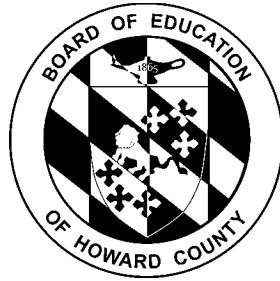


Middle School Course Catalog 2021-2022



Members of the Board of Education of Howard County



Chao Wu, Ph.D.
Chair

Jennifer Mallo
Vice Chair

Vicky Cutroneo

Christina Delmont-Small

Yun Lu

Jolene Mosley

Antonia Watts

Zachary Koung
Student member 2020-2021

Michael J. Martirano, Ed.D.
Superintendent



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 Howard County public school 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 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.

A handwritten signature in black ink, appearing to read "Michael J. Martirano", written in a cursive style.

Superintendent of Schools

Central Office Personnel

William J. Barnes

Chief Academic Officer

Anissa Dennis

Chief School Management and
Instructional Leadership Officer

Kendra V. Johnson

Community Superintendent

Theo Cramer

Community Superintendent

Patrick Sauderson

Community Superintendent

Ebony Langford-Brown

Executive Director
Curriculum, Instruction, and Assessment

Terrell Savage

Executive Director
Special Education

Caroline Walker

Executive Director
Program Innovation and Student Well-Being

Jennifer Novak

Director
Curriculum, Instruction and Assessment

Janice Yetter

Director
Special Education

Lisa Davis

Director
Program Innovation and Student Well-Being

Division of Academics

Vacancy

Coordinator
ESOL

Kimberly Banks

Coordinator
World Languages

Eric Bishop

Coordinator
Physical Education and Health

Debbie Blum

Coordinator
Gifted and Talented Education Programs

Robert Cole

Coordinator
Digital Education Program

Nancy Czarnecki

Coordinator
English/Language Arts

Melissa Daggett

Coordinator
Library Media

Terry Eberhardt

Coordinator
Music

Sharon Kramer

Coordinator
Career and Technical Education

Gino Molfino

Coordinator
Fine Arts

Kelly Ruby

Coordinator
School Counseling

C. Renee Bos

Coordinator
Advanced Placement and Social Studies

Kami Wagner

Coordinator
Student Support Programs

Mary Weller

Coordinator
Science

Jon Wray

Coordinator
Mathematics

Julie Wray

Coordinator
Instructional Technology

Table of Contents

Middle School Program of Studies	1-2
Assessment Requirements	2
General Information	
Attendance	3
Homework Guidelines	3-4
Grading	4
Internet Safety and Digital Responsibility	5
Tips for Success	6
What you Should Know About High School	6
High School Graduation Requirements.	7
Student Service Learning.	8
Credit for High School Courses Taken in Middle School.	8
Course Description Diagram	9
Course Descriptions	
English	10
ESOL	11
Family and Consumer Science	12
Fine Arts	13-15
Art.	13
Music	14-15
Theater Arts.	15
Gifted and Talented	16
Health Education	17
Mathematics	18-20
Physical Education	21
Reading	22
Science	23-24
Social Studies.	25-26
Special Education	27
Technology Education	28
World Languages	29-31
Other Elective Course Offerings	32
Appendix	
Course Index	33
Directory of Middle Schools	34

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, 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 instruction in the following stand-alone courses or embedded areas of study during their middle school experience:

- Careers
- Technology
- Financial Literacy (Embedded in Family and Consumer Science)

Students may also take:

- Family and Consumer Science
- Technology Education
- G/T Research or Seminars/Interventions in reading and/or mathematics
- Reader's and Writer's Workshop
- Additional Fine Arts classes (band, chorus, 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 : <ul style="list-style-type: none"> • Band • Chorus • General Music • Orchestra • Theater Arts • Visual Arts 	Fine Arts ¹ : <ul style="list-style-type: none"> • Band • Chorus • General Music • Orchestra • Theater Arts • Visual Arts 	Fine Arts ¹ : <ul style="list-style-type: none"> • Band • Chorus • General Music • Orchestra • Theater Arts • Visual Arts
Other Offerings: <ul style="list-style-type: none"> • Technology • MS G/T Research³ • Reader's and Writer's Workshop • Family and Consumer Science • Digital Citizenship • 21st Century Learning • Boost Your Brain • Interventions • English Language Development 	Other Offerings: <ul style="list-style-type: none"> • Reader's and Writer's Workshop • Family and Consumer Science⁴ • Exploring Computer Science • Foundations of Technology • World Languages² • Additional Fine Arts • Interventions • English Language Development 	Other Offerings: <ul style="list-style-type: none"> • Reader's and Writer's Workshop • CTE Careers⁵ • Exploring Computer Science • Foundations of Technology • World Languages² • 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 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 financial literacy requirement.

⁵ This course fulfills the COMAR requirement for careers and provides development of reading skills.

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

By state law, children must attend school from ages 5 to 18. 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 the student is scheduled.

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, 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 courses.
- 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:

- For the purposes of determining the number of hours of homework per week or day, teachers should include 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 included when determining the number of hours of homework; however, these projects do not constitute homework for grading purposes under Section IV.E.2.h.

Purpose of Homework:

- Homework reflects daily instruction, reinforces previously taught skills, prepares students for future lessons, and/or promotes creativity.

General Information

Homework Guidelines *continued*

Middle School Courses (Courses with NO Credits)

- Amount: Each instructor 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.
- 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.

Grading

A letter grade or a code will be given for all courses in which a student is enrolled. Grading will reflect the level of achievement of a student. Students will be given multiple opportunities to demonstrate their learning via multiple measures in each quarter. Parameters for grading will be developed collaboratively with educators and the Division of Academics. Marking period grades will be determined as follows:

A (90-100%) – Outstanding level of achievement

B (80-89%) – High level of achievement

C (70-79%) – Satisfactory level of achievement

D (60-69%) – Low level of achievement

E (59% or lower) – Failure (no credit awarded for high school credit bearing courses)

Percent scores are rounded to the nearest whole number. Therefore, if the number behind the decimal point is less than 5, the score is rounded down to the next whole number and if the number behind the decimal point is 5 or more, the score is rounded up to the next whole number. (Example 1: 89.49% rounds to 89; Example 2: 89.50% rounds to 90)

Middle School Grades

Final middle school grades will be determined by translating the letter grade for each marking period and each assessment using the following quality points scale:

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

Make up work will be accepted under the following conditions:

- A student may make up work and receive a recorded grade for work missed due to a lawful absence or field trip attendance. Students returning from lawful absences or field trips will have an equal number of school days to complete make-up work (i.e., Work due on the day of a field trip will be turned in on the next school day; work assigned on a day of lawful absence will add one school day to the due date.). For absences beyond two weeks, an administrator can allow for additional days for work to be completed.
- A student may complete make-up work but will not receive a recorded grade for work missed due to an unlawful absence.
- Teachers may allow students to redo work to demonstrate a satisfactory level of mastery at a minimum.
- Make-up work may not necessarily be identical to the original assignment but will meet instructional intent.

Student behaviors, including but not limited to, lateness to class, absence (however, per Section IV.A.4., excessive absences may result in loss of credit), or disciplinary action, may not be used to reduce a student's grade. However, student behaviors and attendance may impact the student's grade indirectly because of missed instructional time and incomplete assignments.

Extra credit is not offered in Grades 6-12. However, students may be provided opportunities to recover credit and demonstrate mastery through other relevant coursework. Opportunities should be given to students who are not passing whenever possible.

HCPSS will recognize and accept any and all credits a student earned toward graduation in any other public school in Maryland. Credits earned while not enrolled in a Maryland public school would be reviewed in accordance with COMAR and HCPSS policy and procedures.

High school courses offered in middle school will appear on high school transcripts.

General Information

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.
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.

General Information

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 pass the Maryland Comprehensive Assessment Program (MCAP) in Algebra I, English 10, Government and the Maryland Integrated Science Assessment.
- 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 may be updated per MSDE.
See School Counselor to confirm graduation 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: <ul style="list-style-type: none"> • 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 Lifetime Fitness
Mathematics	3 credits and 4 years of participation,* including: <ul style="list-style-type: none"> • 1 credit in Algebra I • 1 credit in Geometry • 1 credit beyond Geometry 	Health	1/2 credit Health Education
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 a student's course sequence must offer a breadth of experiences that include the following science disciplines (See page 117): <ul style="list-style-type: none"> • 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 OR 2 credits in an approved Advanced Technology Program (see Program Choices on page 7) OR 3 or more credits in a Career Academy (State-approved Career and Technical Education Completer Program)
Social Studies	3 credits, including: <ul style="list-style-type: none"> • 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.

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.

Beginning with courses completed in the 2015-2016 school year, 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).

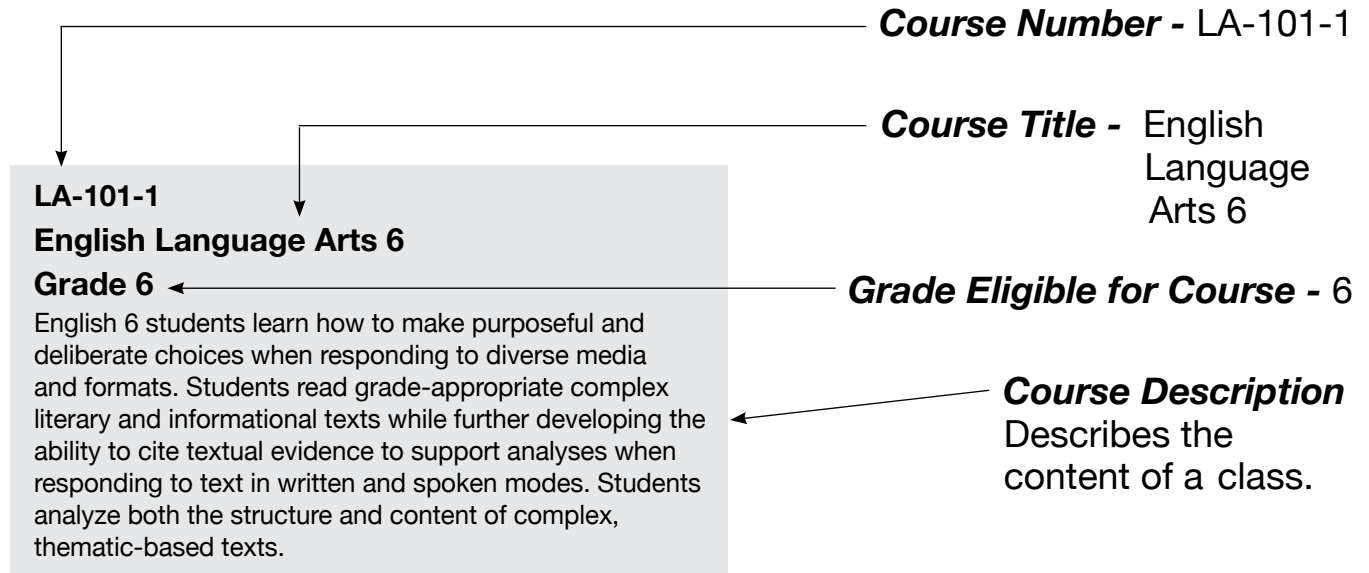
If a student re-takes one of the high-school courses taken in middle school for which credit was earned:

- 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. If a student is receiving the course content over three years, the high school credit will be awarded upon completion of the final year.

General Information

Course Description Diagram



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.

LA-163-9 Grade 6 **Introduction to Reader's and Writer's** **Workshop**

This 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 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

Students who qualify for 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 ESOL class, 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 offering is designed for eligible English learners who have limited literacy skills in their native language as well as limited proficiency in English. They provide 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 that 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-401-1 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

All Active English learners in 6th, 7th, and 8th grade have the option to enroll in English Language Development 1 to receive 1 World Language credit toward high school graduation. This course is designed for English learners across a range of proficiency levels, from entering through developing. The course is provided as full or half credit options to accommodate students who enroll in HCPSS during the first or second semesters.

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

All Active English learners in 7th and 8th grade who have previously completed English Language Development 1, have the option to enroll in English Language Development 2 to receive 1 additional World Language credit toward high school graduation. English Language Development 2 is designed for English learners across a range of proficiency levels, from emerging through expanding. The course is provided as full or half credit options to accommodate students who enroll in HCPSS during the first or second semesters. All Active English learners who complete both English Language Development 1 and English Language Development 2 in middle school may receive additional English Language Development services through co-taught and collaborative instructional models during their 8th grade year.

Family and Consumer Science

Family and Consumer Science 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-110-9

Family and Consumer Science (FACS)

Grade 6

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-210-9

Family and Consumer Science (FACS)

Grade 7

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-320-9

CTE Careers

Grade 8

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. This course will also include a career exploration unit.



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 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-210-1

Visual Arts Studio I

Grades 7, 8

This 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 the exploration of alternative and media arts. Through using established criteria and to guide and inform their behavior and process, students will understand the importance of self-reflection to ensure personal growth.

VA-310-1

Visual Arts Studio II

Grade 8

Prerequisite: Visual Arts Studio I

This 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

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

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.

Fine Arts

MU-240-1

General Music I

Grades 7, 8

This 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 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 1, 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 course students begin to develop an understanding of acting techniques and strategies. 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 theatre genres and crafts, 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 I

Grades 7, 8

This 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.

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). In addition, any students entering HCPSS in middle school will be tested using CogAT. 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. 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.



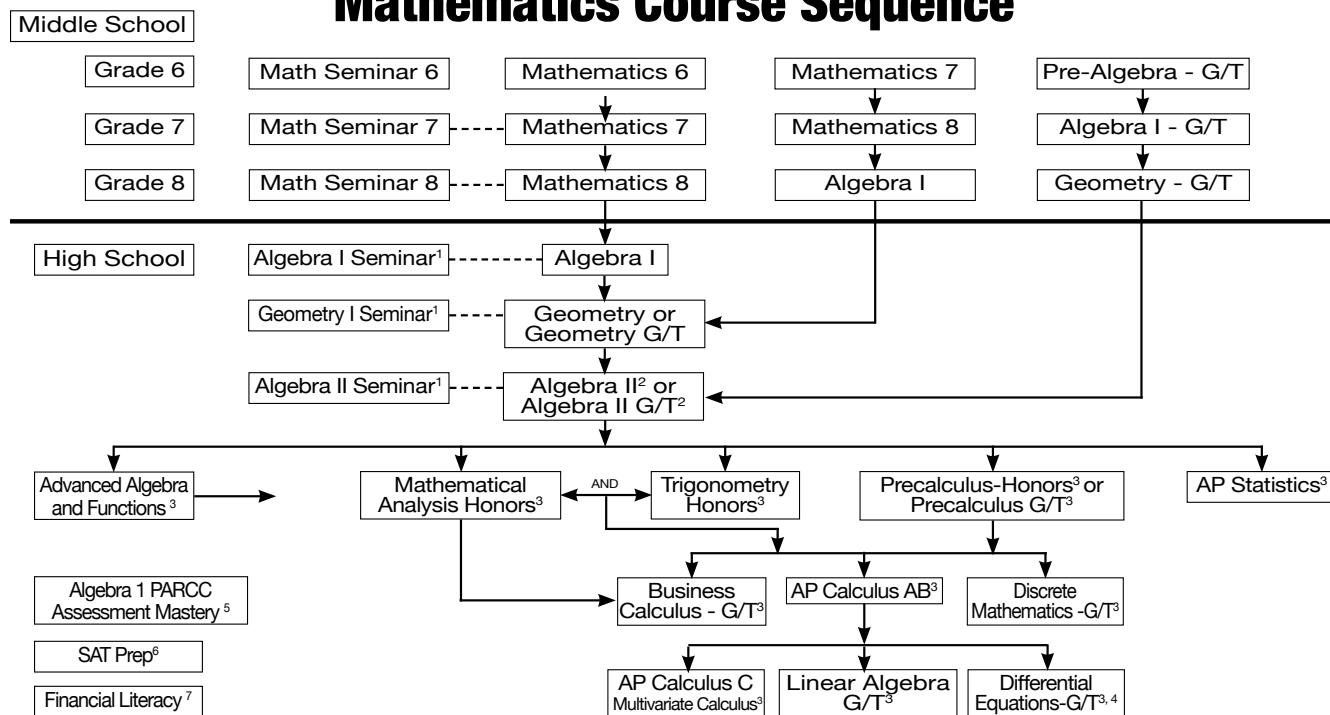
Mathematics

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 PARCC 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 (Mathematics 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 8 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 8 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. 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

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

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 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

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 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 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 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 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

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 and medieval 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 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

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-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.

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-100-9

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.

Students will use computational thinking as well as the engineering design process to solve complex, open-ended problems. Computational thinking allows students to develop the ability to logically order and analyze data and to create solutions using an algorithmic approach (ordered steps).

CT-402-1

Exploring Computer Science

Grades 7, 8

This 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 8.

CT-800-1

Foundations of Technology

Grades 7, 8

This 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 8.



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

Students who successfully complete Level 1A of a World Language class in the 2020-2021 school year will be able to take Level 1B in 2021-2022. This will allow them to complete their Level I requirement and earn one high school World Languages course credit. This applies for students in the following middle schools:

- Bonnie Branch Middle School
- Burleigh Manor Middle School
- Clarksville Middle School
- Elkridge Landing Middle School
- Folly Quarter Middle School
- Glenwood Middle School
- Hammond Middle School
- Lake Elkhorn Middle School
- Lime Kiln Middle School
- Mayfield Woods Middle School
- Murray Hill Middle School
- Oakland Mills Middle School
- Patapsco Middle School
- Patuxent Valley Middle School
- Thomas Viaduct Middle School

WL-300-1 - Chinese 1B, Grade 8

WL-310-1 - French 1B, Grade 8

WL-320-1 - Spanish 1B, Grade 8

This course serves as the continuation of the Level 1 language course for students who studied Level 1A in Grade 7. In this course, students continue to develop language proficiency in the interpretive, interpersonal, and presentational modes of communication. Simultaneously, students continue to explore the cultures associated with the language of study. 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. Students who successfully complete Levels 1A and 1B will earn one high school World Languages course credit. See *Credit for High School Courses Taken in Middle School* on page 8.



World Languages

The following Level I courses are available for students who wish to take a World Language course for the first time.

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 8.

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 8.

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 8.



World Languages

The following Level II courses are available for students who have earned a Level I credit at the following schools:

- Dunloggin Middle School
- Harper's Choice Middle School
- Wilde Lake Middle School
- Ellicott Mills Middle School
- Mount View Middle School

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 8.

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 8.

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 8.

Other Elective Course Offerings

MC-101-9

21st Century Learning

Grade 6

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 to learn strategies that enable them to navigate this their middle and high school careers successfully. In addition, knowledge of how the adolescent brain functions promotes 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 using the Independent Product/Reflection Document.



Course Index

ENGLISH

English Language Arts 6, G/T	10
English Language Arts 7, G/T	10
English Language Arts 8, G/T	10
Reader’s and Writer’s Workshop	10

ESOL

ESOL English Language Development 6-8.	11
ESOL English Language Development 1, 1A, 1B	11
ESOL English Language Development 2, 2A, 2B	11

FAMILY AND CONSUMER SCIENCE

Family and Consumer Science (FACS)	12
CTE Careers	12

FINE ARTS

Art.	13
Visual Arts Studio I, II	13
Concert Band.	14
Symphonic Band	14
Wind Ensemble	14
Chorus	14
Concert Chorus.	14
Chamber Chorus	14
General Music	14
General Music I, II	15
String Ensemble	14
String Orchestra	14
Chamber Orchestra.	14
Theater Arts.	15
Theater Arts I	15

GIFTED AND TALENTED EDUCATION

MS G/T Research.	16
--------------------------	----

HEALTH EDUCATION

Health	17
------------------	----

MATHEMATICS

Mathematics 6, Seminar	19
Mathematics 7, Seminar	19
Pre-Algebra G/T	19
Mathematics 8, Seminar	20

MATHEMATICS continued

Algebra I, G/T.	20
Geometry G/T.	20

PHYSICAL EDUCATION

Physical Education	21
------------------------------	----

READING

Seminar C Reading (Comprehension)	22
Seminar D Reading (Decoding)	22

SCIENCE

Science I 6, G/T.	23
Science II 7, G/T	23-24
Science III 8, G/T	24

SOCIAL STUDIES

Geography and World Cultures - 6, 7, G/T	25-26
United States History - 8, G/T	26

SPECIAL EDUCATION

Resource English	27
Instructional Support	27
Resource Mathematics	27
Resource Science	27
Resource Social Studies	27
Braille	27
Communication, Self Advocacy, and Learning Behaviors	27

TECHNOLOGY EDUCATION

Technology Education - 6, 7, 8	28
--	----

WORLD LANGUAGES

World Language IB Courses	29
Chinese I, II	30-31
French I, II	30-31
Spanish I, II	30-31

OTHER ELECTIVE COURSE OFFERINGS

21st Century Learning	32
Boost the Brain	32
Digital Citizenship.	32

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
Lisa Smith, 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
Megan Chrobak, 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
Melissa Shindel, 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
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
Alan Cosentino, 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
Christopher Rattay, 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



**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.