athletic teams. The team sports available in the fall are boys' and girls' softball and coed cross-country; in the winter, boys' and girls' basketball; and in the spring, boys' and girls' soccer. MCPS middle schools compete against each other during the sports seasons.

# WELCOME TO MIDDLE SCHOOL

Students must maintain a 2.0 marking period average (MPA), with not more than one failing grade in the previous marking period, in order to participate in extracurricular activities during a marking period. The MPA is not the same as the GPA. See further information in MCPS Regulation IQD-RB, *Academic Eligibility for Middle School Students Who Participate in Extracurricular Activities*, [www.montgomeryschoolsmd.org/departments/policy/pdf/iqdrb.pdf](http://www.montgomeryschoolsmd.org/departments/policy/pdf/iqdrb.pdf).

## George B. Thomas, Sr. Learning Academy “Saturday School”

Twelve MCPS schools host The George B. Thomas, Sr. Learning Academy programs on Saturday mornings (Saturday School), providing enrichment, tutoring, and mentoring for students in Grades K–12. The George B. Thomas, Sr. Learning Academy, Inc. was established in 1986 by the Mu Nu Chapter of Omega Psi Phi Fraternity, as an outgrowth of the Saturday School Initiative of Blacks United for Excellence in Education. Saturday Schools are open to all students, regardless of their home school. High school sites include Blair, Clarksburg, Einstein, Gaithersburg, Magruder, Northwest, Paint Branch, Rockville, Springbrook, Watkins Mill, and Wheaton. There is also a location at Strathmore ES. For more information about Saturday School tutoring and the George B. Thomas, Sr. Learning Academy, contact your local school or visit [www.montgomeryschoolsmd.org/departments/gbtl/](http://www.montgomeryschoolsmd.org/departments/gbtl/) or [www.saturdayschool.org](http://www.saturdayschool.org)

## Student Well-Being and School Safety

All children deserve a safe and nurturing school environment that supports their physical, social, and psychological well-being. Such safe and nurturing environments are prerequisites for promoting all students’ opportunity to learn. MCPS is committed to ensuring that all students have the necessary skills to do the following:

- Become positive members of the school and broader community
- Manage their emotions
- Build academic and social resilience
- Identify and access support for themselves or a friend
- Peacefully resolve conflict
- Make positive decisions

Schools have developed and implemented effective prevention and early-intervention programs, which are age-appropriate and vary based on a student’s circumstances. Each middle school has a local discipline policy that aligns with MCPS regulations. Schools integrate character education as a component of the instructional program. A security assistant is assigned to each middle school. Parents/Guardians are encouraged to report concerns about their child’s safety to the school administration immediately. Additional resources and information about student well-being and school safety can be found at [www.montgomeryschoolsmd.org/departments/student-services/wellbeing/index-new.aspx](http://www.montgomeryschoolsmd.org/departments/student-services/wellbeing/index-new.aspx) and [www.montgomeryschoolsmd.org/departments/policy/pdf/coa.pdf](http://www.montgomeryschoolsmd.org/departments/policy/pdf/coa.pdf). Also, parents/guardians can call the CyberSafety hotline at 301-279-3669 to report concerns.



# PLANNING FOR THE FUTURE

## High School Special Programs

MCPS high schools offer a variety of instructional models to meet the needs of students. As a middle school student, it is important to become aware of special program options that may be available to you in high school so that you can make the best choices based on your academic talents, interests, needs, and career goals. Early investigation of these programs is important to ensure that, while in middle school, you are selecting courses that meet academic eligibility requirements. For information about high school special programs, including International Baccalaureate (IB) programs, career readiness programs of study, or special internships, go to [www.montgomeryschoolsmd.org/curriculum/specialprograms/](http://www.montgomeryschoolsmd.org/curriculum/specialprograms/). A selection of Advanced Placement (AP) courses is offered at every high school.

Students whose home schools are part of the Northeast Consortium (Blake, Paint Branch, Springbrook) or the Downcounty Consortium (Blair, Einstein, Kennedy, Northwood, Wheaton) will participate in the school choice process. For more information about this process, please contact the Division of Consortia Choice and Application Program Services at 240-740-2540 or visit the website [www.montgomeryschoolsmd.org/departments/schoolchoice](http://www.montgomeryschoolsmd.org/departments/schoolchoice).

## Maryland Diploma Requirements

The state of Maryland authorizes one diploma for all high school graduates, based on successful fulfillment of four categories of requirements: enrollment, course credit, Student Service Learning (SSL), and assessments developed or adopted by the Maryland State Department of Education (MSDE), collectively referred to as the Maryland High School Comprehensive Assessment Program (MCAP). All course requirements are summarized in the table to the right.

## College and Career Readiness

In 2013, the Maryland General Assembly passed the *College and Career Readiness and College Completion Act (CCRCCA)*, aimed at ensuring that all students are prepared for credit-bearing coursework in college and for living-wage careers. The CCRCCA includes the requirement that all students be assessed for college and career readiness in English and mathematics by the end of Grade 11, using one of several college and career readiness assessments. Students who do not meet the college and career ready standard in English

or mathematics by the end of Grade 11 will be required to enroll in a transition course or other instructional opportunity during Grade 12, in preparation for reassessment. After completing the transition course or instructional opportunity, students must be reassessed by the end of Grade 12. School counselors and staff will work closely with students to determine the best assessment to take in Grade 11, as well as transition course options and reassessment during Grade 12, if necessary. More information about college and career readiness is available on the website [www.montgomeryschoolsmd.org/info/CCRCCA/](http://www.montgomeryschoolsmd.org/info/CCRCCA/).

## Course Credits

Students shall be enrolled in MCPS and have earned a minimum of 22 credits that include the following (unless a preapproved MCPS alternative is satisfied):

| MCPS GRADUATION REQUIREMENTS   |  |   |
|--|--|---|
| ENGLISH  | 4 credits  |   |
| FINE ARTS  | 1 credit designated (FA). Courses in art, dance, drama/theater, and music that satisfy the FA requirement are designated in the course bulletin.   |   |
| HEALTH EDUCATION   | 0.5 credit   |   |
| MATHEMATICS  | <p>4 credits, including 1 with instruction in algebra aligned with the Maryland High School Assessment for algebra or one or more credits in subsequent mathematics courses for which Algebra I is a prerequisite, and 1 with instruction in geometry aligned with the content standards for geometry.</p> <p><b>NEW STATE REQUIREMENT FOR STUDENTS GRADUATING IN 2018 AND LATER:</b> Students graduating in 2018 and later must be enrolled in a math course in each year of high school. This may result in students earning more than 4 credits in math for graduation.</p> |   |
| PHYSICAL EDUCATION   | 1 credit   |   |
| SCIENCE  | 3 Next Generation Science Standards (NGSS) credits, including 1 life science credit (BC) and 1 physical science credit (PC). Courses satisfying this requirement are designated in the course bulletin.  |   |
| SOCIAL STUDIES   | 3 credits, 1 U.S. History credit; 1 World History credit; and 1 National, State, and 1 Local Government credit required.   |   |
| TECHNOLOGY EDUCATION (TE)  | 1 credit designated TE. Courses satisfying this requirement are designated in the course bulletin.   |   |
| ELECTIVES:<br>The additional credits required for graduation may be fulfilled by 1 of the following three options  | OPTION 1   | OPTION 2  |
|  | 2 credits in a world language, which may include American Sign Language AND 2.5 credits in elective courses  | Complete a state-approved program of study (POS) AND a minimum of 0.5 credit in elective courses or more depending on POS |
| STUDENT SERVICE LEARNING (SSL)   | 75 service-learning hours<br>The SSL requirement is prorated for students enrolling in MCPS for the first time after Grade 6.  |   |
| Up-to-date graduation requirements by class may be found at <a href="http://www.montgomeryschoolsmd.org/curriculum/graduation-requirements.aspx">www.montgomeryschoolsmd.org/curriculum/graduation-requirements.aspx</a> . |  |   |

## State Requirements for Students Graduating in 2018 and Later

Students graduating in 2018 and later must enroll in a math course in each year of high school. This may result in students earning more than 4 credits in math for graduation.

This requirement is not waived for students enrolled in high school mathematics courses in middle school.

# PLANNING FOR THE FUTURE

## Montgomery County Public Schools Certificate of Merit

In addition to the Maryland high school diploma, students who meet the following requirements may be awarded the MCPS Certificate of Merit, a diploma endorsement:

- **Advanced Courses**—Students must earn at least 12 credits in advanced courses designated by MCPS as applicable to the Certificate of Merit (CM). CM courses contribute to a weighted GPA only when the course is also identified as Advanced Level (AL). All courses to be counted toward the Certificate of Merit must be taken for a letter grade.
- **Mathematics Requirement**—Students must successfully complete and/or receive credit for an MCPS Algebra 2 course.
- **Cumulative Grade Point Average**—Students must obtain at least a 3.0 unweighted cumulative grade point average.

## Maryland Seal of Biliteracy

High school graduates who can function in two or more languages are equipped with the knowledge and skills to participate successfully in college, careers, and a diverse 21st century society. The Maryland Seal of Biliteracy is a diploma endorsement, authorized by Maryland law, that recognizes a student's high level of proficiency in listening, speaking, reading, and writing in one or more languages other than English. To receive a Maryland Seal of Biliteracy, a student must do the following:

- Pass the Maryland High School Assessment in English 10;  
AND
- Demonstrate Intermediate high proficiency in listening, speaking, reading, and writing in a language other than English, as measured by assessments that are aligned to ACTFL (The American Council on the Teaching of Foreign Languages) proficiency guidelines.

For more information about the approved assessments, please visit the website <https://www.montgomeryschoolsmd.org/curriculum/office/seal-of-biliteracy.aspx>.



# MIDDLE SCHOOL COURSES

## ENGLISH

The goal of the Secondary English Language Arts program is to create literate, thoughtful communicators, capable of controlling language effectively as they negotiate an increasingly complex and information-rich world. As students leave elementary school, they encounter new academic expectations such as analyzing varied and complex texts, developing arguments, synthesizing information from multiple sources, examining different perspectives, and engaging in self-reflection. Students work to acquire specific skills and strategies in reading literature, reading informational text, writing, speaking and listening, and language.

| GRADE LEVEL | COURSE                   | COURSE CODE # |
|-------------|--------------------------|---------------|
| Grade 6     | Grade 6                  | ENG 1009      |
|             | Grade 6 Adv English      | ENG 1010      |
| Grade 7     | Grade 7 English          | ENG 1011      |
|             | Grade 7 Advanced English | ENG 1012      |
| Grade 8     | Grade 8 English          | ENG 1013      |
|             | Grade 8 Advanced English | ENG 1014      |

For course descriptions visit <https://www.montgomeryschoolsmd.org/curriculum/middleschool/index.aspx>.

## LITERACY

### Literacy and Reading Support

#### Literacy

Literacy is the ability to think critically and creatively through reading, writing, speaking, listening, and viewing in all content areas. In order for all MCPS students to be ready for the current demands, both in academics and in their future careers, it is essential that they collaborate in authentic literacy experiences throughout their day. Students may experience this in a variety of ways such as reading and discussing a wide variety of complex text, asking relevant questions to clarify their thinking, and constructing arguments and explanations using clear evidence and reasoning. Though skills such as these will be different depending on the content of the class, students will have consistent opportunities to develop them in authentic and content-specific ways.

| COURSE               | COURSE CODE # |
|----------------------|---------------|
| Digital Literacy 1   | ENG 1030      |
| Digital Literacy 2   | ENG 1031      |
| Digital Literacy 3   | ENG 1032      |
| MS Academic Literacy | ENG 1029      |

For course descriptions visit <https://www.montgomeryschoolsmd.org/curriculum/middleschool/index.aspx>.

## READING

### Reading Support

It is our goal to have all MCPS students reading at or above grade level. During the school year, all middle schools administer reading assessments such as Measures of Academic Progress in Reading (MAP-R) to provide teachers and parents/guardians with information about each student's progress in reading. MAP-R is typically administered in Grades 6, 7, and 9. The assessment provides common data points to use as students articulate from one grade level to another, and assists in supporting instructional and program decisions for students.

Students who have been identified as needing additional support have several options in reading. Special reading programs are provided during a period of reading support. Students may also have the opportunity to enroll in an extended-day or Saturday program.

### Read 180 (ENG 1017)

READ 180 is an intensive reading-intervention program designed to meet the needs of students whose reading achievement is below the proficient level. The program directly addresses individual needs through adaptive and instructional software, high-interest reading materials, and direct instruction in reading and writing skills. Students rotate among a small group, teacher-directed lessons, a computer station for reinforcement and practice, and an independent reading center where students read books at their reading level. The program is designed to rapidly accelerate student achievement with the goal of bringing students to grade level.

## ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL)

The English for Speakers of Other Languages (ESOL) program provides high-quality English language development instruction aligned to grade-level content standards in English Language Arts. These courses focus on helping students develop the academic language proficiency needed to be able to learn content knowledge, skills, and processes and effectively use language to communicate proficiently in mainstream courses.

These courses are designed for the rapid mastery of the English language, focusing on reading, writing, speaking, and listening skills. ESOL courses usually begin with extensive listening and speaking practice, building on auditory and oral skills, and support the development of reading and writing. These courses provide an explanation of grammatical structures of the English language, enabling students to progress from a basic understanding of English words and verb tenses to a more comprehensive grasp of various formal and informal styles to prepare them for grade-level mainstream English courses.



# MIDDLE SCHOOL COURSES

ESOL classes may also include an orientation to the customs and culture of the diverse population in the United States. All ESOL courses are aligned to the grade-level standards and curriculum in Grades 6–8.

ESOL students will be scheduled into English classes designed to meet their level of academic language proficiency in appropriate ways including sheltered, co-taught single and double periods. ESOL levels will be aligned to the English Language Proficiency (ELP) levels 1.0-4.4 on the WIDA ACCESS test.

| GRADE LEVEL | COURSE                                 | COURSE CODE # | NOTES         |
|-------------|--|---------------|---------------|
| Grade 6     | English 6 for English Learners (ELs) I | ESL1014       | Double Period |
|             | English 6 for ELs II                   | ESL 1017      | Double Period |
|             | English 6 for ELs III                  | ESL 1020      | Single Period |
| Grade 7     | English 7 for ELs I                    | ESL1015       | Double Period |
|             | English 7 for ELs II                   | ESL 1018      | Double Period |
|             | English 7 for ELs III                  | ESL 1021      | Single Period |
| Grade 8     | English 8 for ELs I                    | ESL 1016      | Double Period |
|             | English 8 for ELs II                   | ESL 1019      | Double Period |
|             | English 8 for ELs III                  | ESL 1022      | Single Period |

## Other options include:

| COURSES AVAILABLE FOR SCHOOLS SCHEDULING TRIMESTER |  |               |               |
|--|--|---------------|---------------|
| GRADE LEVEL  | COURSE                                 | COURSE CODE # | NOTES         |
| Grade 6  | English 6 for English Learners (ELs) I | ESL1014T      | Double Period |
|  | English 6 for ELs II                   | ESL 1017T     | Double Period |
|  | English 6 for ELs III                  | ESL 1020T     | Single Period |
| Grade 7  | English 7 for ELs I                    | ESL1015T      | Double Period |
|  | English 7 for ELs II                   | ESL 1018T     | Double Period |
|  | English 7 for ELs III                  | ESL 1021      | Single Period |
| Grade 8  | English 8 for ELs I                    | ESL 1016      | Double Period |
|  | English 8 for ELs II                   | ESL 1019      | Double Period |
|  | English 8 for ELs III                  | ESL 1022      | Single Period |

For course descriptions visit <https://www.montgomeryschoolsmd.org/curriculum/middleschool/index.aspx>.

## MATHEMATICS

The goal of the Montgomery County Public Schools pre-K–12 mathematics program is for all students to achieve mathematical proficiency through mastery of mathematical skills, concepts, and processes. The end result is the ability to think and reason mathematically and use mathematics to solve problems in authentic contexts.

| GRADE LEVEL     | COURSE                                    | COURSE CODE # | NOTES                       |
|-----------------|---|---------------|-----------------------------|
| Grade 6         | Grade 6 Mathematics                       | MAT1005       |                             |
|                 | Applied Investigations into Mathematics 6 | MAT1003       |                             |
|                 | Accelerated Mathematics 6+                | MAT1015       |                             |
| Grade 7         | Grade 7 Mathematics                       | MAT1006       |                             |
|                 | Investigations into Mathematics           | MAT1013       |                             |
|                 | Algebra 1                                 | MAT2000 A/B   | HS Credit                   |
| Grade 8 Options | Grade 8 Mathematics                       | MAT1007       |                             |
|                 | Algebra 1                                 | MAT2000 A/B   | HS Credit                   |
|                 | Honors Geometry                           | MAT2004 A/B   | Prerequisite: Algebra 1 A/B |

## Other options include:

| GRADE LEVEL     | COURSE            | COURSE CODE # | NOTES  |
|-----------------|-------------------|---------------|--|
| Grade 6         | Algebra 1         | MAT2000 A/B   | HS Credit  |
|                 | Math 180 Course 1 | MAT1010       | Elective Credit  |
| Grade 7         | Honors Geometry   | MAT2004 A/B   | HS Credit<br>Prerequisite: Algebra 1 A/B                   |
|                 | Math 180 Course 1 | MAT1010       | Elective Credit  |
| Grade 8 Options | Honors Algebra 2  | MAT2012 A/B   | HS Credit<br>Prerequisites: Algebra 1 A/B and Geometry A/B |
|                 | Math 180 Course 1 | MAT1010       |  |

For course descriptions visit <https://www.montgomeryschoolsmd.org/curriculum/middleschool/index.aspx>.

# MIDDLE SCHOOL COURSES

## SCIENCE

The middle school science program engages students in the exploration of both the concepts and practices of science and engineering. At each grade level, topics in Life Science, Earth Science, Physical Science, and Engineering are interconnected to show students the relationships that exist between the sciences and the natural world. Phenomenon-based learning through inquiry and laboratory investigations are an integral part of the program. Problem solving and online investigations are used continually to allow students to investigate authentic problems and reinforce science concepts. The middle school science program is aligned with the Next Generation Science Standards (NGSS) and the Science and Engineering Practices that were adopted by the state of Maryland. High expectations and differentiated instruction allow all students a challenging and engaging access to science.

Dissection is one of the many instructional methods that may be used in middle school science. Students/parents/guardians may request one of the county's alternatives to dissection in these classes. Alternatives may include such materials as video, charts, diagrams, textbook overlays, and computer programs.

Additional information regarding the MCPS Secondary Science program can be found at [www.montgomeryschools.org/curriculum/science](http://www.montgomeryschools.org/curriculum/science)

| GRADE LEVEL | COURSE                      | COURSE CODE # |
|-------------|-----------------------------|---------------|
| Grade 6     | Investigations in Science 6 | SCI 1002      |
| Grade 7     | Investigations in Science 7 | SCI 1003      |
| Grade 8     | Investigations in Science 8 | SCI 1004      |

Other options include:

### Takoma Park & Roberto Clemente Middle School Magnet Courses

| COURSE                             | COURSE CODE # |
|------------------------------------|---------------|
| Magnet Investigations in Science 6 | SCI 1008      |
| Magnet Investigations in Science 7 | SCI 1009      |
| Magnet Investigations in Science 8 | SCI 1010      |

### Parkland Magnet Courses

| COURSE   | COURSE CODE # | HS CREDIT          |
|--|---------------|--------------------|
| Mission Earth                                      | SCI 1012      |                    |
| Principles of Flight                               | SCI 1013      |                    |
| Research in Astronomy                              | SCI 1014      |                    |
| Unmanned Space Exploration                         | SCI 1015      |                    |
| Adv Human Space Exploration                        | SCI 1016      |                    |
| Adv Mission Earth                                  | SCI 1017      |                    |
| Adv Comparative Planetology Orbital Mechanics      | SCI 1018      |                    |
| Astronomy Space Exploration                        | SCI 1019      |                    |
| Comp Planet Orb                                    | SCI 1020      |                    |
| Human Space Exploration                            | SCI 1021      |                    |
| Geoscience Explorations Resources and Paleontology | SCI 2031A     |                    |
| Geoscience Explorations Earth Systems and Hazards  | SCI 2031B     |                    |
| Honors Physics A/B                                 | SCI 2006 A/B  | HS Science Credit  |
| Astronomy A/B                                      | SCI 2068 A/B  | HS Elective Credit |
| Astronomy with Physics A/B                         | SCI 5085 A/B  | HS Credit          |

For course descriptions visit <https://www.montgomeryschoolsmd.org/curriculum/middleschool/index.aspx>.

# MIDDLE SCHOOL COURSES

## SOCIAL STUDIES

The social studies program in middle school builds chronological and thematic understanding of world and United States history, while also developing the social studies strands of geography, economics, political systems, and culture. Each social studies unit is organized around a historical era and a social studies strand. A mix of modern content and the lessons of history provide the background knowledge and thinking skills that prepare students for high school instruction and their responsibilities as citizens, including meaningfully evaluating financial decisions.

In Grades 6 and 7, the focus of study is on ancient world history and culture from Asia, Africa, Europe, and Latin America. In Grade 8, students learn about the founding and early development of our nation, from the Revolution through Reconstruction. At all grade levels, students build understanding of the modern world by applying concepts of geography, economics, political systems, and culture to present-day scenarios.

| GRADE LEVEL | COURSE                                      | COURSE CODE # |
|-------------|---|---------------|
| Grade 6     | Historical Inquiry in World Studies 6       | SOC 1001      |
|             | Historical Inquiry into Global Humanities 6 | SOC 1009      |
| Grade 7     | Historical Inquiry in World Studies 7       | SOC 1004      |
|             | Historical Inquiry into Global Humanities 7 | SOC 1010      |
| Grade 8     | Historical Inquiry in U.S. History 8        | SOC 1021      |
|             | Historical Inquiry into American Studies 8  | SOC 1020      |

For course descriptions visit <https://www.montgomeryschoolsmd.org/curriculum/middleschool/index.aspx>.

## OUTDOOR ENVIRONMENTAL EDUCATION

The Grade 6 MCPS Outdoor Environmental Education Program, known as “Outdoor Ed,” provides students with a three-day residential experience focused on the driving question, “How do our actions and choices impact the health of the watershed?” Using relevant, engaging, and interdisciplinary lessons, students explore the local ecosystem and their role in it. The natural world is both classroom and laboratory for teaching and learning at Outdoor Ed literacy and mathematics are authentically integrated. The core lessons of this Meaningful Watershed Educational Experience include the following:

- field experiences where scientific practices are used to investigate the environment, and where components of the MCPS Grade 6 curriculum are learned in a real-world setting. Environmental science lessons focus on the local watershed that include water-quality analysis of the local stream, use of a simulation to study population dynamics, and investigation of the impact of humans on the environment.
- engaging lessons created to foster inquiry, collaboration, critical thinking, and problem solving.
- structured and unstructured opportunities for building positive interpersonal relationships as students learn and practice relationship-building skills with their peers and teachers. Making a new friend is reported by more than 90 percent of students at the conclusion of Outdoor Ed!
- motivation and opportunity for students to be active stewards of the environment as they investigate ways their choices impact the environment and choose a daily action to improve it. The environmental learning and actions form the environmental Student Service Learning experience, which is an integral part of the Grade 6 science curriculum.

At Outdoor Ed, students live in dormitory-style housing at one of three sites, work collaboratively to take care of the dorms, and serve each other at meals. Teachers from each middle school accompany their students and teach several of the lessons at Outdoor Ed along with the Outdoor Ed coordinators. A fee is charged for the residential setting of the program, set by the Board of Education; alternative payment options and waivers are available. Speaking volumes about Outdoor Ed, MCPS high schools seniors cite this unique experience among their three most remembered and cherished learning events in their 12 years of education.

# MIDDLE SCHOOL COURSES

## PHYSICAL EDUCATION

The middle school physical education program focuses on health-related fitness, movement skills and concepts, and personal and social responsibility. Each physical education unit challenges students to better understand the benefits of physical activity toward fitness, fundamentals of efficient movement in physical activity and sport, and the essentials of responsibility in a movement setting. 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 build social qualities. Physical Education aligns with Be Well 365 emphasizing lifelong positive health-related attitudes and behaviors that promote self-reliance and self-regulation.

| COURSE     | COURSE CODE # |
|------------|---------------|
| PE Grade 6 | HPE 1003      |
| PE Grade 7 | HPE 1004      |
| PE Grade 8 | HPE 1005      |

For course descriptions visit <https://www.montgomeryschoolsmd.org/curriculum/middleschool/index.aspx>.

## COMPREHENSIVE HEALTH EDUCATION

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

Beginning in the 2018–2019 school year, the Family Life and Human Sexuality unit will include age-appropriate instruction on the meaning of “consent” and respect for personal boundaries in every grade in which the curriculum is taught. Health Education aligns with Be Well 365 by emphasizing lifelong positive health-related attitudes and behaviors that promote self-reliance and self-regulation for all students.

| COURSE         | COURSE CODE # |
|----------------|---------------|
| Health Grade 6 | HPE 1000      |
| Health Grade 7 | HPE 1001      |
| Health Grade 8 | HPE 1002      |

For course descriptions visit <https://www.montgomeryschoolsmd.org/curriculum/middleschool/index.aspx>.

## WORLD LANGUAGES

The goal of the world languages program is to prepare students to be linguistically and culturally competent in languages other than English. The ability to communicate in a culturally appropriate manner with speakers of other languages is the key to success in the increasingly diverse global community of the 21st century. As students develop proficiency in world languages and an understanding of the underlying values and beliefs of other cultures, they gain the skills that are essential to meaningful communication. World languages courses must be taken in sequential order.

Students are encouraged to pursue World Languages offerings as early as possible in middle school. The offerings vary by school. They are high school credit-bearing courses. Please see page 5 for more information about high school credit in middle school. Course numbers are language- and level-dependent. The prerequisite for all courses, except 1A, is successful completion of the preceding course or a local placement test.

### Level 1A/1B

**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.

*NOTE: Levels 1A and 1B may be offered in middle school as full-year courses. In that case, students must pass the full year of 1A and the full year of 1B in order to earn one high school credit.*

### Level 2A/2B

**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.

### Level 3A/B

**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.

# MIDDLE SCHOOL COURSES

## Spanish for Spanish Speakers 1 A/B (WLG 2141 A/B)

**HS credit**

## Spanish for Spanish Speakers 2 A/B (WLG 2142 A/B)

**HS credit**

Spanish for Spanish Speakers 1 A/B and Spanish for Spanish Speakers 2 A/B are offered in certain middle schools. 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.

## World Language Immersion

Students who have completed an MCPS elementary school immersion program are encouraged to continue at the middle school level. Students who did not participate in the elementary program may test into an immersion program, if space is available. The following middle schools offer these courses: Silver Spring International Middle School (Spanish/French), Westland Middle School (Spanish), Gaithersburg Middle School (French) and Hoover Middle School (Chinese).

The immersion language courses are high school credit-bearing courses. Please see page 5 for more information about high school credit in middle school.

## Grades 6–8 French (WLG 2053 through WLG 2054)

**HS credit**

A two-period program of instruction enables students to enhance their language development through one period of language class and one period of the MCPS social studies curriculum in French.

## Grade 6–8 Spanish (WLG 2144 through WLG 2146)

**HS credit**

A two-period program of instruction enables students in Grades 6 and 7 to enhance their language development through one period of language class and one period of the MCPS social studies curriculum in Spanish. In Grade 8, students continue with one period of language instruction.

## Grade 6 Chinese (WLG 2034 through WLG 2036)

**HS credit**

This one-period course continues to build on the language skills acquired in the elementary school immersion program. Students transition into the MCPS Chinese 2 course in Grade 7.

## FINE ARTS

The fine arts are important to every child's development and play a vital role in providing students with a well-rounded, world-class education. Dance, Music, Theatre, and Visual Art promote academic excellence, creative problem-solving, and social emotional learning, which are essential components of college and career readiness. In order to meet the evolving needs of a 21st century learner, the fine arts focus on developing artistic literacy by engaging in the artistic processes (creating, performing/ presenting, responding, and connecting) through authentic materials and techniques. The fine arts introduce students to new world views and cultures, help students to value the perspectives of others, and enable students to creatively express a personal viewpoint. Through artistic experiences, students become independent and divergent thinkers, self-motivated workers, and innovators. All students have access to fine arts programs in middle school. In Grades 6–8, students may specialize in one or more of the fine art forms.

| DANCE      |               |  |
|------------|---------------|--|
| COURSE     | COURSE CODE # | NOTES  |
| MS DANCE 1 | ART 1064      | No previous dance experience required.                                   |
| MS DANCE 2 | ART 1065      | Students must complete MS Dance 1 or audition to qualify for this level. |
| MS DANCE 3 | ART 1066      | Students must complete MS Dance 2 or audition to qualify for this level. |

| VISUAL ART  |               |   |
|---|---------------|---|
| COURSE  | COURSE CODE # | NOTES   |
| <b>STUDIO ART PATHWAY:</b> Students will explore a variety of traditional art media and techniques, including drawing, painting, printmaking, sculpture, ceramics, and functional craft to create artworks. |               |   |
| MS STUDIO ART 1   | ART 1024      | No previous art experience required.  |
| MS STUDIO ART 2   | ART 1025      | Students must complete MS Studio Art 1 or submit a portfolio to qualify for this level. |
| MS STUDIO ART 3   | ART 1026      | Students must complete MS Studio Art 2 or submit a portfolio to qualify for this level. |
| MS DRAWING & 2D ART 3   | ART 1023      | Students must complete MS Studio Art 2 or submit a portfolio to qualify for this level. |
| MS CERAMICS/ SCULPTURE 3  | ART 1039      | Students must complete MS Studio Art 2 or submit a portfolio to qualify for this level. |

For course descriptions visit <https://www.montgomeryschoolsmd.org/curriculum/middleschool/index.aspx>.

# MIDDLE SCHOOL COURSES

**DIGITAL ART & PHOTOGRAPHY PATHWAY:** Students will explore digital art and photography using digital hardware and software platforms that reflect contemporary practices and industry standards.

|                          |          |  |
|--------------------------|----------|--|
| MS DIGITAL ART & PHOTO 1 | ART 1018 | No previous art experience required.         |
| MS DIGITAL ART & PHOTO 2 | ART 1019 | Students must complete MS DIG ART & PHOTO 1. |
| MS DIGITAL ART 3         | ART 1022 | Students must complete MS DIG ART & PHOTO 2. |
| MS PHOTOGRAPHY 3         | ART 1020 | Students must complete MS DIG ART & PHOTO 2. |

**INNOVATIVE ART DESIGN PATHWAY:** These year-long courses integrate visual art and computational thinking. By the end of the course, students will have mastered both the Maryland Technology Education Standards and the National Visual Art Standards. Students will investigate real-world problems, and then seek to design and create meaningful solutions via computational thinking and the artistic process.

|                              |          |  |
|------------------------------|----------|--|
| MS INNOVATIVE ART & DESIGN 1 | ART 1008 | No previous art experience required.                 |
| MS INNOVATIVE ART & DESIGN 2 | ART 1007 | Students must complete a LEVEL 1 art pathway course. |
| MS INNOVATIVE ART & DESIGN 3 | ART 1016 | Students must complete a LEVEL 2 art pathway course. |

## GENERAL MUSIC

| COURSE              | COURSE CODE # | NOTES   |
|---------------------|---------------|---|
| PIANO, MS 1         | ART 1048      | Available to students in Grades 6-8             |
| PIANO, MS 2         | ART 1049      | Students must complete Piano, MS 1 or audition  |
| GUITAR, MS 1        | ART 1043      | Available to students in Grades 6-8             |
| GUITAR, MS 2        | ART 1044      | Students must complete Guitar, MS 1 or audition |
| GENERAL MUSIC, MS 1 | ART 1030      | Available to students in Grades 6-8             |
| GENERAL MUSIC, MS 2 | ART 1031      | Students must complete General Music 1          |
| GENERAL MUSIC, MS 3 | ART 1032      | Students must complete General Music 2          |

## CHORAL MUSIC

| COURSE       | COURSE CODE # | NOTES   |
|--------------|---------------|---|
| CHORUS, MS 1 | ART 1040      | Available to students in Grades 6-8             |
| CHORUS, MS 2 | ART 1041      | Students must complete Chorus, MS 1 or audition |
| CHORUS, MS 3 | ART 1042      | Students must complete Chorus, MS 2 or audition |

## INSTRUMENTAL MUSIC

| COURSE            | COURSE CODE # | NOTES  |
|-------------------|---------------|--|
| Beginning Band    | ART 1037      | Available to students in grades 6-8                              |
| Band 1            | ART 1033      | Must complete Beginning Band or elementary instrumental music    |
| Band 2            | ART 1034      | Students must complete Band 1 or audition                        |
| Band 3            | ART 1035      | Students must complete Band 2 or audition                        |
| Beginning Strings | ART 1038      | Available to students in grades 6-8                              |
| Orchestra 1       | ART 1045      | Must complete Beginning Strings or elementary instrumental music |
| Orchestra 2       | ART 1046      | Students must complete Orchestra 1 or audition                   |
| Orchestra 3       | ART 1047      | Students must complete Orchestra 2 or audition                   |

## THEATRE

| COURSE    | COURSE CODE # | NOTES                               |
|-----------|---------------|-------------------------------------|
| Theatre 1 | ART 1061      | Available to students in grades 6-8 |
| Theatre 2 | ART 1062      | Students must complete Theatre 1    |
| Theatre 3 | ART 1063      | Students must complete Theatre 2    |

For course descriptions visit <https://www.montgomeryschoolsmd.org/curriculum/middleschool/index.aspx>.

# MIDDLE SCHOOL COURSES

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## **FAMILY AND CONSUMER SCIENCES (EDU 1002, EDU 1003)**

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Family and Consumer Sciences (FACS) programs focus on processes and skills that enhance individual, family, and societal well-being. Programs reflect the National Standards for FACS Education and integrate math, science, English, and social studies. A project-based curriculum encourages students to investigate and solve authentic problems. Students learn to use communication and critical-thinking skills as well as current technologies to make informed decisions.

**UNIT 1: INDIVIDUAL, FAMILY, AND SOCIETAL NEEDS**

**UNIT 2: DECISION-MAKING PROCESS**

**UNIT 5: LIVING ENVIRONMENTS**

**UNIT 6: COLLEGE AND CAREER PLANNING**

## **MULTIMEDIA LITERACY**

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### **Lights, Camera, Literacy! (LCL!) (ENG 1024 and ENG 1025)**

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 their skills as viewers of film to skills on the written page, as well as learn how to read visual text and create effective visual communications.

The course focuses on all three areas of the MCPS Moving Image Education—integrating, deconstructing, and creating the moving image. Students transfer reading skills.

### **Lights, Camera, Film Literacy! (LCFL!) (ENG 1023)**

This course offers a study of film and film history as the core for teaching more advanced literacy skills. Students learn the physics and history of motion pictures, as well as how to apply filmmaking techniques to their own visual communications.

Students read one novel as well as shorter written text selections and screenplays. The eight units include How Movies Got their Start; Silent Narrative Films; Early Talkies; Early Color; Genre Classics: The Golden Age of Hollywood; Classic Adaptations: The Golden Age of Hollywood and Beyond; Documentaries; Animation; and The Business of Film and Film Festivals.  
*(Completion of Lights Camera, Literacy! is not required.)*

### **Lights, Camera, Media Literacy! (LCML!) (ENG 1027)**

This course offers a study of media, its history, and basic related physics concepts as the core for teaching even more advanced literacy skills. Lights, Camera, Media Literacy! presents a timeline of media with focus on the history and physics of communication from the earliest times via storytelling by troubadours and griots to today's mass media world. The units include Storytelling; The Printing Press; Newspapers

& Print Advertising; Photography & Film; Radio; Television; Computers and the Internet; and Media & Our World. Students develop related multimedia projects within each of these units.  
*(Completion of Lights Camera, Literacy! or Lights, Camera, Film Literacy! is not required.)*

The LCL! course series is of high interest; allows for ease of differentiation; and addresses the visual, auditory, and kinesthetic learner. The LCL! strand focus is on increasing literacy in both written and visual texts, authentic use of vocabulary, improving collaboration skills, building confidence and motivation, and providing opportunities for higher-level thinking.

## **SCIENCE, TECHNOLOGY, ENGINEERING, AND MATHEMATICS (STEM)**

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### **Computer Science ~ Engineering ~ Technology Education**

STEM electives in middle school are important building blocks in the preparation of all students for demands of college, careers, and the rapidly changing 21st century workforce. STEM courses teach students to apply mathematics, science, and technical knowledge to innovate and solve problems. MCPS is committed to providing a well-rounded education for middle school students that includes an engaging, hands-on experience with computational learning. Middle school STEM electives teach students computational and technological literacy through coding, computer science, engineering, robotics, and other technology and design-related experiences. This program promotes creative problem solving and an exploration of multiple STEM-related fields of study and careers.

In order to provide students with the widest variety of STEM field experiences, build background skills and knowledge for rigorous computer science and engineering courses and programs in high school, and the opportunity to earn high school credit in middle school, the recommended middle school course progression is:

# MIDDLE SCHOOL COURSES

## GRADE 6 MS CODING, ENGINEERING, AND ROBOTICS DESIGN MARKING PERIOD STEM ELECTIVES\*

|  |  |
|--|--|
| <p><b>Coding and Game Development (ITC 2069)</b><br/>Students will learn the elements of good game design and the different game genres as well as basic video game coding concepts including racing, platform, launching, and more. Students will apply computational thinking to their game designs. Students will be introduced to various programming languages.</p> | <p><b>Introduction to Technology &amp; Engineering (ENR 1022)</b><br/>Students will be introduced to technological systems and learn and apply the Engineering Design Process to a variety of challenges. Students are introduced to Computer Aided Design using TinkerCAD.</p>  |
| <p><b>Engineering Design &amp; Modeling (ENR 1023)</b><br/>Students utilize the Engineering Design Process and technical skills of isometric sketching, multiview drawing, and Computer Aided Design using TinkerCAD to design solutions to engineering challenges.</p>  | <p><b>Robotic Design 6 (ITC 2068)</b><br/>Students will apply coding and programming skills and problem-solving to make physical models respond to commands. Students will collaborate, communicate, think computationally, program, debug and create models while learning to solve open-ended, real-life problems.</p> |

\*Schools may offer 1 to 4 of these quarter-long courses

## OTHER GRADE 6 ELECTIVES

|   |
|---|
| <p><b>Grade 6 Technoogy and Design (ENR 1020)</b></p>                     |
| <p><b>Information and Communication Technology Grade 6 (ITC 1004)</b></p> |

## GRADE 7 MS PRINCIPLES OF IT, CYBERSECURITY AND ENGINEERING COURSES MARKING PERIOD STEM ELECTIVES\*

|   |   |
|---|---|
| <p><b>Principles of IT: Digital Systems 7 (ITC 2070)</b><br/>Students will explore digital systems and devices by investigating the key components. They begin with defining, identifying and classifying hardware and software and then investigate input and output devices, storage and processing elements. Students will learn a variety of problem-solving strategies to apply to problems with digital systems. Students will further develop their understanding of software applications, extensions and Cloud-based programs.</p> | <p><b>Principles of IT: Cybersecurity (ITC 2071)</b><br/>Students will learn how information travels across the Internet and networks and how to protect electronic information. Real-world cybersecurity problems are explored along with current best practices to protect users, systems, and networks. Students will learn about a variety of careers in cybersecurity. Course content includes the legal and ethical issues involved with computer technology use.</p> |
| <p><b>Innovation and Engineering Design 7 (ENR 1025)</b><br/>Students learn the importance of invention and innovation in technological development and apply engineering-thinking skills and technical skills to complete each step of the engineering design process, creatively addressing real-world challenges. Students learn or extend technical drawing and Computer Aided Design skills.</p>   | <p><b>MS Applied Engineering Design (ENR 1024)</b><br/>Students learn how societal factors affect technological development and apply the Engineering Design Process, engineering-thinking skills, and technical skills including Computer Aided Design to design engineering solutions to real-world challenges.</p>   |

\*Schools may offer 1 to 4 of these quarter-long courses

## OTHER GRADE 7 ELECTIVES

|   |
|---|
| <p><b>Computer Science Discoveries</b></p>                          |
| <p><b>Grade 7 Invention and Engineering (ITC 1000/ITC 1001)</b></p> |
| <p><b>Computer Applications (ITC 1002)</b></p>                      |



# MIDDLE SCHOOL COURSES

## Grade 8 STEM Electives

In Grade 8, students have the opportunity to take a high school technology education credit-bearing course. In these courses, MCPS utilized external curriculum from national organizations such as Code.org and Project Lead the Way to include study of coding, robotics, and engineering design processes.

|  |
|--|
| <b>Foundations of Computer Science TE A/B (TEC 2002 A/B)*</b><br>HS credit                                   |
| <b>Introduction to Engineering Design A/B (TEC 2017 A/B)*</b><br>HS credit, Corequisite: Algebra 1 or Higher |
| <b>Computer Science Discoveries (ITC 1000/ITC 1001)</b>  |
| <b>Global Technology Systems (ENR 1021)</b>  |
| <b>Website Development A/B (ITC 2025 A/B)*</b><br>HS credit  |

*\*Restricted to schools where currently offered*



**Please check with your  
child's school about its  
2021–2022 elective course options.**



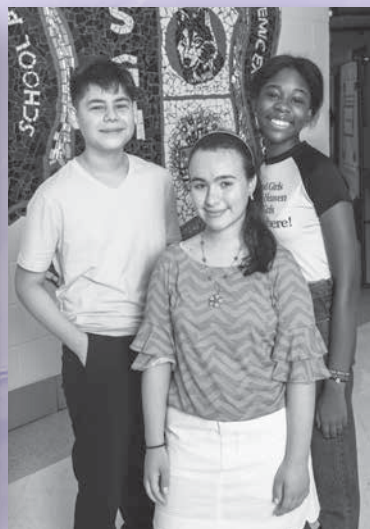
# MCPS NONDISCRIMINATION STATEMENT

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|   |  |
|---|--|
| <p><b>For inquiries or complaints about discrimination against MCPS staff *</b></p> <p>Office of Employee Engagement and Labor Relations<br/>         Department of Compliance and Investigations<br/>         850 Hungerford Drive, Room 55, Rockville, MD 20850<br/>         240-740-2888<br/>         OEELR-EmployeeEngagement@mcpsmd.org</p>  | <p><b>For inquiries or complaints about discrimination against MCPS students *</b></p> <p>Office of the Chief of Staff<br/>         Student Welfare and Compliance<br/>         850 Hungerford Drive, Room 162, Rockville, MD 20850<br/>         240-740-3215<br/>         COS-StudentWelfare@mcpsmd.org</p> |
| <p><b>For inquiries or complaints about sex discrimination under Title IX, including sexual harassment, against students or staff*</b></p> <p>Title IX Coordinator<br/>         Office of the Chief of Staff<br/>         Student Welfare and Compliance<br/>         850 Hungerford Drive, Room 162, Rockville, MD 20850<br/>         240-740-3215<br/>         COS-TitleIX@mcpsmd.org</p> |  |

*\*Inquiries, complaints, or requests for accommodations for students with disabilities also may be directed to the supervisor of the Office of Special Education, Resolution and Compliance Unit, at 240-740-3230. Inquiries regarding accommodations or modifications for staff may be directed to the Office of Employee Engagement and Labor Relations, Department of Compliance and Investigations, at 240-740-2888. In addition, discrimination complaints may be filed with other agencies, such as: the U.S. Equal Employment Opportunity Commission, Baltimore Field Office, City Crescent Bldg., 10 S. Howard Street, Third Floor, Baltimore, MD 21201, 1-800-669-4000, 1-800-669-6820 (TTY); or U.S. Department of Education, Office for Civil Rights, Lyndon Baines Johnson Dept. of Education Bldg., 400 Maryland Avenue, SW, Washington, DC 20202-1100, 1-800-421-3481, 1-800-877-8339 (TDD), [OCR@ed.gov](mailto:OCR@ed.gov), or [www2.ed.gov/about/offices/list/ocr/complaintintro.html](http://www2.ed.gov/about/offices/list/ocr/complaintintro.html).*

This document is available, upon request, in languages other than English and in an alternate format under the *Americans with Disabilities Act*, by contacting the MCPS Office of Communications at 240-740-2837, 1-800-735-2258 (Maryland Relay), or [PIO@mcpsmd.org](mailto:PIO@mcpsmd.org). Individuals who need sign language interpretation or cued speech transliteration may contact the MCPS Office of Interpreting Services at 240-740-1800, 301-637-2958 (VP) or [MCPSInterpretingServices@mcpsmd.org](mailto:MCPSInterpretingServices@mcpsmd.org). MCPS also provides equal access to the Boy/Girl Scouts and other designated youth groups.



Maryland's Largest School District

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