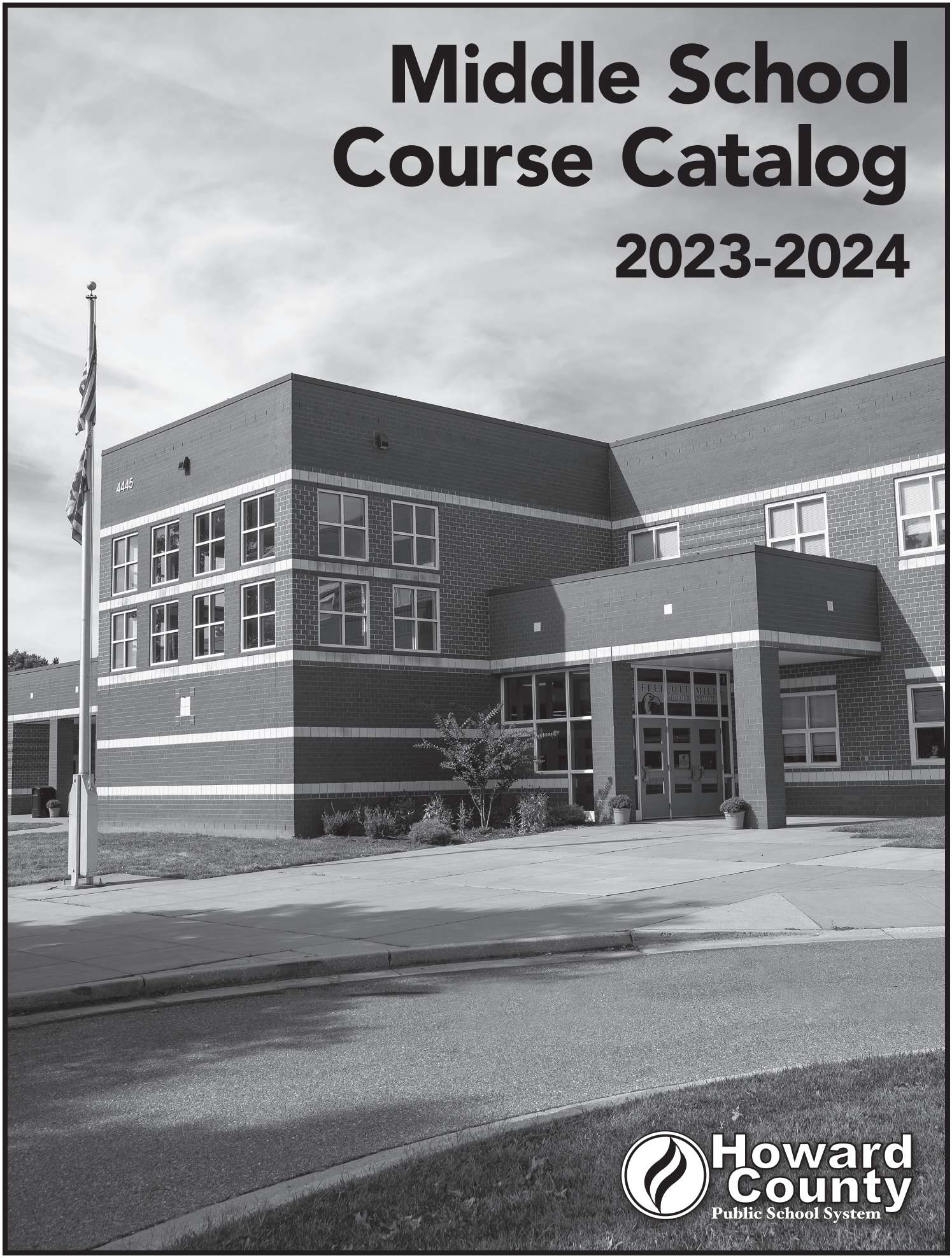
Middle School Course Catalog

2023-2024



Howard County Public School System

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Howard County
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Dear Parents/Guardians:

The middle school years are a critical time that can help shape the course of your child's future. Middle school is an ideal time to strengthen study habits, discover interests and build a foundation for lifelong success.

As part of our commitment to prepare every student for the best possible start in life, the Howard County Public School System has instituted a Middle School Program of Studies designed to empower students to achieve in high school, college and careers.

Our goal is for every student to graduate from high school with the skills, attributes, and knowledge necessary to acquire meaningful and rewarding employment in a dynamic international workforce. Businesses want employees who know how to think and solve problems.

This catalog is intended to help you and your child learn about each course they will take next year. The courses are organized by subject and grade and identified by course numbers, which you will find on your child's Middle School Course Registration Form. After reviewing this guide, if you still have questions, please contact your child's school counselor.

Sincerely,

Michael J. Martirano, Ed.D.

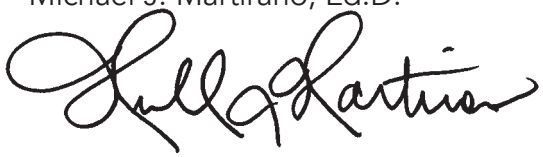

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Table of Contents

Middle School Program of Studies

Middle School Program of Studies

The Board of Education approved a seven-period schedule across all middle schools. The Maryland College and Career-Ready Standards establish a set of shared goals and high expectations for what students should understand and be able to do in grades Pre-K–12. The goal is to ensure all students will be well prepared for success in college and the workplace.

In accordance with state requirements, each year middle school students receive instruction in the following areas:

- English Language Arts
- Fine Arts (band, chorus, dance, general music, orchestra, theater arts, or visual arts)
- Health
- Mathematics
- Physical Education
- Science
- Social Studies

English Language Arts, Social Studies, Science, and Mathematics offer a Gifted and Talented (G/T) option for instruction. Mathematics has an above-grade level course in addition to the G/T options.

Students are also required to receive Career and Technical Education instruction in the following areas of study during their middle school experience:

- Technology - Computational Thinking
- Financial Literacy
- Careers

Students may also take:

- Foundations of Technology
- Exploring Computer Science
- G/T Research or Seminars/Interventions in reading and/or mathematics
- Reader's and Writer's Workshop
- Additional Fine Arts classes (band, chorus, dance, general music, orchestra, theater arts, or visual arts)
- World Language (Grades 7 and 8 only)
- Other Elective Course Offerings

Middle School Program of Studies

Middle School Course Offerings

Grade 6	Grade 7	Grade 8
English Language Arts 6 English Language Arts 6 G/T	English Language Arts 7 English Language Arts 7 G/T	English Language Arts 8 English Language Arts 8 G/T
Mathematics 6 Mathematics 7 Pre-Algebra G/T	Mathematics 7 Mathematics 8 Algebra I G/T	Mathematics 8 Algebra I Geometry G/T
Science I Science I G/T	Science II Science II G/T	Science III Science III G/T
Geography and World Cultures 6 Geography and World Cultures 6 G/T	Geography and World Cultures 7 Geography and World Cultures 7 G/T	United States History 8 United States History 8 G/T
Health 6	Health 7	Health 8
Physical Education 6	Physical Education 7	Physical Education 8
Fine Arts[1]: • Band • Chorus • General Music • Orchestra • Theatre Arts • Visual Arts	Fine Arts[1]: • Band • Dance • Chorus • General Music • Orchestra • Theatre Arts • Visual Arts	Fine Arts[1]: • Band • Chorus • Dance • General Music • Orchestra • Theatre Arts • Visual Arts
Career and Technical Education: • Family and Consumer Science • Technology Education [4]	Career and Technical Education: • CTE Financial Literacy [5] • Exploring Computer Science [7] • Foundations of Technology [7]	Career and Technical Education: • CTE Careers [6] • Exploring Computer Science [7] • Foundations of Technology [7]
Other Course Offerings: • MS G/T Research[3] • Reader's and Writer's Workshop • Digital Citizenship • 21st Century Learning • Boost Your Brain • Interventions • English Language Development	Other Course Offerings: • Reader's and Writer's Workshop • World Languages[2] • Additional Fine Arts • Interventions • English Language Development	Other Course Offerings: • Reader's and Writer's Workshop • World Languages[2] • Additional Fine Arts • Interventions • English Language Development

[1] All students must take at least one of these courses each year to fulfill the COMAR fine arts requirement.

[2] All middle schools offer French and Spanish in grades 7-8. Chinese is offered in some middle schools.

[3] Students must be in English Language Arts 6 G/T and Pre-Algebra G/T based upon the recommendation of the G/T Placement Committee, to enroll in this course.

[4] This course fulfills the ESSA Computational Thinking requirement.

[5] This course fulfills the COMAR financial literacy requirement.

[6] This course fulfills the COMAR requirement for career awareness, exploration, and preparation.

[7] This course fulfills the Computer Science, Engineering, or Technology Education Graduation requirement.

Assessment Requirements

The Federal and State accountability system requires all students in grades 3-8 to participate in an assessment for English and Mathematics. In addition, students also take science and an assessment in social studies during their 8th grade year.

General Information

Note: Information in this section summarizes HCPSS policies. Although deemed accurate, this information does NOT supersede policy. See the Board of Education (BOE) section of the HCPSS website (www.hcpss.org) for access to full copies of Board of Education policies.

Attendance

Beginning with the 2021-2022 school year, the Maryland State Department of Education now defines full-day and half-day absences using the following thresholds:

- A student is "present" or "attending" for a partial day of attendance if the student is attending an instructional program approved by the State, local school system, and/or school for 10% to 50% of the school day.

To comply with this new definition, middle and high schools will use these definitions to determine Present or Full-day/Half-day Absences:

- The student is full-day absent if the student is present for less than 40 minutes
- The student is half-day absent if the student is present at least 40 minutes but less than 3 hours, 25 minutes
- The student is present for the day if the student is present for more than 3 hours, 25 minutes

The schools will use the time the students arrive late or leave early to determine the All Day Code and Absence Amount. A note from the parent must be submitted to the school within five school days of the student's return, indicating the date and reason for tardiness or absence from a regular school session. A doctor's note is required in cases of long-term absence due to illness. A note should also be submitted to request early dismissal or exclusion from activities (e.g., physical education). Chronic absences are referred to the Department of Program Innovation and Student Well-Being. Regular daily attendance is vital to the continuity of classroom instruction and participation in school activities. Therefore, students are required to be in school or to be attending a school activity each day school is in session. In recognition that situations do arise that necessitate absence from school, the Board of Education allows students to be lawfully absent for a death in the family, illness, a court summons, hazardous weather as determined by the Superintendent, work release, religious obligation, declared state emergencies, suspension, or for other emergencies or sets of circumstances, which in the judgment of the Superintendent or designee, constitute a good and sufficient cause for absence. Please review Policy 9010 Attendance for additional information.

Homework Guidelines

If assigned, homework will be purposeful, appropriate, informational, and flexible. It is intended to extend learning and provide an opportunity for practice. Some courses or instructors may choose to not assign homework. Please review Policy 8020 for additional information.

Homework guidelines will be established using the following criteria:

- Each school year, the school will communicate the school's homework procedures with all stakeholders.
- Teachers are required to ensure students' IEPs and Section 504 Plans are implemented.
- Teachers will provide feedback on homework assignments.
- Homework assignments may not be assigned or due on a day schools are closed due to inclement weather or unplanned courses.
- Homework may not be assigned over the summer for any courses, nor winter or spring breaks for middle or high school closures.
- A student may make up and receive a recorded grade for homework not completed due to the observance of a religious holiday. Students returning from a religious holiday observance will have an equal number of school days to complete make-up work.
- Homework may be graded in grades 6-12 but cannot exceed 10% of the total grade.

Amount and Purpose of Homework:

- Teachers should determine the number of hours of homework assigned per week by including reading of course material, studying of course material, and practicing skills taught in the course (e.g., rehearsing a musical instrument). Time spent on long-term projects should also be considered when assigning homework.
  - For middle school courses: Each teacher may assign an average of, at most, one hour of homework per week. Not all classes will require homework. Some classes might require students to spend more or less time on homework than is typical.
  - For high school courses taken in middle school: Some courses may require students to spend more time on homework than is typical.
- Homework reflects daily instruction, reinforces previously taught skills, prepares students for future lessons, and/or promotes creativity.
- Teaching staff will be provided with opportunities to meet as teams to schedule assignments so that students do not regularly have more than one hour of homework each week per instructor. It is recommended that the school principal or designee work with teaching staff to facilitate this collaboration.

General Information

Grading

Policy 8020 Grading and Reporting: Middle and High School is currently under review. The electronic version of the catalog will be updated with the revised policy.

The Code of Maryland Regulations (COMAR) that governs state assessment requirements is currently under review by the State Board of Education. The electronic version of the catalog will be updated with the revised COMAR.

Internet Safety and Digital Responsibility

Policy 8080 Responsible Use Of Technology, Digital Tools, And Social Media

Policy Statement: The Board of Education of Howard County is committed to providing equitable access to technology and digital tools to further the strategic goals of the Howard County Public School System (HCPSS). The Board believes that technology should be leveraged to improve instruction, business operations and communications. The Board acknowledges that social media can be used to enhance student and stakeholder engagement, facilitate collaborative communications, and increase global connections. The Board expects that all individuals will act in a responsible, civil, ethical, and appropriate manner when using technology, digital tools, and social media.

Purpose: The purpose of this policy is to define expectations for individuals regarding the responsible use of technology, digital tools, and social media for HCPSS-sponsored programs.

Student Use – Technology

1. When using online technology at any HCPSS location, students must authenticate to the HCPSS network, consistent with Policy 3040 Technology Security.
2. When technology is necessary for instruction, HCPSS will provide devices for student use.
3. HCPSS will not mandate that students provide their own technology at school.
4. HCPSS permits students to bring personal technology devices to school, according to the following rules:
    - Middle Schools - Students:
        - Students will not use personal technology devices during non-instructional time, to include but not limited to transition between classes, lunch, recess, or in bathrooms.
        - A school administrator may, on occasion, authorize the use of personal technology devices for special events and/or for positive behavioral supports and interventions.

Student Use – Social Media

1. HCPSS will not mandate that students create or use social media for instruction or for HCPSS-sponsored programs.
2. Students will not create HCPSS social media accounts.

Accountability

1. In accordance with Grace's Law 2.0 and Policy 1040 Safe and Supportive Schools, a person who discovers probable or potential harm to an individual must take appropriate measures to communicate with that individual and others who are in a position to protect them from harm, including but not limited to law enforcement.
2. When student disciplinary investigations lead to searches and seizures on school property that involve technology, these searches and seizures will take place in accordance with the Annotated Code of Maryland, Education Article, Section 7-308 and Policy 9260 Student Search and Seizure.
3. The destruction or theft of HCPSS technology as the result of negligence or misuse will be the financial responsibility of the responsible individual(s).
4. Individuals assume full responsibility for personal technology devices; therefore, HCPSS is not responsible for any personal technology devices.
5. Essential digital tools and HCPSS social media accounts will be monitored for appropriate use. HCPSS may also monitor personal social media accounts and supplemental digital tools to the extent practical.

General Information

Internet Safety and Digital Responsibility

Accountability continued

6. HCPSS reserves the right to enable or disable interactive features on HCPSS social media accounts, and to remove content inconsistent with the stated purpose, mission, and guidelines posted for the use of social media.
7. Failure by any individual to comply with this policy may result in the temporary or permanent termination of technology access privileges, in addition to any applicable disciplinary action or financial obligation.

Student Responsibilities

1. When using technology, students will adhere to all school rules, regulations, and directives of school employees.
2. During the school day, personal technology devices should be set to silent with notifications turned off.

Please review Policy 8080 for additional information.

Middle School Tips for Success

- Encourage your child to challenge themselves by working up to their ability in appropriate classes.
- Recognize that study habits are an important part of academic achievement. Your child will need to learn to organize their materials, write down homework assignments, and complete homework assignments independently.
- Encourage your child to take advantage of opportunities to explore their interests. Well-rounded students are the happiest students.
- Attend parent conferences and stay involved in your child's academic success. Do not hesitate to contact your child's teachers or school counselor if you have questions or concerns.
- Help your child set short- and long-term goals. Praise your child for successes and provide support when needed.
- Be patient. Adolescence is a time of great growth and change.

What You Should Know About High School

- While sixth graders are not expected to know what courses they want to take in high school, it is important for students and parents to have a general understanding of the course offerings. A full list of high school courses is available at www.hcpss.org under Academics.
- Students must take the Maryland Comprehensive Assessment Program (MCAP). Students enrolled in Algebra I, English 10, Biology, and American Government are required to participate in state assessments for each course to fulfill the requirements for a Maryland High School Diploma.
- The mathematics courses taken in middle school determine the mathematics placement in high school.
- High school grade point averages are reported when students apply to college. It is important to find the right balance between course rigor and grades.
- Students must complete 75 hours of service learning. Most HCPSS students complete this requirement in middle school through a curricular project completed during each of the three years.

General Information

Graduation Core Requirements	
	Grade 9 in SY2021–22 or Later
	Total Number of Credits 22
English	**4 credits**, including: 1 credit each in English 9, 10, 11, and 12
Mathematics	**4 credits and 4 years of participation** including: • 1 credit each in Algebra I and Geometry • 2 credits beyond Geometry
Science	**3 credits** in laboratory-based science that align to the Maryland Science Standards and the Life Science MCAP (Maryland Comprehensive Assessment Program). Students may follow a variety of possible course pathways that allow them to acquire a breadth of scientific knowledge in one of each science disciplines of Earth Space Science, Life Science, and Physical Science.
Social Studies	**3 credits**, including: • 1 credit in U.S. History • 1 credit in Local, State, and National Government • 1 credit in World History
Graduation Other Requirements	
Fine Arts	**1 credit.** See course list on page 4 of Catalog of Approved High School Courses.
Physical Education	**1/2 credit**, in Lifetime Fitness
Health	**1 credit**, in Health Education
Computer Science, Engineering, or Technology Education	**1 credit**. See course list on page 5 of the Catalog of Approved High School Courses.
Program Choice	**2 credits** in the same World Language **OR** **3 or more credits** in a Career Academy (State-approved Career and Technical Education Program)
Electives	**1-2.5 credit(s)** to include courses beyond requirements.

* Students are required to enroll in a mathematics course in each year of high school. The mathematics credits will consist of one credit in each of Algebra I and Geometry, and additional credit(s) in courses such as Algebra II and beyond that utilize algebra in a substantive way so that the students do not lose the algebraic and numerical skills achieved in earlier courses. Students who successfully complete high school level mathematics courses prior to high school still need to earn the required mathematics credits in high school and be enrolled in a mathematics course in each year of high school.

General Information

Student Service Learning

Student Service Requirements

To graduate from high school in Maryland, all students will complete 75 hours of student service learning (SSL). Since the accumulation of SSL hours may begin in middle school, most students in Howard County will complete the requirement by the end of grade 8.

Howard County middle schools infuse a minimum of 25 hours of SSL within curriculum experiences in grades 6, 7, and 8. This model ensures Howard County students have equitable access to meet the SSL graduation requirement before they enter high school. In this model, schools select and facilitate SSL experiences from a variety of centrally-approved projects, and students will have experiences in the planning, preparation, action, and reflection phases of service as a part of curriculum.

Students enrolled in HCPSS middle schools will earn credit as follows:

Grade	Hours earned
6	25
7	25
8	25

Students who do not attend middle school in HCPSS for each of grades 6, 7, and 8 may not have earned the full 75 hours of SSL upon entering high school. In these cases, students may fulfill the SSL graduation requirement through successful completion of courses designated with the SSL distinction and listed in the Catalog of Approved High School Courses. These courses are designed to give students practical opportunities to demonstrate leadership skills and to meet the service requirement in various settings.

Credit for High School Courses Taken in Middle School

Any high school course listed in the Middle School Course Catalog which is offered at the middle school is eligible for high school credit and will be treated as an equivalent, including mid-term and final assessments. For high school courses taught in middle school, the mid-term assessment will be included in the second quarter grades and the final assessment will be included in the fourth quarter grades. Policy 8020 is currently under revision. Additional updates regarding midterms and finals in high school courses will be available once the policy is finalized.

The student's course grade will be recorded on the high school transcript. The student's grade will not be calculated into the high school grade point average (GPA).

If a student re-takes one of the high-school courses taken in middle school for which credit was earned:

- The high school grade(s) will be calculated into the GPA, and
- Only the first credit will be awarded.

If a student is receiving a full year of high school world language content within one middle school year, one high school credit will be awarded at the completion of that year.

High school credit courses offered in middle school include:

- ESOL - English Language Development 1 and 2
- Mathematics - Algebra I, Algebra I GT, Geometry G/T
- Technology Education - Exploring Computer Science and Foundations of Technology
- World Language - Spanish I and II, French I and II, and Chinese I and II (as available)

General Information

Fully Online Course Enrollment Guidance - Middle School

Students who meet the Policy 8200 Digital Education eligibility criteria for fully online courses may enroll in HCPSS digital education. The following exception applies:

Students transferring into HCPSS who were enrolled in a course during the current school year that is not listed in the Middle School Course Catalog.

NOTE: It is recommended that middle school students do not accelerate math by enrolling in fully online course instruction.

For the Innovative Pathways High School Summer Program, entering Grade 9 students may take high school courses for which they have met prerequisite requirements or are available 9th grade course options (except English, Health and Lifetime Fitness). Credits earned in the High School Summer Program will count towards high school credit and graduation requirements but not included in the high school Grade Point Average (GPA).

General Information

Course Description Diagram

Course Number - LA-101-1

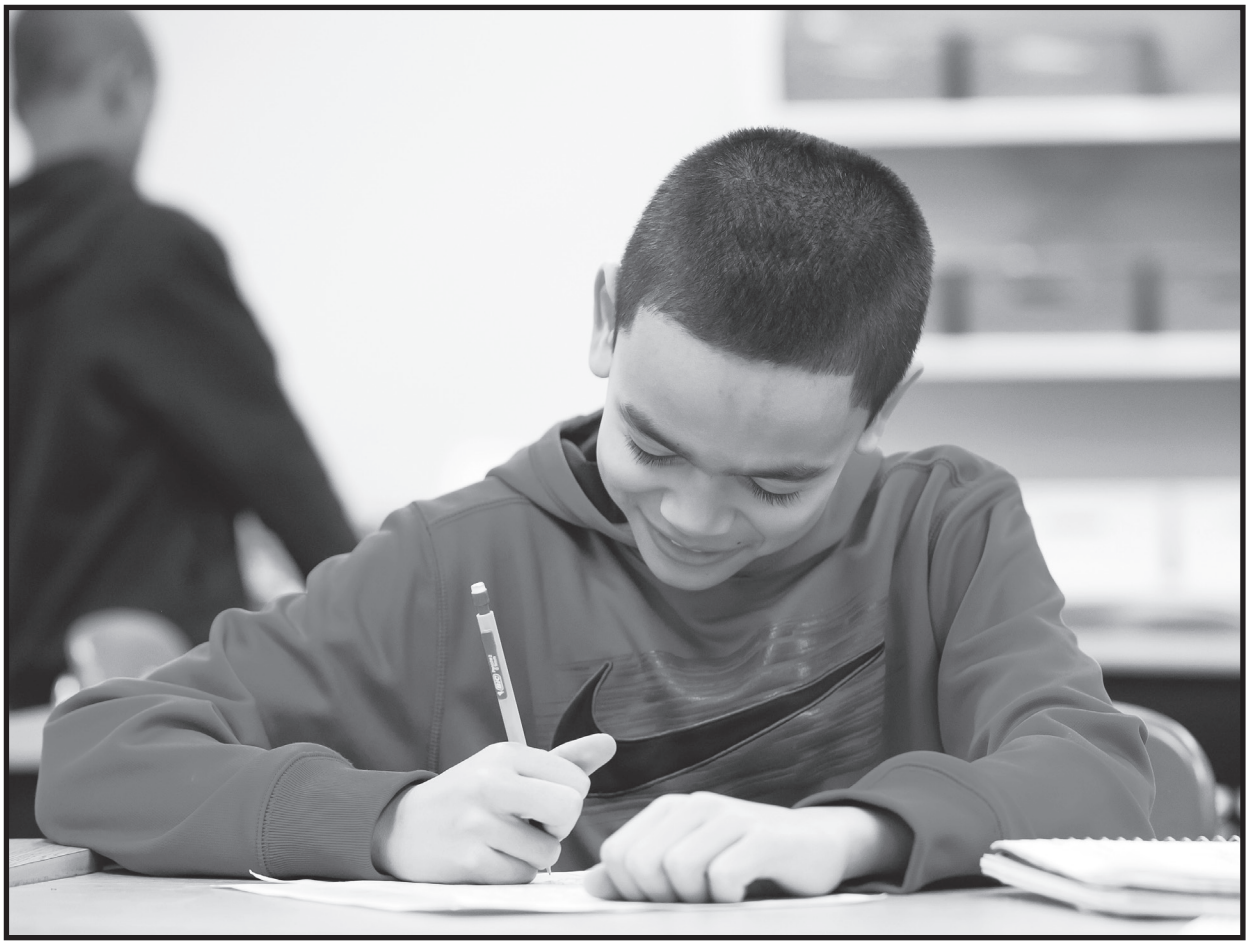
Course Title - English Language Arts 6

LA-101-1
English Language Arts 6
Grade 6

Grade Eligible for Course - 6

English 6 students learn how to make purposeful and deliberate choices when responding to diverse media and formats. Students read grade-appropriate complex literary and informational texts while further developing the ability to cite textual evidence to support analyses when responding to text in written and spoken modes. Students analyze both the structure and content of complex, thematic-based texts.

Course Description
Describes the content of a class.



Career and Technical Education

In middle school, Career and Technical Education (CTE) courses provide opportunities for exploration and skill development. Students can use introductory courses to explore a variety of careers and skills related to a specific pathway or across multiple pathways, helping them identify a career or field that interests them. Through hands-on activities students develop technical, critical thinking, problem solving, decision-making, and interpersonal skills that will empower them to manage the challenges of living and working in a diverse society. Students can earn high school credit to satisfy the Computer Science, Engineering, and Technology Education graduation requirement.

CT-110-9 Grade 6
Family and Consumer Science (FACS)

In this quarter-long course, students develop critical thinking, problem solving, and decision making skills through projects and activities needed to be contributing members of their families and communities Through food labs, students will learn food and kitchen safety and use of basic, healthy ingredients to plan and prepare tasty and nutritious meals and snacks.

CT-211-9 Grade 7
CTE Financial Literacy

This quarter-long financial literacy course will focus students on building a foundation for making intelligent financial decisions that last a lifetime, including decisions related to income, expenses, savings, and credit. Students will apply financial management principles in learning about spending decisions and the impact on career choices such as saving for college and getting a job. Students will identify the components of a budget and create a successful budget using hypothetical life situations. This is a required quarter long course.

CT-320-9 Grade 8
CTE Careers

In this quarter-long course, eighth graders will prepare for careers by exploring a variety of interests and talents, develop an understanding of current and emerging career possibilities, while learning and applying career readiness skills. Students will connect their own career aspirations and classroom learning to real-world roles and opportunities. Students will research and participate in project-based activities in each of the career clusters that house the HCPSS Career Academies. The course culminates with students developing a four-year high school plan including the career academy they are interested in pursuing. This career exploration course is designed to support the Maryland Career Development Framework standards and indicators while also providing opportunities for students to think critically. This is a required quarter long course.

CT-100-9 Grade 6
Technology Education

In this quarter-long course, students will develop an understanding of technology and its impact through exploratory experiences. Through group and individual activities, students experience ways in which technological knowledge and processes contribute to effective designs and skills to create solutions to technological problems. Students will use computational thinking as well as the engineering design process to solve complex, open-ended problems. This course will include computer science fundamental concepts which support computational thinking. Computational thinking allows students to develop the ability to logically order and analyze data and to create solutions using an algorithmic approach (ordered steps). This course will also focus on applying the engineering design process. Students participate in design activities to understand how criteria, constraints, and processes affect designs. Brainstorming, visualizing, modeling, constructing, testing, and refining designs provide firsthand opportunities for students to understand the uses and impacts of innovations.

CT-402-1 Grades 7, 8
Exploring Computer Science

This full-year course will give students the opportunity to delve into real-world, relevant computing problems while gaining foundation computer science knowledge. Students will engage in several in-depth projects to demonstrate the real-world applications of computing. Units will include Human Computer Iteration, Problem Solving, Web Design, Programming, Computing and Data Analysis, and Robotics. Students who successfully complete this course will earn a high school technology credit toward graduation. See *Credit for High School Courses Taken in Middle School* on page 7.

CT-800-1 Grades 7, 8
Foundations of Technology

This full-year course prepares students to understand and apply technological concepts and processes that are the cornerstone of the high school technology education program. Students study the nature and technological issues of the designed world. Group and individual activities engage students in creating ideas, developing innovations, design, fabricating, and engineering practical solutions. Technology content, resources, and laboratory/classroom activities allow students to apply science, mathematics, and other school subjects in authentic situations. Students who successfully complete this course will earn a high school technology credit toward graduation. See *Credit for High School Courses Taken in Middle School* on page 7.

English

All middle school students take English in grades 6-8. Students in grades 6, 7, and 8 learn how to make purposeful and deliberate choices when responding to diverse media and formats. Students read grade-appropriate complex literary and informational texts while further developing the ability to cite textual evidence to support analyses when responding to text in written and spoken modes. Students analyze both the structure and content of complex, grade-appropriate text. English instruction is an integral part of the implementation of the Maryland College and Career-Ready Standards and teaches the foundational literacy skills that are applied in all content areas.

LA-101-1 Grade 6

English Language Arts 6

English 6 students learn how to make purposeful and deliberate choices when responding to diverse media and formats. Students read grade-appropriate complex literary and informational texts while further developing the ability to cite textual evidence to support analyses when responding to text in written and spoken modes. Students analyze both the structure and content of complex, thematic-based texts.

LA-102-1 Grade 6

English Language Arts 6 G/T

This course requires students to address the expectations of the grade 6 English Language Arts Curriculum, as well as more advanced critical reading, writing, and thinking demands. The compacted curriculum collapses previously mastered grade-level skills in order for students to engage with more advanced text analysis and student-directed inquiry.

LA-201-1 Grade 7

English Language Arts 7

Students in this course read grade-appropriate complex literary and informational texts while further developing the ability to cite textual evidence to support analyses when responding to text in written and spoken modes. Students analyze both the structure and content of complex, thematic-based texts. English 7 students expand their understanding of argument by addressing counterclaims in written and spoken responses.

LA-202-1 Grade 7

English Language Arts 7 G/T

This course requires students to address the expectations of the grade 7 English Language Arts Curriculum, as well as more advanced critical reading, writing, and thinking demands. The compacted curriculum collapses previously mastered grade-level skills in order for students to engage with more advanced text analysis and student-directed inquiry.

LA-301-1 Grade 8

English Language Arts 8

English 8 students learn how to make purposeful and deliberate choices when responding to diverse media and formats. Students proficiently read grade-appropriate complex literary and informational texts while further developing the ability to cite textual evidence to support analyses when responding to text in written and spoken modes. Students analyze both the structure and content of complex, theme-based texts.

LA-302-1 Grade 8

English Language Arts 8 G/T

Grade 8

This course requires students to address the expectations of the grade 8 English Language Arts Curriculum, as well as more advanced critical reading, writing, and thinking demands. The compacted curriculum collapses previously mastered grade-level skills in order for students to engage with more advanced text analysis and student-directed inquiry.

LA-163-9 Grade 6

Introduction to Reader's and Writer's Workshop

This quarter-long course is designed as an introduction for students to foster a critical eye of their writing and engage in thoughtful discourse about texts. Students will then create their own responses that mirror the mentor text and demonstrate mastery of the writing skills that were analyzed. Students will be introduced to the workshop approach, where they will be reading and writing daily so that final products can be constructed and polished throughout the course.

LA-263-1 Grades 7, 8

Reader's and Writer's Workshop

This full-year course is designed for students to foster a critical eye of their writing and engage in thoughtful discourse about texts. Students will then create their own responses that mirror the mentor text and demonstrate mastery of the writing skills that were analyzed. Using a workshop approach, students will be reading and writing daily so that final products can be constructed and polished throughout the course.

ESOL

Multilingual learners who qualify for English for Speakers of Other Languages (ESOL) services in middle school receive English language development instruction from an ESOL teacher.

ESOL teachers in middle school deliver language instruction by co-teaching during content instruction and/or providing direct language instruction in an English Language Development (ELD) class.

EL-100-1 Grade 6
EL-200-1 Grade 7
EL-300-1 Grade 8

ESOL English Language Development 6-8

This course offering is designed for eligible multilingual learners who have limited literacy skills in their native language and limited proficiency in English. The course provides an intense level of English language instruction in order to accelerate literacy and language skills. Students must meet all of the following requirements:

- Newly enrolling in a US school or rising 6th grader who first enrolled in second semester of 5th grade
- Entering level scores on screening assessment
- Limited literacy skills in native language, AND
- Documentation of interrupted education

EL-410-1 English Language Development 1 (1 World Language credit)
EL-410 - 8 English Language Development 1A (1/2 World Language credit)
EL-411 - 8 English Language Development 1B (1/2 World Language credit)

Grades 6, 7, 8

This course is designed for multilingual learners in 6th, 7th, and 8th grades, across a range of proficiency levels, from entering through developing (ELP 1- ELP 3). Students develop academic language in all modes of communication including listening, speaking, reading, and writing. Instruction focuses on word/phrase, sentence, and discourse dimensions of language used to access the concepts and objectives of secondary content courses. The course is provided as full or half credit options to accommodate students who enroll in HCPSS during the first or second semesters. This course fulfills one World Language credit.

EL-510-1 English Language Development 2 (1 World Language credit)
EL-510 - 8 English Language Development 2A (1/2 World Language credit)
EL-511 - 8 English Language Development 2B (1/2 World Language credit)

Grades 7, 8

Prerequisite: English Language Development 1

This course is designed for Multilingual learners in 7th and 8th grade range of proficiency levels, from emerging through expanding (ELP 2- ELP 4). Students develop academic language in all modes of communication including listening, speaking, reading, and writing. Instruction focuses on word/phrase, sentence, and discourse dimensions of language used to access the concepts and objectives of secondary content courses. The course is provided as full or half credit options to accommodate students who enroll in HCPSS during the first or second semesters. This course fulfills one World Language credit. Multilingual learners who complete both English Language Development 1 and English Language Development 2 in 6th and 7th grade may receive additional English Language Development services through co-taught and collaborative instructional models during their 8th grade year.

Fine Arts

Art

The visual arts program is designed to foster inquiry and innovation, creative problem solving, and communication, as well as to develop studio skills in the visual arts at the highest possible level. Objectives relating to idea generation, design and manipulation of two- and three-dimensional space, the exploration of personal meaning, attention to quality, studio behaviors, and the analysis of art, empower students to make sense of an increasingly visual world both through making their own art and responding to the work of others.

VA-100-9
Art Grade 6

In this quarter-long course, students continue to develop their observational skills in order to inform their imagination and memory with a goal toward refining personal solutions to given visual arts problems. The problems presented are challenging and engaging open-ended tasks that include a variety of studio practices and media. Through the critical analysis and making of visual images, students will make personal discoveries, which reflect their own experiences and ideas, their relation to their peers and family, and their place in the world.

VA-210-1
Visual Arts Studio A
Grades 7, 8

This full-year course is designed to develop visual arts skills, knowledge, and understanding of the historical and contemporary visual arts world. Through the production and in-depth analysis of artwork, students make personal discoveries that inform and guide their practice, strengthen visual memory, and encourage experimentation, imagination, perseverance, and risk taking. By developing personal solutions to art challenges, students gain experience in a variety of media, and strengthen their understanding of the language and formal qualities of art. Experiences will include developing and strengthening observational drawing skills, using color and value to create the illusion of form, relief printmaking, using additive and subtractive techniques to construct sculpture or craft forms, and exploring alternative and media arts. Students will understand the importance of self-reflection to ensure personal growth by using established criteria to guide and inform their behavior and process.

VA-310-1
Visual Arts Studio B
Grade 8

Prerequisite: Visual Arts Studio I

This full-year course is designed to expand upon and strengthen skills developed in MS Art I. Art challenges will address a variety of studio practices, techniques, and behaviors that continue to foster a variety of art-making and creative problem solving skills. Experiences include representing observed proportions, creating the illusion form, mixing observed color, translating ideas from 2-D to 3-D, combining text and images, and refining compositional strategies and the use of alternative and media arts to communicate ideas. Through the making and close reading of art work and in-depth analysis of the visual world, students will construct informed aesthetic judgments and make personal discoveries that inform and guide their artwork, imagination, visual memory, and encourage experimentation, perseverance, and risk taking.

Fine Arts

Dance

The HCPSS middle school dance program is designed to introduce students to choreography, dance techniques, history, and vocabulary through creating, performing and responding experiences. Courses are designed to provide students with collaborative opportunities to explore dance concepts/genres, critical thinking skills, and foster an understanding that dance promotes positive interactions, an appreciation for diverse points of view, and strong human connections. The HCPSS middle school dance curriculum is directly aligned and articulated with the HCPSS high school dance program.

DT-220-1

Dance A

Grades 7, 8

This full-year course introduces students to a basic working knowledge of performance concepts that can be applied to all dance forms. Students will create, perform, and respond to dance through creative movement, social/cultural dance, ballet, modern jazz, choreography, and composition. Students will learn and apply dance concepts and vocabulary through class discussion, performance, demonstration, and self-reflection. **Note: Dance B will be offered in SY2023-24 for students who have completed Dance A.**

DT-320-1

MS Dance B

Grade 8

In this full-year course, students will expand their knowledge of performance concepts that can be applied to all dance forms. Students will continue to create, perform, and respond to dance through more complex creative movement, social/cultural dance, ballet, modern jazz, choreography, and composition experiences. Students will refine and apply dance concepts and vocabulary through class discussions, performances, demonstrations, and evaluations of themselves and others.

Fine Arts

Music

Each course in the music program is designed to develop skills, understanding, and musicality at the highest possible level. Inherent in the musical experience is a simultaneous combination of visual, auditory, and kinesthetic learning, as well as the emotional connection to the art form. Additionally, the process of musical study enhances the development of creative and critical thinking skills, affords opportunity to build individual and group discipline, and increases achievement through both individual and collective effort.

Students enrolling in the performance-based courses, such as those in band, chorus, and orchestra, should be aware that attendance at rehearsals, sectional practices, and performances is an integral part of the course. Every effort is made by directors to arrange sectional and pre-concert rehearsals and to schedule concerts within the context of the school's master schedule.

All skills developed in the ensemble classes are demonstrated and assessed at culminating performances throughout the school year including, but not limited to, school concerts, community performances and the county-wide adjudications and assessments.

Ability-based Performing Arts Ensembles

Band	Chorus	Orchestra
Concert Band	Chorus	String Ensemble
Symphonic Band	Concert Chorus	String Orchestra
Wind Ensemble	Chamber Chorus	Chamber Orchestra

MU-100-1 Concert Band
MU-200-1 Symphonic Band
MU-300-1 Wind Ensemble
Grades 6, 7, 8

Prerequisites: Audition and director approval

Students perform music representing various styles and genres with an emphasis on developing ensemble skills. Additionally, students meet in small groups to receive instruction to improve their individual skills. After school and evening rehearsals and activities, such as concerts and countywide adjudications, are integral to the course and may not exceed 20 per school year. Grades may reflect such participation.

MU-110-1 Chorus
MU-210-1 Concert Chorus
MU-310-1 Chamber Chorus
Grades 6, 7, 8

Prerequisites: Audition and director approval

Students perform music representing various styles and genres with an emphasis on developing ensemble skills. Additionally, students may receive small group instruction to improve their individual skills. After school and evening rehearsals and activities, such as concerts and countywide adjudications, are integral to the course and may not exceed 20 per school year. Grades may reflect such participation.

MU-120-1 String Ensemble
MU-220-1 String Orchestra
MU-320-1 Chamber Orchestra
Grades 6, 7, 8

Prerequisites: Audition and director approval

Students perform music representing various styles and genres with an emphasis on developing ensemble skills. Additionally, students will meet in small groups to receive instruction to improve their individual skills. After school and evening rehearsals and activities, such as concerts and countywide adjudications, are integral to the course and may not exceed 20 per school year. Grades may reflect such participation.

MU-130-9
General Music
Grade 6

This quarter-long course is divided into four performance strands: guitar, piano, world music drumming, and music technology. These disciplines are used to foster music literacy skills, develop critical and creative thinking skills, and strengthen communication and collaboration between students. Students are able to appreciate cultural differences through active involvement with diverse styles and genres of music.

Fine Arts

MU-240-1

General Music I

Grades 7, 8

This full-year course is designed to expose students to the basics of playing music on various instruments, including guitar, keyboard, drums, and through music technology. Students learn how to read and write music using traditional notation, and begin to expand their knowledge of various music genres. Experiences include performances on all classroom instruments, as well as simple composition and improvisation.

MU-340-1

General Music II

Grade 8

Prerequisite: General Music I

This full-year course provides students with an opportunity to further hone their skills on keyboard, guitar, drumming, and with music technology. Students deepen their knowledge of genres introduced in General Music I, as well as explore contemporary genres of music. Experiences include the performance of more advanced repertoire, intermediate-level composition with melodies and accompaniment, improvisation based on chord progressions, and simple arrangement.

Theatre

The HCPSS middle school theatre arts program is designed to introduce and develop performance and production skills, creative collaboration, and aesthetic appreciation of classical and contemporary theatre. The process of theatre arts study enhances the development of creative and critical thinking skills, affords opportunities to build individual and group work ethics, and increases student communication skills through theatre activities which scaffold and support student growth and achievement through both individual and collective efforts.

DT-100-9

Theatre Arts Grade 6

In this quarter-long course, students begin to develop an understanding of acting techniques and technical skills. Students will be presented with challenging and engaging open ended tasks, designed to instill confidence and promote communication and collaboration with peers. Through the study of performance and design, students will make personal discoveries, which reflect their own experiences and ideas, their relation to their peers and family, and their place in the world.

DT-210-1

Theatre Arts A

Grades 7, 8

This full-year course is designed to introduce students to theatrical performance and the process of production. Through collaborative experiences and the study of acting techniques, students build confidence, stimulate imagination, and role-play with an emphasis on believability and sensory awareness. Students will learn and apply theatre concepts and vocabulary in class discussions, performances, journal writing, and self-reflections.

DT-310-1

Theatre Arts B

Grade 8

Prerequisite: Theatre Arts A

This full-year course is designed to expand student knowledge of performance and production concepts that can be applied to various theatre forms and genres. Students will actively engage in collaborative experiences and the study of acting techniques building confidence, stimulating imagination, and role-play to refine believability and sensory awareness. Students will refine and apply theatre concepts and vocabulary in class discussions, performances, journal writing, and evaluations of themselves and others.

Gifted and Talented Education

The gifted and talented education program supports comprehensive programming in Grades K–12 with a focus on talent development, enabling students to launch their own talent trajectories as they discover and build upon their individual strengths and interests. The middle school Gifted and Talented (G/T) Education Program promotes student engagement through enrichment, rigorous coursework, and opportunities to solve real-world problems and to conduct original research.

G/T Content Classes

An accelerated and enriched program is provided for students who participate in one or more G/T classes. These classes replace the general education classes in each subject area and are taught on a daily basis by designated G/T content area teachers. All Howard County public middle schools offer G/T classes in the following academic areas: English, mathematics, science, and social studies. The G/T Resource Teacher works collaboratively with the G/T content area teachers to support the implementation of a differentiated curriculum for advanced-level learners.

The G/T Writers Guild is an extension of the seventh-grade writing program for selected students who participate in G/T English. This extension unit, taught by the G/T Resource Teacher in a writers' workshop format, provides talented creative writers with the opportunity to produce authentic writing based on their individual interests and to have a clear understanding of the elements that constitute compelling writing. Participating students meet at least twice monthly and are expected to submit their writing for publication consideration.

Placement Process for G/T Content Classes

Students are placed in G/T content area classes based upon multiple criteria, which include the Cognitive Abilities Test (CogAT), Measures of Academic Progress (MAP), and Maryland Comprehensive Assessment Program (MCAP) assessments, as well as class performance. Placement may be recommended at the end of elementary school or in subsequent middle school years. If after reviewing the Placement Committee's professional recommendation, parents/guardians still wish to enroll their students in one or more G/T classes, they may complete the Course Placement Review Request through HCPSS Connect.

G/T Instructional Seminars

G/T Instructional Seminars focus on talent development by instructing students in a broad range of advanced-level skills in an area of interest as they engage in inquiry or creative production. Skill development might include written, oral, and visual communication skills; critical and creative thinking skills; research skills; technology skills, and skills in visual and performing arts.

Television Production, Middle School Book Club, and the Debate seminars are offered in each of the school system's middle schools. Additional seminars are offered, such as journalism, environmental studies, robotics, creative problem solving, film production, and leadership, based upon the interests of the students at the school. G/T Instructional Seminars are open to all interested students.

GT-100-8

MS G/T Research

Grade 6

G/T Research is designed for sixth grade students who participate in G/T English and G/T Mathematics, based upon the recommendation of the G/T Placement Committee. Taught by the G/T Resource Teacher, this class provides a curricular framework for students to become producers of new knowledge as they apply the research skills modeled in the curriculum to an original investigation in a self-selected area of study. Participating students are expected to culminate their research investigation by creating an original product to be shared with an authentic audience.

Health Education

Health education helps students develop the knowledge, attitudes, and skills they need to avoid risky behavior and maintain and improve their health. Health instruction gives students opportunities to practice skills that result in health-promoting behaviors. The standards for health education are designed to help students become health literate, obtain, interpret, and understand basic health information and services, and use such information and services in ways that enhance health.

HE-100-8
HE-100-9
Health

Grade 6

The goal of health education is to develop health literate individuals who have the knowledge and skills to avoid risky behaviors as well as maintain and improve their wellness. The health education curriculum is based on the National Health Education Standards and the Maryland State curriculum. Students develop and utilize health skills including analyzing influences, accessing information, interpersonal communication, decision making, goal setting, and advocacy within each content unit. In accordance with Maryland's education regulations, parents have the option of having their children excused from instruction in sexual health. Excused students will complete a health education enrichment project.

HE-200-8
HE-200-9
Health

Grade 7

Students will develop an understanding of health concepts, behaviors, and skills that reduce health risks and enhance the health and well-being of self and others. Specific topics will include social and emotional health, communicable disease, alcohol use prevention, nutrition, and sexual health. Students will engage with this content in the context of the National Health Education Standards health skills: analyzing influences, accessing health information, interpersonal communication, decision-making, goal-setting, self-management, and advocacy.

HE-300-8
HE-300-9
Health

Grade 8

Students will develop an understanding of health concepts, behaviors, and skills that reduce health risks and enhance the health and well-being of self and others. Specific topics will include safety and first aid, social and emotional health, drug prevention, and sexual health. Students will engage with this content in the context of the National Health Education Standards health skills: analyzing influences, accessing health information, interpersonal communication, decision-making, goal-setting, self-management, and advocacy.

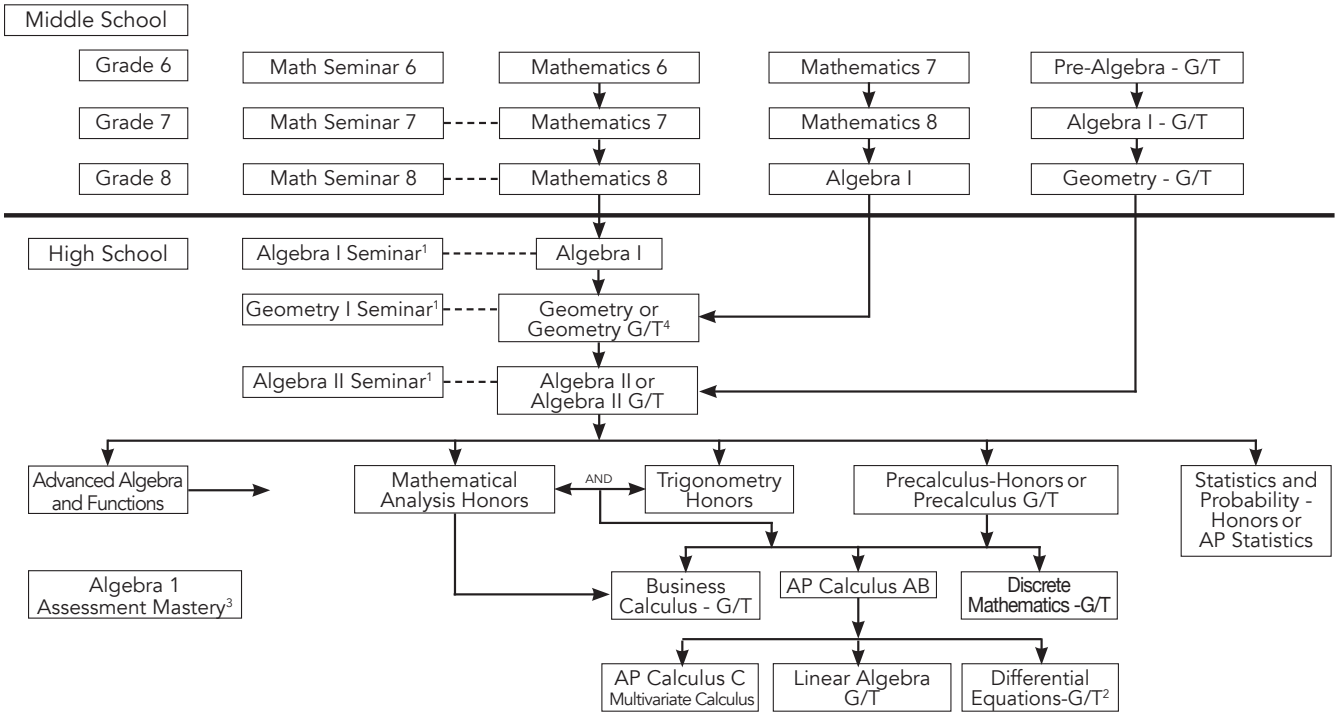
Mathematics

The HCPSS mathematics program is built upon the mathematics standards, which are aligned with Maryland's College and Career-Ready Standards for Mathematics. Middle and high school mathematics course standards set a rigorous definition of college and career readiness by requiring that students develop a depth of understanding and opportunities to apply mathematics to real-life situations. Mathematical reasoning, problem solving, modeling, communication, connections, and the strategic use of appropriate tools and technology are major components of each mathematics course.

Mathematics Placement

Students who generally perform on grade level will be enrolled in Mathematics 6 in grade 6. Students requiring additional instructional time and support to master grade level content will be concurrently enrolled in Mathematics 6 Seminar. Incoming grade 6 students who successfully perform in above grade level mathematics, score at the 83rd percentile or higher on the Cognitive Abilities Test (CogAT QN), and/or meet or exceed HCPSS performance benchmarks will be enrolled in Mathematics 7. Students who successfully perform in 5th Grade G/T mathematics, score in the 90th percentile or higher on the CogAT QN and MAP - Math, and/or demonstrate advanced performance through the G/T placement process will be enrolled in grade 6 Pre-Algebra G/T. The Accelerated G/T Mathematics Program is provided for students who show outstanding ability and a high level of performance in mathematics to progress through the sequence of mathematics courses at an accelerated rate (Algebra I G/T in grade 6, Geometry G/T in grade 7, and Algebra II in grade 8). Consideration for placement in the Accelerated Mathematics Program includes scores in the 99th percentile for both the CogAT Quantitative and Quantitative-Nonverbal composite, MAP Math scores in the 99th percentile, as well as demonstration of outstanding performance in 5th grade G/T Mathematics.

Mathematics Course Sequence



Note 1: Algebra I Seminar, Geometry Seminar, and Algebra II Seminar are elective credits to be taken together with their corresponding courses.

Note 2: Differential Equations G/T is an option for advanced mathematics students who have completed or are concurrently enrolled in AP Calculus C/Multivariate Calculus.

Note 3: Algebra 1 Assessment Mastery is a one-semester, elective course for students who have passed the Algebra I course and have not passed the Algebra I Assessment.

Note 4: A student may enroll in the one-semester SAT Prep (elective) in any sequence after the completion of high school Geometry.

Mathematics

MA-101-1

Mathematics 6

Grade 6

In this course, students will explore the concepts, skills and practices used to develop a deep understanding of: 1) area and surface area, 2) ratios 3) unit rates and percentages, 4) division of fractions, 5) arithmetic of multi-digit whole numbers and decimals, 6) expressions and equations, 7) rational numbers and inequalities, and 8) data sets and distributions.

MA-100-1

MA-100-8

Mathematics 6 Seminar

Grade 6

This seminar course is designed to provide support through an engaging additional period of mathematics. Units are designed to parallel and strengthen the mathematics being taught in the Mathematics 6 class. Students will develop a deep understanding of mathematics by exploring real-world applications and connections to the concepts, skills, and practices they are learning. *This course is taken concurrently with Mathematics 6.*

MA-303-1

Pre-Algebra G/T

Grade 6

In this course, students will explore the concepts, skills and practices used to develop a deep understanding of: 1) rigid transformations and congruence; 2) dilations, similarity and slope; 3) proportional relationships, scale drawings and interpreting data; 4) linear relationships; 5) linear equations and linear systems; 6) functions and volume; 7) associations in data; 8) exponents and scientific notation, and 9) Pythagorean theorem and irrational numbers.

MA-201-1

Mathematics 7

Grades 6, 7

In this course, students will explore the concepts, skills, and practices used to develop a deep understanding of: 1) scale drawings of geometric figures, 2) introducing proportional relationships, 3) measuring circles, 4) proportional relationships and percentages, 5) rational numbers and arithmetic, 6) expressions, equations, and inequalities, 7) angles, triangles, and prisms, and 8) probability and sampling.

MA-200-1

MA-200-8

Mathematics 7 Seminar

Grade 7

This seminar course is designed to provide support through an engaging additional period of mathematics. Units are designed to parallel and strengthen the mathematics being taught in the Mathematics 7 class. Students will develop a deep understanding of mathematics by exploring real-world applications and connections to the concepts, skills, and practices they are learning. *This course is taken concurrently with Mathematics 7.*

Mathematics

MA-301-1
Mathematics 8
Grades 7, 8

In this course, students will explore the concepts, skills and practices used to develop a deep understanding of: 1) rigid transformations and congruence, 2) dilations, similarity and slope, 3) linear relationships; 4) linear equations and linear systems, 5) functions and volume, 6) associations in data, 7) exponents and scientific notation, and 8) Pythagorean theorem and irrational numbers.

MA-300-1
MA-300-8
Mathematics 8 Seminar
Grade 8

This seminar course is designed to provide support through an engaging additional period of mathematics. Units are designed to parallel and strengthen the mathematics being taught in the Mathematics 8 class. Students will develop a deep understanding of mathematics by exploring real-world applications and connections to the concepts, skills, and practices they are learning. *This course is taken concurrently with Mathematics 8.*

MA-401-1
Algebra I
Grade 8

In this above-grade-level course, students will focus on the mastery of five critical areas: 1) developing understanding and investigating relationships between quantities and reasoning with equations; 2) developing understanding and applying linear and exponential relationships; 3) performing arithmetic operations on polynomial expressions, solving equations, inequalities, and systems of equations; 4) using properties of rational and irrational numbers to develop an understanding of quadratic functions, and 5) investigating trends and modeling with descriptive statistics. One high school credit will be awarded upon successful completion of this course. See *Credit for High School Courses Taken in Middle School, page 8 for more information.*

MA-403-1
Algebra I G/T
Grade 7

In this course, students will focus on the in-depth mastery of five critical areas: 1) developing understanding and investigating relationships between quantities and reasoning with equations; 2) developing understanding and applying linear and exponential relationships; 3) performing arithmetic operations on polynomial expressions, solving equations, inequalities, and systems of equations; 4) using properties of rational and irrational numbers to develop an understanding of quadratic functions, and 5) investigating trends and modeling with descriptive statistics. Course requirements are rigorous and emphasize the use of mathematical modeling to solve applications-based problems and other high cognitive demand tasks. One high school credit will be awarded upon successful completion of this course. See *Credit for High School Courses Taken in Middle School*, page 8 for more information.

MA-433-1
Geometry G/T
Grade 8

In this course, students will focus on the development of transformational, Euclidean, and coordinate geometry with extensive real-world application. Students work with rigid motions, dilations, and constructions of geometric figures to establish criteria for determining if two figures are similar and/or congruent. Student will prove and use theorems, definitions, and postulates to explain mathematical conjectures for various geometric figures and angle concepts. Students also explore probability of compound events, and an introduction to trigonometry. One high school credit will be awarded upon successful completion of this course. See *Credit for High School Courses Taken in Middle School*, page 8 for more information.

Physical Education

The goal of physical education at the middle school level is to develop physically literate individuals who have the knowledge, skills, and confidence to enjoy a lifetime of healthful physical activity. Elementary school physical education focuses on basic developmental skills and movements, while high school physical education focuses more on personal choices and specialization. The middle school physical education program is a bridge between skills and specialization by allowing for exploration and exposing students to the plethora of sports and activities available to them. The middle school physical education program curriculum provides a wide variety of activities including fitness and motor-skill development activities, lifetime recreational activities, dance, and team and individual sports opportunities which students can participate in during and outside of the school day.

PE-100-8
PE-100-9
Physical Education
Grade 6

Instructional emphasis will focus on using the skills developed at the elementary level. Students will demonstrate motor skills and movement patterns in a variety of games, sports, outdoor pursuits, individual performance activities, and dances. Students will develop strategies and tactics used in a variety of games and sports. They will participate in physical activities that meet their specific needs and analyze components of health and skill related fitness. Students will continue to work on accepting feedback and differences among classmates. Areas of instruction include movement patterns and concepts, fitness and physical activity, and personal and social behavior.

PE-200-8
PE-200-9
Physical Education
Grade 7

Instructional emphasis will focus on developing skills through games, sports, and group or individual activities. Students will apply motor skills, movement patterns, and game strategies in a dynamic environment. Students will identify factors and activities that contribute to a personal fitness plan. They have the opportunity to self-officiate and problem solve throughout an assortment of activities. Most importantly, students will continue to analyze the importance of physical activity. Areas of instruction include movement patterns and concepts, fitness and physical activity, and personal and social behavior.

PE-300-8
PE-300-9
Physical Education
Grade 8

By the end of grade 8 all students will have learned how to apply tactics and strategies to modified game play, demonstrate fundamental motor skills, and design and implement a fitness plan. Students will have participated in self-selected physical activities, cooperated with classmates, and accepted individual differences. Lastly, students will have engaged in physical activities for enjoyment and self-expression. Areas of instruction include movement patterns and concepts, fitness and physical activity, and personal and social behavior.

Reading Supports

The HCPSS middle school reading supports program focuses on producing strategic, independent readers through the implementation of a rigorous curriculum that aligns with the Maryland College and Career-Ready Standards. The reading program is designed to prepare school system graduates for success in entry-level, credit-bearing academic college courses and in workforce training programs. Students are provided with opportunities to meet their individual needs through engaging reading experiences.

Reading Placement

Students who are enrolled in middle school reading seminar courses are provided with targeted support to address their specific Reading needs in the areas of decoding, fluency, and comprehension. The course is conducted using a flexible grouping model to incorporate individual student needs. Literacy success is achieved by providing personalized educational experiences while continuing to address the Maryland College and Career-Ready Standards. Individual student achievement data is constantly monitored to provide timely, meaningful information to help teachers adjust instruction to provide the appropriate level of challenging instruction for learners. Clearly defined criteria are established to exit this class once the standards have been met.

LA-155-1 Grade 6
LA-255-1 Grade 7
LA-355-1 Grade 8

Seminar C Reading (Comprehension)

Middle School Reading Seminar C provides support for students who require an intervention in comprehension. The course is conducted using a flexible grouping model to incorporate individual student needs. Individual student achievement data is constantly monitored to provide timely, meaningful information to help teachers adjust instruction to provide the appropriate level of challenging instruction for learners. Clearly defined criteria are established to exit this class once the student has met the standards.

LA-150-1 Grade 6
LA-250-1 Grade 7
LA-350-1 Grade 8

Seminar D Reading (Decoding)

Middle School Reading Seminar D provides support for students who require an intervention in decoding, fluency, and comprehension. The course is conducted using a flexible grouping model to incorporate individual student needs. Individual student achievement data is constantly monitored to provide timely, meaningful information to help teachers adjust instruction to provide the appropriate level of challenging instruction for learners. Clearly defined criteria are established to exit this class once the student has met the standards.

Science

The HCPSS middle school science program is designed to be student-centered and to engage all students physically and mentally in an inquiry-based laboratory program where students operate as "Student-Scientists." The major goal of the middle school program is to develop substantive science literacy in all students. The middle school science curriculum integrates the practices of science and engineering with important ideas from each of the major disciplines of science. The crosscutting concepts, or big ideas, of science provide an organizational framework so that students develop deep and lasting understanding of science. The learning environment in science promotes students' thinking, honesty, curiosity, and questioning. Students will be empowered to express and share points of view, solve problems, and make decisions based on evidence. The middle school science curriculum is built around driving questions that set the context for learning. Laboratory experiences are integral within each middle school science course.

At the middle school level, students learn Earth Science, Life Science and Physical Science in grades six, seven and eight respectively. On grade level and G/T level options are offered for each course. Teachers of the G/T level courses will differentiate their instruction to meet the unique needs of high-ability learners. The ultimate goal of the science program is to guide all students to intelligent decision-making through the assimilation of scientific knowledge and the application of scientific inquiry. The middle school program provides students with opportunities to expand, change, enhance, and modify the ways in which they view the world. Disciplinary literacy is emphasized throughout the program; environmental literacy is integrated into each grade level.

All students will participate in the Maryland Integrated Science Assessment (MISA) at the end of grade 8. MISA will include science ideas from each of the three science disciplines, Earth/Space Science, Life Science, and Physical Science.

SC-100-1
Science I
Grade 6

This course is comprised of four units designed to address the following big ideas from the *Maryland Science Standards:* how Earth's place in the universe can be described; how to explain the composition of the solar system; how the motion of Earth can explain seasons and eclipses; how people figure out that Earth and life on Earth have changed over time, and how the movement of tectonic plates impacts the surface of the Earth. Units are organized around a driving question. Within each driving question, students engage in a series of learning experiences that are carefully designed to immerse them in the science and engineering practices as they construct their understanding of important concepts. Students also have opportunities to learn and apply engineering-specific practices such as designing solutions to identified problems.

SC-105-1
Science I G/T
Grade 6

This course is comprised of four units designed to address the following big ideas from the Maryland Science Standards: how Earth's place in the universe can be described; how to explain the composition of the solar system; how the motion of Earth can explain seasons and eclipses; how people figure out that Earth and life on Earth have changed over time, and how the movement of tectonic plates impacts the surface of the Earth. Units are organized around a driving question. Within each driving question, students engage in a series of learning experiences that are carefully designed to immerse them in the science and engineering practices as they construct their understanding of important concepts. Students also have opportunities to learn and apply engineering-specific practices such as designing solutions to identified problems. In the G/T level course, teachers will differentiate their instruction to meet the unique needs of high-ability learners through pacing and compacting, differing levels of challenge, strategic flexible groupings, and opportunities for self-directed inquiry.

SC-200-1
Science II
Grade 7

This course is comprised of three units designed to address the following big ideas from the *Maryland Science Standards:* how structures of organisms contribute to life's functions; how organisms grow, develop and reproduce; how individual organisms obtain and use matter and energy; how energy moves through an ecosystem; how organisms interact with other organisms in the physical environment to obtain matter and energy; how genetic variation among organisms in species affects survival and reproduction, and how the environment can influence genetic traits in populations over multiple generations. Units are organized around a driving question. Within each driving question, students engage in a series of learning experiences that are carefully designed to immerse them in the science and engineering practices as they construct their understanding of important concepts. Students also have opportunities to learn and apply engineering-specific practices such as designing solutions to identified problems.

Science

SC-205-1

Science II G/T

Grade 7

This course is comprised of three units designed to address the following big ideas from the *Maryland Science Standards:* how structures of organisms contribute to life's functions; how organisms grow, develop and reproduce; how individual organisms obtain and use matter and energy; how energy moves through an ecosystem; how organisms interact with other organisms in the physical environment to obtain matter and energy; how genetic variation among organisms in species affects survival and reproduction, and how the environment can influence genetic traits in populations over multiple generations. Units are organized around a driving question. Within each driving question, students engage in a series of learning experiences that are carefully designed to immerse them in the science and engineering practices as they construct their understanding of important concepts. Students also have opportunities to learn and apply engineering-specific practices such as designing solutions to identified problems. In the G/T level course, teachers will differentiate their instruction to meet the unique needs of high-ability learners through pacing and compacting, differing levels of challenge, strategic flexible groupings, and opportunities for self-directed inquiry.

SC-300-1

Science III

Grade 8

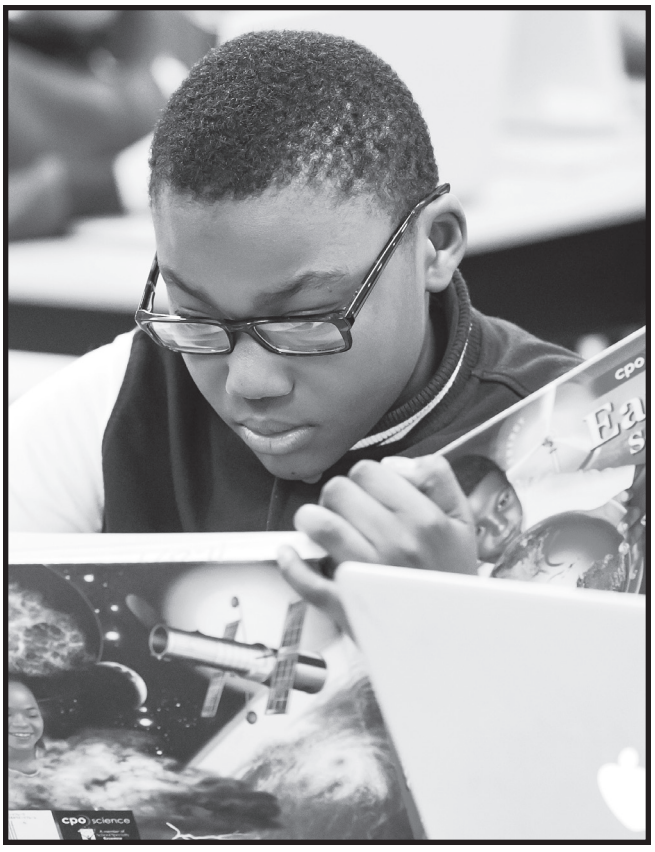
This course is comprised of three units designed to address the following big ideas from the *Maryland Science Standards:* how atomic and molecular interactions can explain the properties of matter that we see and feel; how one can describe physical interactions between objects and within systems of objects; how energy can be transferred from one object or system to another, and how the characteristic properties of waves can be used. Units are organized around a driving question. Within each driving question, students engage in a series of unique learning experiences that are carefully designed to immerse them in the science and engineering practices as they construct their understanding of important concepts. Students also have opportunities to learn and apply engineering-specific practices such as designing solutions to identified problems.

SC-305-1

Science III G/T

Grade 8

This course is comprised of three units designed to address the following big ideas from the *Maryland Science Standards:* how atomic and molecular interactions can explain the properties of matter that we see and feel; how one can describe physical interactions between objects and within systems of objects; how energy can be transferred from one object or system to another, and how the characteristic properties of waves can be used. Units are organized around a driving question. Within each driving question, students engage in a series of unique learning experiences that are carefully designed to immerse them in the science and engineering practices as they construct their understanding of important concepts. Students also have opportunities to learn and apply engineering-specific practices such as designing solutions to identified problems. In the G/T level course, teachers will differentiate their instruction to meet the unique needs of high-ability learners through pacing and compacting, differing levels of challenge, strategic flexible groupings, and opportunities for self-directed inquiry.



Social Studies

The HCPSS middle school social studies focus on promoting the ability among students to make informed and reasoned decisions for the public good, to apply disciplinary literacy and problem solving skills within relevant content, and to understand their roles and responsibilities as citizens in a democratic society. These are foundational skills of lifelong learning and key components in the process of preparing students to navigate in a global environment, and to critically evaluate information in a rapidly changing world. Social studies instruction is an integral part of the implementation of the Maryland College and Career-Ready Standards and facilitates the integration of disciplinary literacy skills, writing, critical thinking, and problem solving across the curriculum.

History Day

National History Day® (NHD) is a highly regarded academic competition for secondary school students.

Each year, more than half a million students, encouraged by thousands of teachers nationwide, participate in the NHD contest. Students choose historical topics related to a theme and conduct extensive primary and secondary research through libraries, archives, museums, oral history interviews, and historic sites. After analyzing and interpreting their sources and drawing conclusions about their topics' significance in history, students present their work in original papers, exhibits, performances, and documentaries. These products are entered into competitions in the spring at local, state, and national levels where they are evaluated by professional historians and educators. The program culminates in a national competition each June held at the University of Maryland at College Park.

In addition to discovering the exciting world of the past, NHD also helps students develop the following attributes that are critical for future success:

- critical thinking and problem-solving skills
- research and reading skills
- oral and written communication and presentation skills
- self-esteem and confidence
- a sense of responsibility for and involvement in the democratic process

The Office of Secondary Social Studies, in collaboration with the Gifted and Talented Education Program, sponsors a regional History Day Competition for the students of Howard County. Schools also have school-wide competitions, and send the top ten projects from their schools, with a maximum of two per category. The teachers then register these online for our countywide event.

The regional competition is a large event which includes students, parents, teachers, news reporters, and performers. Up to 300 students are evaluated by judges recruited from the local community and our teaching staff. The top two projects per category then move on to the statewide competition. Several community groups also offer special awards for specific historical topics.

SO-100-1
Geography and World Cultures
Grade 6

Students will study the first part of a two-year program entitled *Geography and World Cultures.* Course content includes the study of geographic reasoning, historical thinking, disciplinary literacy, and writing/communication skills. For each unit, the students will learn the human and physical geography, ancient and medieval history, and contemporary issues about the Middle East, Africa, and Asia.

SO-101-1
Geography and World Culture G/T
Grade 6

This course provides a differentiated curriculum for the geography and world cultures content listed above in which students engage in more rigorous critical thinking and problem solving activities that require deeper analysis and understanding. All students learn the social science research process and begin the development of research and writing skills that will prepare them for extended research investigations, such as National History Day, in grade 7 or 8.

SO-200-1
Geography and World Cultures
Grade 7

Students will study the second part of a two-year program entitled *Geography and World Cultures.* Course content includes the study of geographic reasoning, historical thinking, disciplinary literacy, and writing/communication skills. For each unit, the students will learn the human and physical geography, ancient and medieval history, and contemporary issues about Western Europe, Eastern Europe and Eurasia, Latin America, and North America.

Social Studies

SO-201-1

Geography and World Cultures G/T

Grade 7

This course provides a differentiated curriculum for the geography and world cultures content listed above in which students engage in more rigorous critical thinking and problem solving activities that require deeper analysis and understanding. In grade 7, students begin to apply the social science research process through the development of a research project in history, or through participation in National History Day.

SO-300-1

United States History

Grade 8

Students will study the first part of a two-year program in United States History, focusing on the period from approximately 1763 to the 1800's. This program provides opportunities for students to develop an understanding of historical reading skills, chronological reasoning skills, key historical concepts, and content related to the history of our nation. There will be a statewide Middle School Social Studies Assessment as part of the Maryland Comprehensive Assessment Program given in grade 8. This assessment will cover the content of United States History covered in this course but will also reflect an assessment of skills built throughout a students' middle school studies courses.

SO-301-1

United States History G/T

Grade 8

This course provides a differentiated curriculum for the United States history content listed above in which students engage in more rigorous critical thinking and problem solving activities that require deeper analysis and understanding. All students complete a multi-stage historical research paper based on national standards or participate in National History Day.

Special Education

Special education services in each Howard County middle school are designed to provide instruction, related services, and support for students who have been determined to be eligible through the Individualized Education Program (IEP) process. An IEP is developed for each student with a disability by the IEP team and reflects special education and related services in accordance with least restrictive environment guidelines. All students must complete graduation requirements in order to earn a Maryland high school diploma.

RE-100-0

Resource English

Grades 6, 7, 8

In this course, students with IEPs are working towards a Maryland Certificate of Program Completion and are working on individualized reading and written language goals and objectives aligned with modified English curriculum and alternative state standards. Students take the Multistate Reading Alternative Assessment in grade 6, 7 or 8.

RE-106-0

Instructional Support

Grades 6, 7, 8

This course is for students that have IEPs and require additional instruction in the area of written language. Students will receive specialized instruction in the area of written language aligned with their written language goals and objectives.

RE-110-0

Resource Mathematics

Grades 6, 7, 8

In this course students with IEPs are working towards a Maryland Certificate of Program Completion and are working on individualized goals and objectives aligned with modified mathematics curriculum. Students take the Multistate Mathematics Alternative Assessment in grade 6, 7 or 8.

RE-120-0

Resource Science

Grades 6, 7, 8

In this course, students with IEPs are working towards a Maryland Certificate of Program Completion and are working on individualized goals and objectives aligned to the science curriculum and alternative state standards. Students take the Alternate Maryland Integrated Science Assessment in grade 8.

RE-130-0

Resource Social Studies

Grades 6, 7, 8

In this course, students with IEPs are working towards a Maryland Certificate of Program Completion and are working on individualized goals and objectives aligned to the social studies curriculum and alternative state standards.

RE-150-0 Grade 6

RE-250-0 Grade 7

RE-350-0 Grade 8

Braille

Grades 6, 7, 8

This tutorial aligns with the IEP of a student who is blind or visually impaired. Instruction is provided in the reading and writing of Unified English Braille and the Nemeth Braille Code for Mathematics and Science Notation. Instruction in the following specialized Braille codes is provided as appropriate: foreign language, music, computer, and chemical codes. Additional areas of instruction include tactile graphics, textbook format, and the use of specialized technology to access and produce written work.

RE-140-0

Communication, Self-Advocacy and Learning Behaviors

Grades 6, 7, 8

Students will expand their skills by providing authentic school-based experiences connected to skills needed for future employment and community life. These experiences will be based on appropriate communication, self-advocacy and learning behaviors needed for any job or career. Students will effectively use purposeful and appropriate communication across all settings, exhibit behavior that matches their tasks and/or environment, and decrease the need for adult prompting and increase engagement for instruction/learning. This course is designed for students with IEPs who are working toward a Maryland Certificate of Program Completion.

World Languages

The HCPSS world language program provides world-readiness by preparing students to participate in a multilingual environment that values other cultures, with the goal of developing functional proficiency in world languages. The World Language program incorporates a proficiency-based curriculum that enables students to use the world language in real life situations in an immersion setting. World language teachers leverage the power of technology and engaging resources to meet the needs of their diverse leaders.

Middle school world language teachers offer differentiated instruction for students who have come from the elementary world language program, are heritage speakers, or beginners to the language of study. The differentiated instruction is done through tiering assignments, using station-rotation model, providing open-ended performance tasks, and using leveled target language reading groups.

Students may choose to study Chinese, French or Spanish in grades 7-8. World language classes meet every day in seventh and eighth grades.

WL-402-1

Chinese I

Grades 7, 8

Chinese I introduces students to the Chinese language and culture with an overview of Chinese history, people, current affairs, politics, economics, science, technology, arts, and literature. Students explore pronunciation and common terms and may expect experiences in all four of the traditional language acquisition skills with an emphasis on listening and speaking. Chinese I highlights the evolution and Romanization of Chinese and a study of tone, an extremely important aspect of the Chinese language. Students who successfully complete this course will earn one high school world languages course credit. See *Credit for High School Courses Taken in Middle School* on page 7.

WL-404-1

French I

Grades 7, 8

This course is an introduction to the French language and Francophone culture. In French I, students communicate on a variety of topics, such as exchanging greetings, identifying classroom objects, describing family members, telling time, describing weather conditions and seasons, locating places around town, and ordering foods in a café. Students explore the Francophone and examine the differences and similarities between Francophone and American cultures. Students who successfully complete this course will earn one high school world languages course credit. See *Credit for High School Courses Taken in Middle School* on page 7.

WL-414-1

Spanish I

Grades 7, 8

This course introduces students to the language and cultures of the Spanish-speaking world. In Spanish I, students communicate about various topics, such as exchanging greetings, identifying classroom objects, describing family members, telling time, describing weather and seasons, locating places around town, and shopping for clothing. Students explore the Spanish speaking world, focusing on the geography of Spain and Latin America. They compare relevant aspects of the cultures of the Americas and Spain. Students who successfully complete this course will earn one high school world languages course credit. See *Credit for High School Courses Taken in Middle School* on page 7.

World Languages

The following Level II courses are available for students who have earned a Level I credit.

WL-502-1
Chinese II
Grade 8

Prerequisite: Chinese I

This course continues the study of the Chinese language and culture, including Chinese history, people, current affairs, politics, economics, science, technology, arts, and literature. Students may expect language-learning experiences in all four of the traditional language acquisition skills. Study of the evolution and the Romanization of the Chinese language is also included. Tone, an extremely important aspect of the Chinese language, is an important aspect of study in this course. Students who successfully complete this course will earn one high school world languages course credit. See *Credit for High School Courses Taken in Middle School* on page 7.

WL-504-1
French II
Grade 8

Prerequisite: French I

This course emphasizes what students are able to do in the language. Students communicate regarding a variety of topics in the past, present and future. Students continue to study Francophone culture through reading, lectures, discussions, and the use of media and technology. Students who successfully complete this course will earn one high school world languages course credit. See *Credit for High School Courses Taken in Middle School* on page 7.

WL-514-1
Spanish II
Grade 8

Prerequisite: Spanish I

This course emphasizes what students are able to do in the language. Students communicate about a variety of topics in past, present and future. Students study the culture of the Spanish-speaking world through readings, lectures, discussions, and the use of media and technology. Students who successfully complete this course will earn one high school world languages course credit. See *Credit for High School Courses Taken in Middle School* on page 7.

Other Elective Course Offerings

MC-101-9

21st Century Learning

Grade 6

This course introduces students to brain development and strengthening executive functioning skills. Students explore learning digitally with lessons about organizing digital space, using email functions, and working in Google Drive. It also develops study skills such as mnemonics, note taking and graphic organizers. This course also includes a module about respecting others and anti-bullying. Students in this course will work on a digital portfolio to show what they have learned in each section of the course. They will include 2-3 examples of their best learning activities. These activities will be graded throughout the course and will make up the final grade.

MC-110-9

Boost the Brain

Grade 6

Students will learn strategies that enable them to navigate this their middle and high school careers successfully. In addition, students will learn how the adolescent brain functions. Students will develop an understanding of 1) why teens respond more emotionally and less rationally to situations; 2) practices that promote "roadways in the brain" and 3) the need for students to develop and implement a personal survival guide for high school.

MC-120-9

Digital Citizenship

Grade 6

Digital citizenship is an idea that encompasses all realms of the web from the globalized world in which we live. This module has been designed for next-generation learners to provide rigor and relevance for all students. During this unit, students will create an authentic product that could be published online. While exploring the different topics, students will reflect on how each topic impacts their personal publishing product.

Course Index

Directory of Middle Schools

Bonnie Branch
4979 Ilchester Road
Ellicott City, MD 21043
Drew Cockley, Principal
bbms.hcpss.org
410-313-2580 (school)

Burleigh Manor
4200 Centennial Lane
Ellicott City, MD 21042
Allen Cosentino, Principal
bmms.hcpss.org
410-313-2507 (school)

Clarksville
6535 South Trotter Road
Clarksville, MD 21029
Kimberly Scaife, Principal
cms.hcpss.org
410-313-7057 (school)

Dunloggin
9129 Northfield Road
Ellicott City, MD 21042
Antoinette Roberson, Principal
dms.hcpss.org
410-313-2831 (school)

Elkridge Landing
7085 Montgomery Road
Elkridge, MD 21075
David Strothers, Principal
elms.hcpss.org
410-313-5040 (school)

Ellicott Mills
4445 Montgomery Road
Ellicott City, MD 21043
Peter Gaylord, Principal
emms.hcpss.org
410-313-2839 (school)

Folly Quarter
13500 Triadelphia Road
Ellicott City, MD 21042
Kathleen Clark, Principal
fqms.hcpss.org
410-313-1506 (school)

Glenwood
2680 Route 97
Glenwood, MD 21738
Melissa Shindel, Principal
gms.hcpss.org
410-313-5520 (school)

Hammond
8100 Aladdin Drive
Laurel, MD 20723
Lisa Smith, Principal
hms.hcpss.org
410-313-5830 (school)

Harper's Choice
5450 Beaverkill Road
Columbia, MD 21044
Alexia Couch, Principal
hcms.hcpss.org
410-313-6929 (school)

Lake Elkhorn
6680 Cradlerock Way
Columbia, MD 21045
Brian Wallace, Principal
lems.hcpss.org
410-313-7600 (school)

Lime Kiln
11650 Scaggsville Road
Fulton, MD 20759
Tammy Jones, Principal
lkms.hcpss.org
410-880-5988 (school)

Mayfield Woods
7950 Red Barn Way
Elkridge, MD 21075
Monica Stevens, Principal
mwms.hcpss.org
410-313-5022 (school)

Mount View
12101 Woodford Drive
Marriottsville, MD 21104
Lynnette Moore, Principal
mvms.hcpss.org
410-313-5545 (school)

Murray Hill
9989 Winter Sun Road
Laurel, MD 20723
Lisa Smithson, Principal
mhms.hcpss.org
410-880-5897 (school)

Oakland Mills
9540 Kilimanjaro Road
Columbia, MD 21045
Regina Coleman, Principal
omms.hcpss.org
410-313-6937 (school)

Patapsco
8885 Old Frederick Road
Ellicott City, MD 21043
Michael Babe, Principal
pms.hcpss.org
410-313-2848 (school)

Patuxent Valley
9151 Vollmerhausen Road
Jessup, MD 20794
Rick Robb, Principal
pvms.hcpss.org
410-880-5840 (school)

Thomas Viaduct
700 Banbury Drive
Hanover, MD 21076
Denise Young, Principal
tvms.hcpss.org
410-313-8711 (school)

Wilde Lake
10481 Cross Fox Lane
Columbia, MD 21044
Christopher Rattay, Principal
wlms.hcpss.org
410-313-6957 (school)

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