Catalog of Middle School Courses

2019-20

Howard County Public School System

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Dear Students and Parents/Guardians:

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

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.

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

This catalog is intended to help you and your child learn about each course they will take next year. The courses are organized by grade and subject 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.

Superintendent of Schools

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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.

Each year middle school students receive instruction aligned to the Maryland College and Career-Ready Standards:

- English Language Arts
- Health
- Mathematics
- PE
- Science
- Social Studies

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

Students may also take:

- Related Arts Courses
  - Art
  - General Music
  - Family and Consumer Science
  - Technology Education
- GT Research or Seminars/Interventions in reading and/or mathematics
- Innovation and Inquiry Reading Modules

All students in grade 6 are enrolled in a Career module.

Students must also take Family and Consumer Science in either 7th or 8th grade or receive the financial literacy information embedded within another course.

Students must also complete at least one Innovation and Inquiry Reading Module related to career readiness or receive this information through another course.

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
Earth Science 6 Earth Science 6 G/T	Life Science 7 Life Science 7 G/T	Physical Science 8 Physical Science 8 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
Related Arts: • Art[1] • Family and Consumer Science • General Music[1] • Technology Education • MS GT Research[3] • Innovation and Inquiry Module: Expanding and Exploring Career Options[4]	Related Arts: • Art[1] • Family and Consumer Science[5] • General Music[1] • Technology Education • World Languages	Related Arts: • Art[1] • Family and Consumer Science[5] • General Music[1] • Technology Education • World Languages
Performing Arts[1] • Band • Orchestra • Chorus	Performing Arts[1] • Band • Orchestra • Chorus	Performing Arts[1] • Band • Orchestra • Chorus

[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 at Mount View and Murray Hill 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 COMAR requirement for careers and provides development of reading skills.

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

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

By state law, children must attend school from ages 5 to 17. The Maryland State Department of Education has defined full and partial day attendance as follows:

- A student is counted present for a full day if the student is in attendance four hours or more of the school day.
- A student is counted present for a half day if the student is in attendance for at least two hours of the school day, but less than four hours.
- A student scheduled for less than a full day is to be counted present based on the amount of time he/she is scheduled.

A note from the parent must be submitted to the school within two school days of the student's return, indicating the date and reason for tardiness or absence from a regular school session. A doctor's certificate 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 Special Education and Student Services.

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.

Homework Guidelines

To ensure that each student meets or exceeds rigorous performance and achievement standards, HCPSS must assist students in maintaining and extending their learning. The appropriate design, use and evaluation of regular homework assignments are all integral pieces needed to achieve that goal.

Throughout all grades, teachers will provide homework. Homework can help students reinforce previously taught skills, explore and extend knowledge, prepare for future lessons, challenge and inspire independent learning, and explore new talents and skills. It must be useful, responsive, engaging, varied and challenging. Homework also enables parents to take an active role in their child's education by monitoring academic progress and reinforcing lessons at home. All schools develop and implement a set of comprehensive homework guidelines based upon the following countywide criteria.

All Grades

- Individual schools must provide information to parents about the school's, team's and/or teacher's homework guidelines, the student's homework responsibilities, and how parents can help monitor, assist with and discuss homework. Each school will communicate this information clearly to parents at the beginning of every school year.
- Teachers will review homework in a timely manner.
- Homework should be planned so that students see the relationship of their homework to class work, see meaning in their assignments, have a clear understanding of the procedures and due dates, and understand how their homework is evaluated.
- Each school will develop clear guidelines for dealing with late or missing homework, as well as determine the percentage of grades that can be derived from homework assignments.
- Homework will be differentiated to meet the needs of individual students and curricula.
- Homework may be reviewed or evaluated as part of class activities. However, class time should not be used for the completion of homework.
- Homework patterns should change to help prepare students for the transition to the types and amount of homework they will receive as they move from elementary school to middle school to high school.
- Because all students may not have ready access to electronic communications outside their school building, no assignments are to be given to students electronically when schools are not in session, including during emergency closings. In addition, students are not to be required to submit previously assigned work electronically if the due dates occur during emergency closings.

General Information

Homework Guidelines *continued*

Grades 6–8

- Five to 10 hours of homework a week are suggested for middle school students. Homework assignments may reinforce previously taught skills, prepare students for future lessons, extend learning, promote creativity and/or be a reflection on the student's day at school.
- County and state mandated testing are legitimate reasons for modifying homework assignments.
- Middle school students have more than one teacher. Therefore, teams of teachers coordinate activities and projects so that reasonable amounts of homework are given across subjects each night, and so that opportunities for integrating subjects are maximized.

Grading

The grading system used to reflect student achievement for Pre-K-8 includes letter grades, effort codes/ comments, and instructional levels.

A. Grades reported on interim/progress reports and on the report card at the end of each marking period in Pre-K–8 are derived from a compilation of assessments from that entire marking period up to the point of the progress report or report card.

   Grades in 3-8 are the following:

   A (90-100%) – Outstanding level

   B (80-89%) – High level

   C (70-79%) – Satisfactory level

   D (60-69%) – Low level

   E (59% or lower) – Failure

   Percent scores are rounded to the nearest whole number. Anything below .5 rounds down, and anything .5 and above rounds up.

   Ex.1: 89.49% rounds to 89. Ex. 2: 89.50% rounds to 90.

B. Student grades may not be subject to a percentage grade reduction for lateness to class, absence, behavior or disciplinary action. Such actions could impact the final grade, however, in an indirect manner because of missed work and incomplete assignments.

C. In computing numerical averages from letter grades, the following equivalents will be used:

   A = 4, B = 3, C = 2, D = 1, E = 0

Tips for Success

- Encourage your child to challenge himself or herself by working up to his or her ability in appropriate classes.
- Recognize study habits are an important part of academic achievement. Your child will need to learn to organize his or her materials, write down homework assignments, and complete homework assignments independently.
- Encourage your child to take advantage of opportunities to explore 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.

General Information

Internet Safety and Digital Responsibility

Technology use, internet safety and digital citizenship are the responsibilities of students, parents, and HCPSS staff. HCPSS is committed to teaching all students responsible behaviors and educating them about potential consequences of misuse. Policy 8080: Responsible Use of Technology and Social Media describes the guidelines.

Personal Communication Device Guidelines

1. Students must comply with class and school rules and all relevant HCPSS Board Policies.
2. Administration, faculty and staff may request at any time that students turn off and put away technology devices. Failure to do so may result in disciplinary action and possible revocation of privileges.
3. Individuals assume full responsibility for their non-HCPSS owned technology devices. This includes the device's safety, security and maintenance.
4. Schools may designate approved personal communication device zones/times on school grounds. However, personal communication devices may not be used in locker rooms or bathrooms at any time.
5. Students must obtain consent from staff and participants before taking, uploading or sharing photos, recording audio, or capturing video during the school day.
6. Any disruption to class or other educational activity may result in disciplinary action.
7. Privileges for personal communication devices in middle school are:
   Middle school students are permitted to carry personal communication devices with them during the school day. They must be turned off or in silent mode at all times. These devices may not disrupt instructional time and should be put away (in a pocket, backpack, notebook or locker). Instructional time is defined as from the sound of the class late bell to the sound of the class dismissal bell. Students may use their personal communication device before or after school hours, during lunch and hallway/transition times. Due to the size of middle school hallways, middle school principals may choose to limit the use of personal communication devices during hallway transitions in an effort to maintain a safe environment.

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 pass PARCC Assessments in Algebra I and English 10 and the Maryland High School Assessments in Science and Government. If Algebra I is taken in middle school, another mathematics assessment must be taken in high school.
- 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 requirements are under review. See the school counselor for most current requirements.

Credit Requirements: Students must earn a minimum of 21 credits to graduate. Credits can be earned in the following areas:

CORE REQUIREMENTS		OTHER REQUIREMENTS	
Subject Area	**Current Specific Credit Requirements**	**Subject Area**	**Current Specific Credit Requirements**
English	4 credits, including: • 1 credit in English 9 • 1 credit in English 10 • 1 credit in English 11 • 1 credit in English 12	Fine Arts	1 credit See course list on page 6.
		Physical Education	1/2 credit, including: Lifetime Fitness
Mathematics	3 credits and 4 years of participation,* including: • 1 credit in Algebra I • 1 credit in Geometry • 1 credit beyond Geometry	Health	1/2 credit, including: Health Education or Current Health Issues
Science	3 credits in laboratory-based science that are aligned to the Maryland Science Standards and the Maryland Integrated Science Assessment (MISA). Students may follow a variety of possible course sequences, but the student's course sequence must offer a breadth of experiences that include the following science disciplines (See page 117): • Earth Space Science • Life Science • Physical Science (Chemistry and Physics)	Technology Education	1 credit See course list on page 7.
		Program Choice	2 credits in World Language including American Sign Language** OR 2 credits in an approved Advanced Technology Program (see Program Choices on page 7) OR 4 or 5 credits in a Career Academy (State-approved Career and Technology Education Completer Program)
Social Studies	3 credits, including: • 1 credit in U.S. History • 1 credit in Local, State and National Government • 1 credit in World History	Electives	1-3 credits to include courses beyond requirements.

* In 2009, the University System of Maryland Board of Regents approved an academic policy that requires incoming freshman undergraduates to have completed four years of high school math. Accordingly, HCPSS students shall enroll in a mathematics course in each year of high school that the student attends in the HCPSS, up to a maximum of 4 years of attendance, unless in the 5th or 6th year a mathematics course is still needed to meet a graduation requirement. Three years of mathematics will consist of one credit of Algebra I, one credit of Geometry, and one or more credits in courses such as Algebra II and subsequent mathematics courses that utilize algebra in a substantive way, so that the student does not lose the algebraic and numerical skills achieved in earlier courses.

** Students must complete both ASL I and II in high school to meet the graduation requirement.

General Information

Student Service Learning

Student Service Requirements*

To graduate from high school in Maryland, all students shall 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

High school courses offered at the middle school level are eligible for high school credit. Beginning with courses completed in the 2015–16 school year:

1. The student's passed course will count toward the 21 credits for graduation requirement.
2. The student's course grade will be recorded on the high school transcript.
3. The student's grade will not be calculated into the high school grade point average.
4. For high school world language courses, one credit will be awarded at the completion of a course in grade 8.

The following courses taken in Grades 6, 7, or 8 will be awarded one high school credit upon successful completion: MA-401-1 Algebra I, MA-403-1 Algebra I G/T, MA-433-1 Geometry G/T, WL-300-1 Chinese, WL-310-1 French, and WL-320-1 Spanish.

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.

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
English Language Arts 6
Grade 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
English Language Arts 6 G/T
Grade 6
This Gifted and Talented English 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
English Language Arts 7
Grade 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
English Language Arts 7 G/T
Grade 7
This Gifted and Talented English 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
English Language Arts 8
Grade 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
English Language Arts 8 G/T
Grade 8
This Gifted and Talented English 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.

ESOL

Students who qualify for ESOL services in middle school receive English language development instruction from an ESOL teacher and enroll in the grade-appropriate English language development course.

ESOL teachers in middle school, deliver language instruction by co-teaching during content instruction, and/or providing direct language instruction in an ESOL Seminar, and through co-planning and consultative service with classroom teachers.

EL-100-1
Grade 6

EL-200-1
Grade 7

EL-300-1
Grade 8

ESOL English Language Development 6-8

This course provides academic English language instruction that helps ELLs access the concepts and objectives addressed within the course. The five WIDA English Language Development Standards are addressed in this course which include: Social and Instructional Language, Language of Language Arts, Language of Mathematics, Language of Science, and Language of Social Studies. Students learn academic vocabulary usage, language forms and conventions, and linguistic complexity in order to develop proficiency with the overarching communicative purposes that are prevalent in school, such as discussing, recounting, explaining, and arguing.

Family and Consumer Science

Family and Consumer Sciences is an interdisciplinary study providing students hands-on activities to develop the 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.

CT-110-8
CT-110-9
Grade 6

Family and Consumer Science (FACS)

Students develop knowledge and skills they need now as teenagers and will use the rest of their lives. FACS projects and activities encourage students to develop the critical thinking, problem-solving, and decision-making skills needed to be contributing members of their families and communities. Through food labs, students will enjoy using basic, healthy ingredients to plan and prepare tasty and nutritious meals and snacks. Through studying and applying financial management principles, students determine how to earn, save, invest, and spend money wisely.

CT-210-8
CT-210-9
Grade 7

Family and Consumer Science (FACS)

The seventh grade curriculum prepares students to make good decisions as teenagers, as members of families, and as part of their school and community. Through financial literacy instruction, students will examine how spending decisions may impact career choices such as saving for college and getting a job. Students will apply financial management principles, food preparation skills, and knowledge of nutrition to make healthier food choices at home, at school, and when dining out. Hands-on food labs will emphasize preparing and serving fresh fruits and vegetables as well as lean proteins.

CT-310-8
CT-310-9
Grade 8

Family and Consumer Science (FACS)

Eighth graders enrolled in FACS will have the opportunity to apply their knowledge of budgeting, saving, and investing through Finance Park, an online simulation of the real-life consequences of financial and career decisions. As part of being college and career ready, students will relate careers, education, and income so they can set personal, academic, and career goals. In addition, through the study of international foods and food labs where students prepare dishes from countries across the world, students will discover how culture impacts food choice, food staples, and food customs. Hands-on food labs will emphasize healthy dishes from world cuisines.

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-100-8
VA-100-9
Art
Grade 6

In this 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. As well as presenting challenging and engaging open ended tasks, the problems presented are designed to 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-200-8
VA-200-9
Art
Grade 7

In this 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. As well as presenting challenging and engaging open ended tasks, the problems presented are designed to 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-300-8
CT-300-9
Art
Grade 8

This course emphasizes the development of idea generation strategies, as well as continues the focus on observational skills, and the application of compositional strategies in preparation for the high school art program. Art problems are designed to address sequential processes; requiring students to solve problems in a creative and personally meaningful way. Through the critical analysis and creation of visual images students refine their aesthetic interpretation and judgment of their own works of art and those of others.

Music

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

MU-100-1 Concert Band

MU-200-1 Symphonic Band

MU-300-1 Wind Ensemble

Grades 6, 7, 8

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

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-130-8 Grade 6

MU-130-9 Grade 6

MU-230-8 Grade 7

MU-230-9 Grade 7

MU-330-8 Grade 8

MU-330-9 Grade 8

General Music

The middle school general music program 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.

MU-120-1 String Ensemble

MU-220-1 String Orchestra

MU-320-1 Chamber Orchestra

Grades 6, 7, 8

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.

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. The first step in the placement process includes the testing of all students in Grade 5 using the Cognitive Abilities Test (CogAT). Those students entering HCPSS in middle school will be tested using the School and College Ability Test (SCAT). In addition to those students whose scores fall within the CogAT or SCAT eligibility ranges, students also may be recommended to participate in G/T content classes by the school's G/T Placement Committee. This committee reviews multiple data points related to a student's performance, including additional assessment scores, student work samples, Instructional Seminar and Curriculum Extension Unit participation, report card grades, and parental input. The committee may recommend placement 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 Form.

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 and HIV/AIDS prevention education. 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.

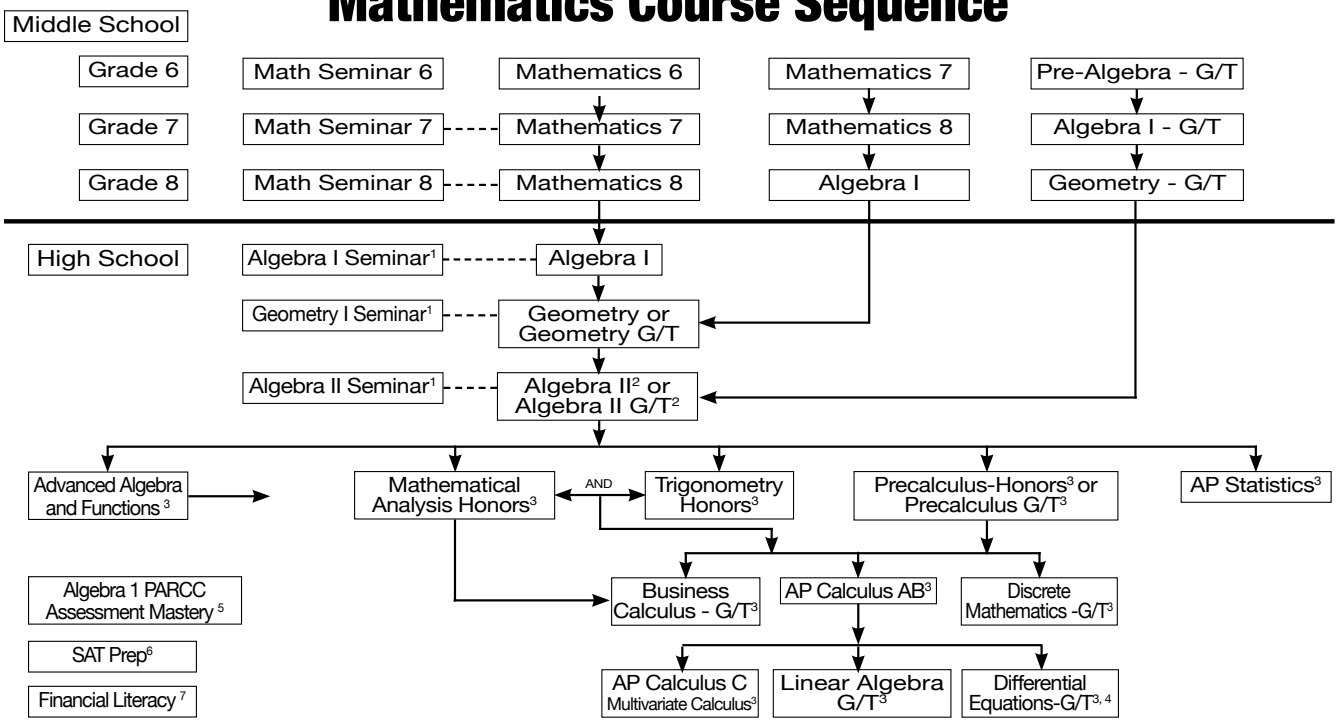
Mathematics

The need for all students to study mathematics is evident as society has become increasingly technology dependent. Mathematical reasoning, problem solving, communication, connections, and the strategic use of different representations, tools, and technology are major elements in all mathematics courses. Courses in mathematics are crucial for students as they transition from middle to high school. Mathematics is crucial for those students who plan to continue their education in college, as well as those students who plan to enter the workforce immediately upon completion of high school.

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 92nd percentile or higher on the CogAT QN 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, a 4th grade PARCC scale score of at least 810, 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 course.

Note 2: Algebra 2 and Algebra 2 G/T satisfy the transition course experience if taken in grade 12 with additional content modules.

Note 3: These courses serve as eligible transition mathematics courses for students in grade 12 who have not achieved College and Career Readiness by the end of the eleventh grade.

Note 4: 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 5: Algebra 1 PARCC Assessment Mastery is a one-semester, elective course for students who have passed the Algebra I course and have not passed the PARCC-Algebra I Assessment.

Note 6: A student may enroll in the one-semester SAT Prep in any sequence after the completion of high school Geometry.

Note 7: Financial Literacy counts as an elective credit but not as a mathematics credit.

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

In this seminar course, students will deepen their understanding of grade level content (Mathematics 6) while reviewing these two critical areas: 1) developing fluency with addition and subtraction of fractions, and developing understanding of the multiplication and division of fractions in limited cases (unit fractions divided by whole numbers and whole numbers divided by unit fractions); and 2) extending division to 2-digit divisors, integrating decimal fractions into the place value system and developing understanding of operations with decimals to hundredths, and developing fluency with whole number and decimal operations. This course focuses on the application of mathematics, strategies for problem solving, the development of the Standards for Mathematical Practices, and Disciplinary Literacy. *This course is taken concurrently with Mathematics 6.*

MA-303-1

Pre-Algebra G/T

Grade 6

In this Gifted and Talented 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

In this seminar course, students will deepen their understanding of grade level content (Mathematics 7) while reviewing these two critical areas: 1) connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; and 2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers. This course focuses on the application of mathematics, strategies for problem solving, the development of the Standards for Mathematical Practices, and Disciplinary Literacy. *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

In this seminar course, students will deepen their understanding of grade level content (Pre-Algebra Grade 8) while reviewing these two critical areas: 1) developing understanding of and applying proportional relationships; and 2) developing understanding of operations with rational numbers and working with expressions and linear equations. This course focuses on the application of mathematics, strategies for problem solving, the development of the Standards for Mathematical Practices, and Disciplinary Literacy. *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 7 for more information.

MA-403-1

Algebra I G/T

Grade 7

In this Gifted and Talented 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 7 for more information.

MA-433-1

Geometry G/T

Grade 8

In this Gifted and Talented 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. *Credit for High School Courses taken in Middle School, page 7 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

The Howard County Public School System middle school reading 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

The Inquiry and Innovation Reading Modules engage students in creativity, innovation, critical thinking and problem solving. Students apply specific disciplinary literacy skills to authentic and relevant real-world situations. Students are provided with learning experiences that promote depth of knowledge across the middle school curriculums. The units are designed to provide opportunities for students to problem solve, develop research skills, enhance oral communication skills, and extend both critical writing and thinking skills across curricular contents. Students are immersed in an environment that allows for collaboration, initiative, curiosity, and adaptability. Learners are provided with multiple opportunities to access and analyze information. Reading module choices include the following areas of study: literature/humanities, science, social studies, and technical subjects. Within each nine-week unit students will build a deeper understanding of the topic of study.

Students in grade 6 are required to enroll in Expanding and Exploring Careers, the Related Arts Module, to fulfill COMAR requirements.

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

Seminar-C Reading (Comprehension)

Grade 6

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

Seminar-D Reading (Decoding)

Grade 6

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.

LA-160-1

Innovation and Inquiry

Grade 6

The Inquiry and Innovation Reading Modules engage students in creativity, innovation, critical thinking and problem solving. Students apply specific disciplinary literacy skills to authentic and relevant real-world situations. Students are provided with learning experiences that promote depth of knowledge across the middle school curriculums. The units are designed to provide opportunities for students to problem solve, develop research skills, enhance oral communication skills, and extend both critical writing and thinking skills across curricular contents. Students are immersed in an environment that allows for collaboration, initiative, curiosity, and adaptability. Learners are provided with multiple opportunities to access and analyze information. Reading module choices include the following areas of study: literature/humanities, science, social studies, and technical subjects. Within each nine-week unit, students will build a deeper understanding of the topic in each of the individual units.

Reading

LA-161-8
Innovation and Inquiry:
Expanding and Exploring Career Options
Grade 6

Students will explore their career aspirations in this class by exploring a variety of interests and talents, developing an understanding of current and emerging career possibilities, and identifying how career choice can be a reflection of self. In addition, students will research the career of an individual, analyzing the obstacles and choices, and reflect on career biographies in order to expand their career aspirations and connect classroom learning to real-world roles and opportunities. In addition, students will have the opportunity to acquire research skills necessary for success in all content areas.

Students in grade 6 are required to enroll in Expanding and Exploring Careers, the Related Arts Module, to fulfill COMAR requirements.

LA-255-1
Seminar-C Reading (Comprehension)
Grade 7

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-250-1
Seminar-D Reading (Decoding)
Grade 7

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.

LA-260-1
Innovation and Inquiry
Grade 7

The Inquiry and Innovation Reading Modules engage students in creativity, innovation, critical thinking and problem solving. Students apply specific disciplinary literacy skills to authentic and relevant real-world situations. Students are provided with learning experiences that promote depth of knowledge across the middle school curriculums. The units are designed to provide opportunities for students to problem solve, develop research skills, enhance oral communication skills, and extend both critical writing and thinking skills across curricular contents. Students are immersed in an environment that allows for collaboration, initiative, curiosity, and adaptability. Learners are provided with multiple opportunities to access and analyze information. Reading module choices include the following areas of study: literature/humanities, science, social studies, and technical subjects. Within each nine week unit, students will build a deeper understanding of the topic in each of the individual units.

LA-261-8
Innovation and Inquiry: Digital Citizenship
Grade 7

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 using the Independent Product Product/Reflection Document.

LA-355-1
Seminar-C Reading (Comprehension)
Grade 8

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.

Reading

LA-350-1

Seminar-D Reading (Decoding)

Grade 8

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.

LA-360-1

Innovation and Inquiry

Grade 8

This course engages students in creativity, innovation, critical thinking and problem solving. Students apply specific disciplinary literacy skills to authentic and relevant real-world situations. Students are provided with learning experiences that promote depth of knowledge across the middle school curriculums. The units are designed to provide opportunities for students to problem solve, develop research skills, enhance oral communication skills, and extend both critical writing and thinking skills across curricular contents. Students are immersed in an environment that allows for collaboration, initiative, curiosity, and adaptability. Learners are provided with multiple opportunities to access and analyze information. Reading module choices include the following areas of study: literature/humanities, science, social studies, and technical subjects. Within each nine-week unit, students will build a deeper understanding of the topic in each of the individual units.

LA-361-8

Innovation and Inquiry Module: The Future of Food

Grade 8

Students will explore the sustainability of the food they eat while learning about the history of food and its evolution. An understanding of food choices and their effect on health and well-being will be developed. Students will learn about the economics of food and how the growth of food relates to the environment. Additional components of the unit will include analysis of food information and how the information is presented to the public.

Science

The Howard County Public School System 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 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

Earth Science

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 and 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 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-105-1

Earth Science 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 and 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 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.

SC-200-1

Life Science

Grade 7

This course is comprised of four units designed to address the following big ideas from the *Maryland Science Standards:* how the structures of organisms can contribute to life's functions; how organisms can grow, develop and reproduce; how can individual organisms obtain and use matter and energy; how energy can move 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 can affect 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 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.

Science

SC-205-1

Life Science G/T

Grade 7

This course is comprised of four units designed to address the following big ideas from the *Maryland Science Standards:* how the structures of organisms can contribute to life's functions; how organisms can grow, develop and reproduce; how can individual organisms obtain and use matter and energy; how energy can move 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 can affect 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 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.

SC-300-1

Physical Science

Grade 8

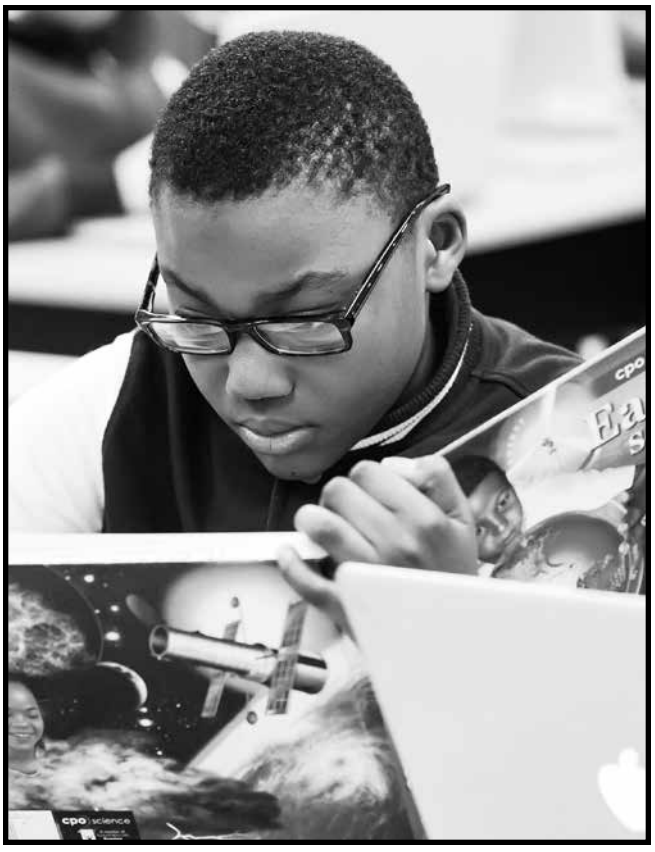
This course is comprised of three units designed to address the following big ideas from the *Maryland Science Standards:* how atomic and molecular interactions can explain the properties of matter that we see and feel; how one can describe physical interactions between objects and within systems of 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

Physical Science 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

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 Office of Gifted and Talented Programs, sponsors a regional History Day Competition for the students of Howard County. Schools also have school-wide competitions, and then send the top 10 projects from their schools, with a maximum of 2 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 history, and contemporary issues about the Middle East, Africa, and Asia.

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

The Gifted and Talented Social Studies course provides a differentiated curriculum 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 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

The Gifted and Talented Social Studies course provides a differentiated curriculum 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 1896. 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 given in grade 8 beginning in the 2019-2020 school year.

SO-301-1

United States History G/T

Grade 8

The Gifted and Talented Social Studies course provides a differentiated curriculum 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-105-0

Support Writing

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.

Technology Education

Students in the Middle School Engineering and Technology Education program use hands-on lessons to learn key concepts about engineering, design, invention, and innovation and the roles those concepts play in creating technological systems to help make life better. Students learn to apply and transfer this knowledge to real-world problems using creative problem solving strategies and critical thinking skills. The program incorporates the applications of technology, engineering, mathematics, and science concepts.

CT-100-8
CT-100-9
Technology Education
Grade 6

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, abilities, and skills to create solutions to technological problems. 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-200-8
CT-200-9
Technology Education
Grade 7

Invention and innovation provides students with opportunities to apply the design process in the invention or innovation of a new product, process, or system. Through group and individual activities, students will study the history of inventions and innovations, including their impacts on society. They will learn about the core concepts of technology, about the various approaches to solving problems, including engineering design and experimentation. Activities will allow students to research and examine how various inventions and innovations impact their lives.

CT-300-8
CT-300-9
Technology Education
Grade 8

Students will develop understanding of the scope of technology and the iterative nature of technological design and problem-solving processes. Participation in engineering design activities will increase understanding of how criteria, constraints, and processes affect designs. This course gives students a general background on the different types of systems but concentrates more on the connections between systems. Activities and experiences are designed to emphasize science and math applications making this a true STEM course.

World Languages

The 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, the station-rotation model, providing open-ended performance tasks, and through 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. The following chart indicates which languages are available at the middle school level.

Schools	Languages	Grades
Mount View Middle School Murray Hill Middle School	Chinese, French, Spanish	7-8
All other middle schools	French, Spanish	7-8

WL-200-1 - Grade 7

WL-300-1 - Grade 8

Chinese

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.

WL-210-1 - Grade 7

WL-310-1 - Grade 8

French

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.

WL-220-1 - Grade 7

WL-320-1 - Grade 8

Spanish

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.

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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
Mikaela Lidgard, Principal
bmms.hcpss.org
410-313-2507 (school)

Clarksville
6535 South Trotter Road
Clarksville, MD 21029
Karim Shortridge, 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
Christopher Rattay, Principal
emms.hcpss.org
410-313-2839 (school)

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

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

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

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

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

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

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

Mount View
12101 Woodford Drive
Marriottsville, MD 21104
Allen Cosentino, 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
Megan Chrobak, 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
Shiney Ann John, Principal
tvms.hcpss.org
410-313-8711 (school)

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

Central Office

Howard County Public School System
10910 Clarksville Pike • Ellicott City, MD 21042
410-313-6600

Notes

10910 Clarksville Pike • Ellicott City, MD 21042
410-313-6600 • www.hcpss.org

The Howard County Public School System does not discriminate on the basis of race, color, national origin, sex, disability or age in its programs and activities, and provides equal access to the Boy/Girl Scouts and other designated youth groups. The following person has been designated to handle inquiries regarding the non-discrimination policies: Manager of Equity Assurance, Howard County Public School System, 10910 Clarksville Pike, Ellicott City, MD 21042, 410-313-6654 (phone), 410-313-1645 (fax). For further information on notice of non-discrimination, visit http://wdcrobcolp01.ed.gov/CFAPPS/OCR/contactus.cfm for the address and phone number of the office that serves your area, or call 1-800-421-3481.

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