MONTGOMERY COUNTY PUBLIC SCHOOLS



MIDDLE SCHOOL Program of Study

2027-2028



Montgomery County Public Schools
UNLEASHING POTENTIAL

November 2026

Dear Middle School Students:

Montgomery County Public Schools (MCPS) is committed to ensuring that every student graduates from high school prepared for college and career success. Our middle schools offer a diverse range of engaging courses and programs that will prepare you for 21st-century challenges, college, and the workplace. The 2027–2028 Program of Study for Middle School presents an overview of courses that are designed to help you make the most of your academic experience. Please review this guide and consider it a useful tool as you, your parents/guardians, and your school counselor work together to plan a learning experience that will challenge and engage you.

Beginning in 2027–2028, MCPS is excited to introduce our regional model for specialized programs in all high schools, expanding how you access opportunities aligned with your interests and career aspirations. Through this model, you will have opportunities to explore specialized Center Programs within your assigned region, alongside the courses and programs available at your home school. We invite you to think about which programs you would like to pursue in your region as you prepare for ninth grade. You and your family are encouraged to visit the MCPS Regional Programs and Themes website to explore the opportunities available at the high school level and learn more about the specialized programs offered within your region.

An important part of this journey is developing and maintaining a six-year academic and career plan. This planning process encourages you to think beyond individual course selections and consider how your academic experiences connect to your goals for high school and the years following graduation. You should use the Program of Study to engage in ongoing conversations with your parents and caregivers, teachers, and school counselors about course selections, graduation requirements, specialized programs, and postsecondary opportunities. School counselors are available to provide guidance and help you make thoughtful decisions as your interests and aspirations evolve.

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

As you begin or continue this important journey, I extend my best wishes for a rewarding and successful school year, and as you prepare for the exciting challenges ahead.

Sincerely,

Thomas W. Taylor, Ed.D., M.B.A.
Superintendent of Schools



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

"A high-quality education is the fundamental right of every child."

—MCPS Board of Education vision

Contents

Welcome to Middle School 1

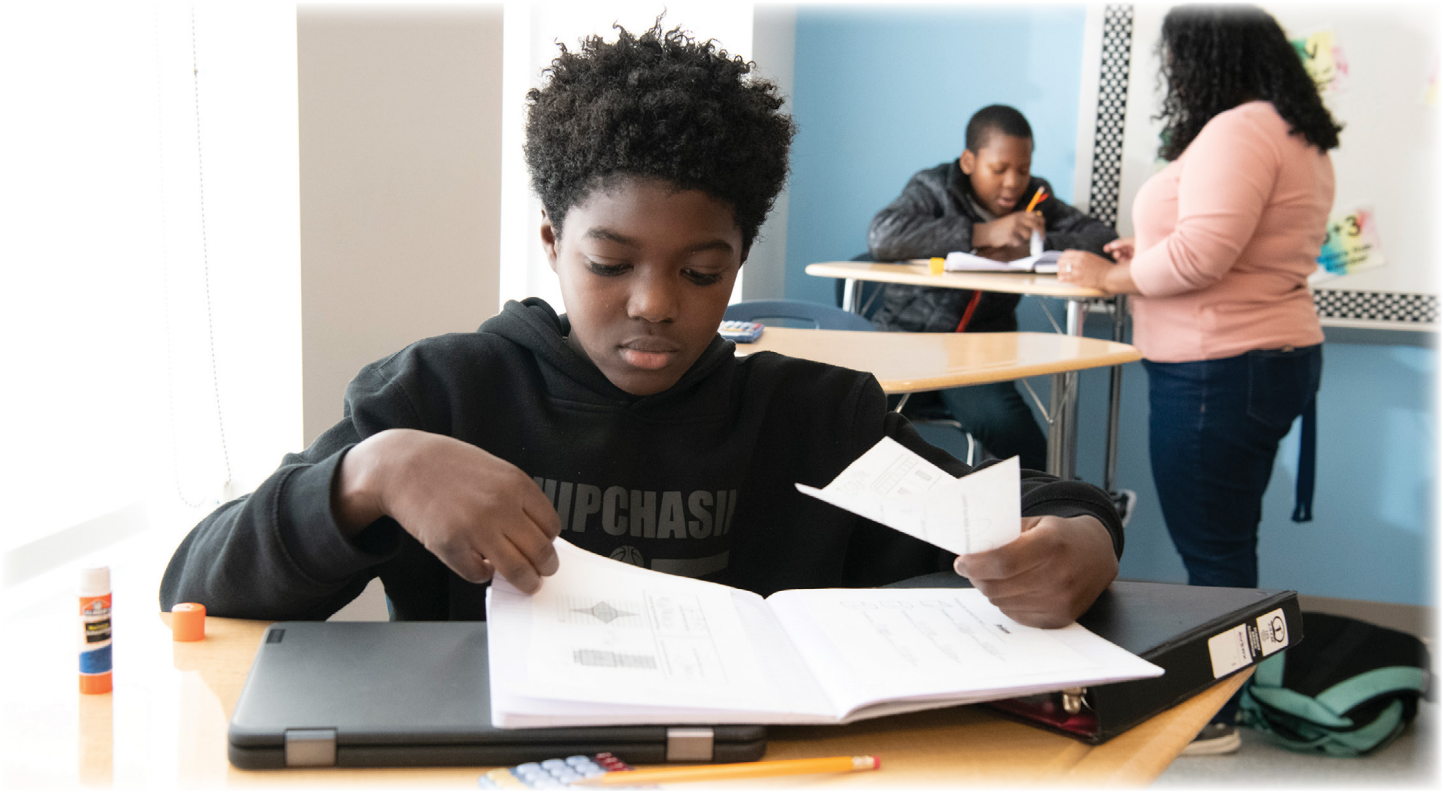
Parents/Guardians and Schools Working Together 1
School Websites 1
Immunization Requirements 1
Well-Rounded Curriculum Accountability 2
Sample Student Planners 2
Comprehensive School Counseling Program 3
School Counseling Curriculum 3
Attendance 3
Grading and Reporting 3
Procedures for Grading 3
Homework 3
Districtwide Assessments 3
Reporting Student Progress 4
School Library Media Program 4
Student Service Learning (SSL) 4
High School Credit for Middle School Students 5
Maryland System of Testing Academic Readiness/ Maryland School Comprehensive Assessment Program 5
English Language Development (ELD) 5
Secondary Students with Limited and Interrupted Formal Education (Secondary SLIFE) 5
Special Education Instruction 5
Section 504 5
Alternative Programs 6
International Baccalaureate Middle Years Programme 6
Magnet and Consortia Programs 6
Accelerated and Enriched Courses 6
Extended Learning Opportunities 6
Extracurricular Activities, Interscholastic Sports, and Academic Eligibility 6
George B. Thomas, Sr. Learning Academy "Saturday School" 6
Student Well-Being and School Safety 6

Planning for the Future 7

High School Special Programs 7
Maryland Diploma Requirements 7
College and Career Readiness (CCR) 7
Six Year Plan 7
Course Credits 7
Montgomery County Public Schools Certificate of Merit 8
Maryland Seal of Biliteracy 8
Art Pathway 8

Contents

Departmental Course Offerings 9
English 9
Literacy 10
Reading Support 10
English Language Development (ELD) 10
Mathematics 12
Science 14
Social Studies 15
Magnet Programs 16
Outdoor Environmental Education 20
Physical Education 21
Health Education 22
World Languages 23
Visual & Performing Arts 25
Family and Consumer Sciences 30
Science, Technology, Engineering, and Mathematics (STEM) 30
Alternative Learning Outcomes 32
Planning for High Schools 35
The Center of Montgomery County 35
Middle School Directory 38



Welcome to Middle School

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

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

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

Parents/Guardians and Schools Working Together

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

- Setting high expectations for your children and helping them understand that school should be a top priority;
- Encouraging your child to complete challenging work;
- Staying informed of your child's academic progress and social and emotional well-being—dedicating a time each day to talk with each child;
- Providing a quiet place for your child to study and helping with homework;
- Supporting your child's appropriate use of technology by
  - Monitoring your child's use of the Internet, social media and networking, and cellphone and texting activities;
  - Limiting the amount of time your child watches television and discussing the programs with your child;
- Limiting the amount of your child's screen time on social media or other recreational platforms.
- Encouraging your child to participate in extracurricular and volunteer activities, as well as volunteering at your child's school;
- Establishing healthy habits at home;
- Encouraging your child to be an active participant rather than a passive recipient of school academic and extra-curricular activities in and out of the classroom.



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

School Websites

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

Immunization Requirements

Students who enter Grade 7 in the 2027–2028 school year, or who were new to MCPS and in Grades 8–12, must receive one dose of the Tetanus-diphtheria-acellular pertussis (Tdap) vaccination and one dose of the Meningococcal conjugate vaccination (MCV4) before the first day of school. Students who do not have the required vaccinations within 20 days of starting school must demonstrate proof of vaccination, positive titer results, or proof of a vaccination appointment.

These vaccinations are required by the state of Maryland for school attendance. Acceptable proofs of vaccinations are a computer-generated vaccination record from the student's health care provider or the Maryland Department of Health Immunization Certificate (Form 896), found *https://ww2.montgomeryschoolsmd.org/departments/forms/detail.aspx?formID=442&formNumber=DHMH%20896* that is completed by the health-care provider. Additional information about immunization requirements can be found here: *https://health.maryland.gov/phpa/OIDEOR/IMMUN/pages/back-to-school-immunization-requirements.aspx*

These vaccines are widely available through pediatricians and at pharmacies. Eligible students may also receive these required shots at a local MCPS School Based Health and Wellness Center or by contacting the County's Immunization Program (240-777-1050) for more information.

Well-Rounded Curriculum Accountability

- The Maryland School Report Card Category for access to a well-rounded curriculum counts as 10 percent of a school's overall report card score. This holds schools and districts accountable for providing well-rounded course offerings and ensuring student enrollment in these courses in middle school.
- By definition, this identifies the percent of students enrolled in fine arts, physical education, health, and computational thinking in the middle school grade band (Grades 6-8), for a minimum of a marking-period course. Current interpretation from MSDE is that if a student enrolls in any of the approved courses in these areas at any point during Grades 6, 7, or 8, the student will have met the well-rounded requirement. These courses may include full-year, semester, and quarter "rotation" offerings. All high school credit-bearing courses must be offered as a full year.
- Fine Arts and computational thinking requirements must be met through elective course choices. A full listing of courses that meet these requirements in computational thinking and fine arts can be found at your local school.
- The following planner and guidelines for Grades 6, 7, and 8 can serve as a resource for scheduling purposes.

GRADE 6 REQUIRED COURSES	GRADE 7 REQUIRED COURSES	GRADE 8 REQUIRED COURSES
English or ELD Mathematics Science Social Studies Physical Education/Health World Language or Elective Other Elective(s) (full-year, semester, or quarter rotation)	English or ELD Mathematics Science Social Studies Physical Education/ Health World Language or Elective Other Elective(s) (full year, semester, or quarter rotation)	English or ELD Mathematics Science Social Studies Physical Education/ Health World Language or Elective Other Elective(s) (full year, semester, or quarter rotation)
***WELL-ROUNDED CURRICULUM REQUIREMENT**		
Selected Fine Arts courses provide middle school students with credit in both Fine Arts and Computational Thinking on the Maryland School Report Card. See identified courses in the Fine Arts courses.		
*The Maryland State Department of Education (MSDE) is in the process of updating the state accountability framework, which might impact the Well-Rounded Curriculum Requirement. Please use the Program of Study website as the source for the most up to date information about this matter. *https://www.montgomeryschoolsmd.org/curriculum/programs-of-study/*		

Sample Student Planners

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

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

Note:

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

Comprehensive School Counseling Program

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

School Counseling Curriculum

School Counselors implement the counseling program by providing—

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

Individual Student Planning

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

Responsive Services

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

System Support

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

Attendance

A commitment to school attendance, on the part of both students and parents/guardians, is an essential component of a high-quality learning experience. Parents/guardians and school personnel are expected to do everything possible to ensure each student's regular attendance. Students should attend all scheduled classes and approved educational activities and are responsible for completing all assigned work on time. Students should be enrolled in a full-day program or spend a comparable period of time in an alternative program or activity approved by the student's parent/guardian and principal. See MCPS Regulation JEA-RA, *Student Attendance*, at *ww2.montgomeryschoolsmd.org/departments/policy/pdf/jeara.pdf*.

Grading and Reporting

The Board of Education is committed to maintaining rigorous performance and achievement standards for all students and to providing a fair process for evaluating and reporting student progress that is understandable to students and their parents/guardians and relevant for instructional purposes. The Board Policy IKA, *Grading and Reporting* (*https://www.montgomeryschoolsmd.org/curriculum/grading-and-reporting/*), and accompanying MCPS Regulation IKA-RA, *Grading and Reporting* (*https://www.montgomeryschoolsmd.org/curriculum/grading-and-reporting/*), set forth expectations and guidance. The office of the Associate Superintendent of Curriculum and Instructional Programs publishes procedures at *https://www.montgomeryschoolsmd.org/curriculum/grading-and-reporting/*

Procedures for Grading

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

Homework

Homework is important in a student's overall program. Teachers assign homework that is related to the curriculum. There are two categories of homework: Homework can either be in the 90% or 10% grading category, depending on the teacher's assignment and learning goals.

Timely and meaningful feedback on both types of homework will be provided and may take various forms. See *www.montgomeryschoolsmd.org/uploadedFiles/info/grading/SEC_HomeworkProcedures.pdf*.

Districtwide Assessments

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

- A districtwide assessment is required to be given at designated times in identified grade levels and identified middle and high school courses.

Reporting Student Progress

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

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

School Library Media Program

The school library is more than a place for books; it's a dynamic hub for learning and discovery. School Library Media Programs' mission is to promote anti-racist and anti-bias information literacy education while ensuring equitable access to resources that empower students to develop a love of literature and succeed in their college and career goals.

The Public School Library Programs Code of Maryland Regulations (COMAR 13A.05.04.02) requires every public school to have a library program managed by a certified media specialist who provides instruction in digital, media, and information literacy and access to educational resources. MCPS School Library Media Programs are designed to align with these state regulations. Here are some of the ways our program supports the school community:

- **Supporting Student Success:** Media center staff design engaging reading programs that spark a love of literature and support students' personal and academic information needs. Guided by the Maryland School Library and Digital Learning Standards, library media programs collaborate with teachers to deliver instruction that builds critical thinking, inquiry, and research skills. By equipping students with essential competencies in digital citizenship, media literacy, and information literacy, media staff prepare learners to engage with the online world ethically and responsibly.
- **Innovative Learning Environments:** School libraries are intentionally designed with makerspaces and interactive learning areas to provide applied, hands-on experiences. These environments inspire creativity and develop students' computational thinking and problem-solving abilities.
- **Equity and Diverse Representation:** Library media specialists utilize their expertise to build comprehensive physical and digital collections that ensure equity, accessibility, and diverse representation. This commitment ensures that all students and the school community have access to high-quality, inclusive resources.
- **Community Engagement:** The library is the heart of the school and creates meaningful opportunities for students to connect and learn through clubs, lunchtime activities, and special programs. In alignment with Goal 2 of the MCPS 2025–2030 Strategic Plan, media staff collaborate with community partners to bring guest speakers and authentic career exploration opportunities directly to students. To learn more about current offerings, reach out to your school's media specialist.

Student Service Learning (SSL)

The Student Service Learning (SSL) program in MCPS promotes a culture of student involvement and student responsibility through civic engagement. Student Service Learning is a graduation requirement in Maryland. MCPS students must complete a minimum of 75 service-learning hours to graduate. They may begin fulfilling this requirement during the summer after Grade 5 and continue to accrue SSL hours through high school. Students who earn 240 or more SSL hours by the last Friday in March of their senior year will receive a Certificate of Meritorious Service and purple tassel at the time of graduation. Students who have documented in their SSL record 75 hours of service during a middle school year by the last Friday in March of that year will receive the Superintendent's Student Service Learning Award. Academic preparation, service action, and structured reflection are the three core components of service learning that distinguish SSL from traditional volunteering and community-service efforts.

Service learning hours are earned through the following:

- **School Courses**—Successful completion of specific courses identified in this program of study, where the three core components of SSL achieve curricular objectives. The 'Course Info" column indicates the number of SSL hours that students will earn per school year for successful completion of the course and the SSL project embedded into the course
- **School Clubs**—Fully participating and completing the three core components of service learning in service activities promoted by school-sponsored clubs and organizations.
- **Community Organizations and Opportunities (must meet MCPS SSL guidelines)**—Fully participating in opportunities with approved community organizations following the MCPS SSL guidelines listed on the MCPS SSL website, found at *www.mcps-ssl.org*. MCPS SSL organizations and opportunities are identified on the Montgomery County Volunteer Center (MCVC) web page with the MCPS SSL icon found at *www.montgomeryserves.org*. Students also may seek approval for other types of service learning by submitting MCPS Form 560-50, *Individual Student Service Learning Request*. *https://ww2.montgomeryschoolsmd.org/departments/forms/detail.aspx?formID=346&formNumber=560-50&catID=2&subCatId=9*

All in-person activities for which SSL hours are desired must occur in a public place, and be supervised by an adult representative from an approved community organization. Students may also engage in designated virtual/remote SSL opportunities under the sponsorship of an approved community organization or MCPS staff member. Parents/guardians and relatives may not supervise a student directly. One SSL hour is awarded for every one hour of service outside of the instructional day, with a maximum of 8 hours in a 24-hour period. MCPS Form 560-51, *Student Service Learning Activity Verification* *https://ww2.montgomeryschoolsmd.org/departments/forms/detail.aspx?formID=347&formNumber=560-51&catID=2&subCatId=9*, is required to document all activities for which SSL hours are desired. SSL FAQs and more information is available at the MCPS SSL website *www.mcps-ssl.org* and the MCVC

website *www.montgomeryserves.org*. For individual SSL questions, please contact the SSL coordinator in any middle or high school. Visit *https://tinyurl.com/SSLCoordinatorsMS* or *https://tinyurl.com/SSLCoordinatorsHS* to find your SSL coordinator.

High School Credit for Middle School Students

High school credit courses taken in middle school are included on a high school transcript, but grade points are not calculated into the cumulative GPA. An automated process at the end of each semester will determine which courses to include or exclude resulting in the highest cumulative GPA. Transcripts and the Student Grade and Graduation Credit Report (SGGCR) generated after mid-February will reflect this GPA.

Additional information about secondary grading can be found here: *https://www.montgomeryschoolsmd.org/curriculum/grading-and-reporting/*

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

Maryland System of Testing Academic Readiness/Maryland School Comprehensive Assessment Program

During the 2027-2028 school year, middle school state assessments will include the Maryland System of Testing Academic Readiness (MSTAR) and the Maryland Comprehensive Assessment Program (MCAP). These assessments consist of tests developed for or adopted by the Maryland Department of Education (MSDE) that are aligned with and measure a student's skills and knowledge as set forth in the content standards for specified courses.

- MSTAR includes state and federally mandated assessments in English Language Arts/Literacy and Mathematics for grades 6-8, and Science and Social Studies for grade 8.
- MCAP includes state and federally mandated assessments in high school mathematics.
  - Students who take Algebra 1, Algebra 2, and Geometry in middle school will complete the MCAP assessments
  - Students who take Algebra 1 in middle school will fulfill the high school graduation requirement.

English Language Development (ELD)

Emergent Multilingual Learners (EMLs) who need assistance in learning English receive instruction aligned with the MSDE state curriculum.

Secondary Students with Limited and Interrupted Formal Education (SLIFE)

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

Special Education Instruction

Students entering middle school with an Individualized Education Program (IEP) will continue to receive specialized instruction, related services, and supports. Supported by the Division of Specialized Support Services and Department of Special Education, our middle schools provide a full continuum of service-delivery models designed to support students in acquiring essential academic, social-emotional, and transition skills in the least restrictive environment.Services may include, but are not limited to:

- Consultative Support: Collaboration between special education specialists and general education staff to adapt curriculum and instruction.
- Co-Teaching & In-Class Support: Direct, specialized instruction delivered alongside general education content within the standard classroom setting.
- Resource Room Support: Targeted, direct instruction provided in a smaller setting to focus on specific skill acquisition or specialized interventions.
- Self-Contained Special Education Classrooms: Comprehensive, individualized programming within specialized classroom environments tailored to intensive learning needs.
- Blended Support Models: A combination of service models tailored to meet the student's unique strengths and goals.

If you suspect your child may have an educational disability and requires an evaluation, or if you have questions about special education services, please contact your school counselor or the school's Resource Teacher for Special Education Services (RTSE).

Section 504

A student may be found eligible under Section 504 of the Rehabilitation Act of 1973 and require accommodations, if the student has a physical or mental impairment that substantially limits one or more major life activities. School staff or parents/guardians may request a Section 504 evaluation to determine the student's eligibility under Section 504. For eligible students who require accommodations, the Section 504 team will develop a Section 504 Plan to support equal access at school. Please visit the MCPS website for more information https://www.montgomeryschoolsmd.org/departments/studentservices/Section-504/ or contact the Section 504 Coordinator at 240-242-9363.

Alternative Programs

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

International Baccalaureate Middle Years Programme

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

For more information, contact the Division of Accelerated and Enriched Instruction, 240-740-3110 or visit the website *www.montgomeryschoolsmd.org/curriculum/specialprograms/*.

Magnet and Consortia Programs

Magnet Programs

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

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

Entrance to these three-year interdisciplinary programs is through a central review process. Program information and admission processes are available at the website *https://www.montgomeryschoolsmd.org/curriculum/specialprograms/middle/*.

Accelerated and Enriched Courses

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

Extended Learning Opportunities

Middle School Extended-Day and Extended-Year Programs

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

Extracurricular Activities, Interscholastic Sports, and Academic Eligibility

All middle schools offer after-school extracurricular activities and many have the ability to provide activity bus service for those students who stay after the regular school day. The activities may include clubs and/or interscholastic sports. There is no eligibility requirement for students to participate in non-athletic after-school extracurricular activities.

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

For information about academic eligibility for middle school interscholastic athletics, please see MCPS Regulation IQD-RB, *Academic Eligibility for Middle School Students Who Participate in Extracurricular Activities*, *www.montgomeryschoolsmd.org/departments/policy/pdf/iqdrb.pdf*.

George B. Thomas, Sr. Learning Academy "Saturday School"

Budget dependent: Nine MCPS schools host The George B. Thomas, Sr. Learning Academy, Inc. programs on Saturday mornings (Saturday School), providing enrichment, tutoring, and mentoring for students in Grades Pre-K–12. The George B. Thomas, Sr. Learning Academy, Inc. was established in 1986 by the Mu Nu Chapter of Omega Psi Phi Fraternity, as an outgrowth of the Saturday School Initiative of Blacks United for Excellence in Education. Saturday Schools are open to all students, regardless of their home school. High school sites include Blair, Clarksburg, Einstein, Gaithersburg, Northwest, Paint Branch, Rockville, Springbrook, Wheaton and a virtual option. For more information about Saturday School tutoring and the George B. Thomas, Sr. learning academies, contact your local school or visit *www.saturdayschool.org*.

Student Well-Being and School Safety

All children deserve a safe and nurturing school environment that supports their physical, social, and psychological

well-being. Such safe and nurturing environments are prerequisites for promoting all students' opportunity to learn. MCPS is committed to ensuring that all students have the necessary skills to do the following:

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

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

High School Special Programs

MCPS is implementing a six-region high school Center program model beginning in 2027–2028 to expand access, increase opportunities, and ensure all students have additional high-quality programs closer to home. There are five themes in each region: STEM, ARTS, LEAD, GLOBE, MED along with MC2. These are full time four-year sequenced programs with cocurricular and culminating senior experiences such as college credit, industry recognized credential or an internship.

Maryland Diploma Requirements

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

College and Career Readiness (CCR)

The Blueprint for Maryland's Future Act, House Bill 1372 (HB1372), passed in February 2021. The ultimate goal is to transform Maryland's education system into a world-class model that is competitive, both nationally and internationally, throughout the next ten years. The Blueprint includes the requirement that all middle and high school students receive individualized career advising services, and be assessed for CCR in English and mathematics by the end of Grade 10, using measures identified by the state. The assessment will focus on academic excellence and math mastery, as measured by the student's unweighted cumulative GPA and Algebra 1 grade or MCAP Algebra 1. Students who do not meet the CCR standard in English and mathematics by the end of Grade 10 will be required to participate in a support pathway in preparation for reassessment. The reassessment may include the same or different assessments as determined and approved by the state. School counselors and staff will work closely with students to determine the best support pathway for each student. All interested students in grades 9-12 will continue to have access to courses in the following pathways: Advance Placement (AP), Career and Technical Education (CTE), and/or International Baccalaureate (IB). In addition, high school students who meet the Montgomery College (MC) requirements for approved college courses, will have access to dual enrollment options.

Six Year Plan

As part of the Blueprint for Maryland's Future, all Maryland students in Grades 6–12 are expected to develop and maintain an individual-sized Six-Year Plan. The Six-Year Plan serves as a living academic and career roadmap that helps students connect their interests, strengths, coursework, career exploration, and postsecondary goals. The Six-Year Plan is intended to be reviewed and updated annually as students refine their goals and explore new opportunities. The planning process engages students, families, school counselors, career coaches, educators, and community partners in supporting informed academic and career decision-making.

Course Credits

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

MCPS GRADUATION REQUIREMENTS	
ENGLISH	**4 credits** of organized instruction in comprehension of literary and informational texts, writing, speaking and listening, language, and literacy, of which 1 credit shall be aligned with the MCAP for English.
FINE ARTS	**1 credit** in dance, media arts, music, theatre, or visual art, or a combination of these.
HEALTH EDUCATION	**1 credit**
MATHEMATICS	**4 credits,** 1 including instruction in algebra aligned with the MCAP for algebra or 1 or more credits in subsequent mathematics courses for which Algebra 1 is a prerequisite, and 1 with the content standards for geometry. Students must be enrolled in a Math course each year in High School. This may result in students earning more than four credits in Math for graduation.
PHYSICAL EDUCATION	**1 credit,** Honors Health Education A/B
SCIENCE	**3 Next Generation Science Standards (NGSS) credits,** including 1 life science credit aligned to the MCAP for science, 1 physical science credit, and 1 credit in Earth/space science or an NGSS course with the topics of Earth/space science integrated.

MCPS GRADUATION REQUIREMENTS		
SOCIAL STUDIES	**3 credits**, 1 U.S. History credit; 1 World History credit; and 1 National, State, and 1 Local Government credit aligned with the MCAP for government.	
COMPUTER SCIENCE, ENGINEERING OR TECHNOLOGY EDUCATION (TE)	**1 credit** designated **TE**. Courses satisfying this requirement are designated in the course catalog and includes the study of computers and algorithmic processes or the application of knowledge, tools, and skills to solve practical problems and extend human capabilities.	
ELECTIVES: The additional credits required for graduation may be fulfilled by 1 of the following three options	**OPTION 1**	**OPTION 2**
	2 credits of the same world language, which may include two credits of American Sign Language **AND 2 credits** in elective courses	Complete a state-approved program of study (POS) **AND a minimum of 0.5 credit** in elective courses or more depending on POS
STUDENT SERVICE LEARNING (SSL)	75 service-learning hours The SSL requirement is prorated for students enrolling or re-enrolling in MCPS after Grade 6.	
Up-to-date graduation requirements by class may be found at *www.montgomeryschoolsmd.org/curriculum/graduation-requirements.aspx.*		

**As a result of 2021 changes to Code of Maryland Regulations (COMAR) as of this publishing, subject to change by Montgomery County Board of Education.*

Montgomery County Public Schools Certificate of Merit

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

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

Maryland Seal of Biliteracy

The Maryland Seal of Biliteracy is an award from the Maryland State Department of Education (MSDE), given by participating school systems, that recognizes a student's high level of proficiency in listening, speaking, reading, and writing in one or more languages in addition to English.

High school graduates who can function in two or more languages are equipped with the knowledge and skills to participate successfully in college, careers, and a diverse 21st-century society. The Maryland State Seal of Biliteracy is established to recognize and reward excellence in language learning as measured by rigorous proficiency assessments.

To receive a Maryland Seal of Biliteracy, a student must:

Meet one of the assessment requirements from the MSDE's approved list of English language arts/literacy assessments for the Maryland Seal of Biliteracy; and

Meet one of the assessment requirements from the MSDE's approved list of world language assessments for the Maryland Seal of Biliteracy.

MSDE's approved list of English language arts/literacy assessments for the Maryland Seal of Biliteracy: *https://drive.google.com/file/d/1yxAjGkDlxn3wxt8XIZuRkr_8y_3W4d4r/view*

MSDE's approved list of world language assessments for the Maryland Seal of Biliteracy: *https://drive.google.com/file/d/13vRImU_5MgEU4U9IPZA7MYgywuszb4h7/view?usp=drive_link*

Arts Pathway

Newly created MSDE Comprehensive Arts Pathways

This recognition is for students who must earn 4 credits in 9th - 12th grade arts courses, students must progress through three (3) levels of the same media. Pathway completion also includes at least one of the following:

- Participation in an MCPS Sponsored Countywide Ensemble or
- Audition for an MCPS approved All State Ensemble or
- Participation in an MCPS Approved Exhibition or
- Completion of an approved Capstone Arts Project or
- Completion of an Industry Recognized Credential (IRC) in VPA



English

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

GRADE-LEVEL COURSE PROGRESSION

GRADE 6	GRADE 7	GRADE 8
❑ Grade 6 English **OR** ❑ Advanced English	❑ Grade 7 English **OR** ❑ Advanced English	❑ Grade 8 English **OR** ❑ Advanced English

COURSE TITLE	COURSE CODE	NOTES
Grade 6 English	**ENG1009**	
English 6 uses a knowledge-building approach to develop students' reading, writing, listening, speaking, viewing, language, and literature skills through rich literary and informational texts. Through discussion, research, collaboration, and presentation, students explore diverse topics, cultures, perspectives, and historical contexts while strengthening comprehension, critical thinking, grammar, vocabulary, and argumentative, narrative, and informative writing.		
Grade 6 Adv English	**ENG1010**	
Advanced English 6 uses a knowledge-building approach to develop students' reading, writing, listening, speaking, viewing, language, and literature skills through rich, increasingly complex literary and informational texts. An enrichment component provides accelerated opportunities for close analysis, independent research, sustained discussion, and sophisticated argumentative, narrative, and informative writing as students explore diverse topics, cultures, perspectives, and historical contexts.		
Grade 7 English	**ENG1011**	**10 SSL Hours**
English 7 uses a knowledge-building approach to develop students' reading, writing, listening, speaking, viewing, language, and literature skills through rich, increasingly complex literary and informational texts. Through close reading, collaborative discussion, evidence-based analysis, research, and presentation, students deepen their understanding of diverse cultures, historical perspectives, and cross-disciplinary topics while strengthening comprehension, grammar, vocabulary, and argumentative, narrative, and informative writing; students also earn 10 SSL hours through full participation in SSL activities.		
Grade 7 Adv English	**ENG1012**	**10 SSL Hours**
Advanced English 7 uses a knowledge-building approach to develop students' reading, writing, listening, speaking, viewing, language, and literature skills through rich, increasingly complex literary and informational texts. An enrichment component provides accelerated opportunities for close analysis, independent research, sustained discussion, and sophisticated argumentative, narrative, and informative writing as students deepen their understanding of diverse cultures, historical perspectives, and cross-disciplinary topics; students also earn 10 SSL hours through full participation in SSL activities.		
Grade 8 English	**ENG1013**	
English 8 uses a knowledge-building approach to develop students' reading, writing, listening, speaking, viewing, language, and literature skills through rich, increasingly complex literary and informational texts. Preparing students for the increased independence and rigor of high school English, the course emphasizes critical analysis, synthesis, research, collaboration, presentation, and revision as students explore diverse perspectives, cultures, and historical contexts while strengthening comprehension, grammar, vocabulary, and argumentative, narrative, and informative writing.		
Grade 8 Adv English	**ENG1014**	
Advanced English 8 uses a knowledge-building approach to develop students' reading, writing, listening, speaking, viewing, language, and literature skills through rich, increasingly complex literary and informational texts. An enrichment component provides accelerated opportunities for close analysis, independent research, sustained discussion, and sophisticated argumentative, narrative, and informative writing, preparing students for the increased independence and rigor of high school English.		

Literacy

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

Reading Support

It is our goal to have all MCPS students reading at or above grade level. During the school year, all middle schools administer reading assessments to provide teachers and parents/ guardians with information about each student's progress in reading. MAP-R is typically administered in Grades 6, 7, and 8. The assessment provides common data points to use as students articulate from one grade level to another and assists in supporting instructional and program decisions for students.

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

COURSE TITLE	COURSE CODE
MS Development Reading 1	**ENG1048**
This reading intervention course is designated for students who need support with reading skills. Teachers of these courses use evidence-based literacy strategies to support students in becoming more proficient readers.	

MS Development Reading 2	**ENG1049**
This reading intervention course is designated for students who need support with reading skills. Teachers of these courses use evidence-based literacy strategies to support students in becoming more proficient readers.	

MS Academic Literacy	**ENG1029**
This course involves implementation of iLit, a reading intervention program designed to meet the needs of struggling readers through differentiated instruction, computer-adaptive instruction, background-knowledge-building videos, high-interest literature, and explicit instruction in reading, writing, and vocabulary skills.	

English Language Development (ELD)

The English Language Development (ELD) program provides English language instruction aligned to grade-level content standards in English Language Arts. These courses focus on ensuring students develop the academic language proficiency needed to use language to interpret and express their learning in all content areas.

Emergent Multilingual Learners (EMLs) will be scheduled into English classes designed to meet their level of academic language proficiency. These courses include EML-only, co-taught single and double periods. Students with an on ELP 1 or ELP 2, receive a double period ELA class to receive intensive ELD. The English Language Proficiency (ELP) levels are directly correlated with the ELP levels 1.0-4.4 on the WIDA ACCESS test.These courses are designed for the development of academic English for Language Arts, Mathematics, Science, and Social Studies through listening, reading, speaking and writing.

English Language Development (ELD)

COURSE TITLE	COURSE CODE	DURATION	NOTES
ENG 6 for EMLs I	ESL1014	Double	**10 SSL Hours**
Recommended for entering English learners (WIDA 1.0–1.7 and have been in US Schools for < 2 years), this double-period course integrates reading, writing, listening, and speaking through rich literary and informational texts with core Grade 6 ELA grade-level content. Students develop core vocabulary, grammar, and comprehension skills while building critical thinking across subjects.			
ENG 6 for EMLs II	ESL1017	Double	**10 SSL Hours**
Designed for emerging English learners (WIDA 1.8–2.9), this double-period course expands analytical reading, vocabulary, and multi-paragraph writing skills towards core Grade 6 ELA grade-level content. Students engage with complex texts and collaborative discussions to deepen academic language proficiency.			
ENG 6 for EMLs III	ESL1020	Single	**10 SSL Hours**
Designed for expanding English learners (WIDA 3.0–3.5) and have been in US Schools for < 3 years, this course prepares students for grade-level English independence through text analysis, evidence-based writing, and structured research. Students refine their communication skills while exploring diverse cultural and historical topics using core Grade 6 ELA grade-level content.			
ENG 7 for EMLs I	ESL1015	Double	**10 SSL Hours**
Recommended for entering English learners (WIDA 1.0–1.7 and have been in US Schools for < 2 years), this double-period course integrates reading, writing, listening, and speaking through rich literary and informational texts with core Grade 7 ELA grade-level content. Students develop core vocabulary, grammar, and comprehension skills while building critical thinking across subjects.			
ENG 7 for EMLs II	ESL1018	Double	**10 SSL Hours**
Designed for emerging English learners (WIDA 1.8–2.9), this double-period course expands analytical reading, vocabulary, and multi-paragraph writing skills towards core Grade 7 ELA grade-level content. Students engage with complex texts and collaborative discussions to deepen academic language proficiency.			
ENG 7 for EMLs III	ESL1021	Single	**10 SSL Hours**
Designed for expanding English learners (WIDA 3.0–3.5) and have been in US Schools for < 3 years, this course prepares students for grade-level English independence through text analysis, evidence-based writing, and structured research. Students refine their communication skills while exploring diverse cultural and historical topics using core Grade 7 ELA grade-level content.			
ENG 8 for EMLs I	ESL1016	Double	**10 SSL Hours**
Recommended for entering English learners (WIDA 1.0–1.7 and have been in US Schools for < 2 years), this double-period course integrates reading, writing, listening, and speaking through rich literary and informational texts with core Grade 8 ELA grade-level content. Students develop core vocabulary, grammar, and comprehension skills while building critical thinking across subjects.			
ENG 8 for EMLs II	ESL1019	Double	**10 SSL Hours**
Designed for emerging English learners (WIDA 1.8–2.9), this double-period course expands analytical reading, vocabulary, and multi-paragraph writing skills towards core Grade 8 ELA grade-level content. Students engage with complex texts and collaborative discussions to deepen academic language proficiency.			
ENG 8 for EMLs III	ESL1022	Single	**10 SSL Hours**
Designed for expanding English learners (WIDA 3.0–3.5) and have been in US Schools for < 3 years, this course prepares students for grade-level English independence through text analysis, evidence-based writing, and structured research. Students refine their communication skills while exploring diverse cultural and historical topics using core Grade 8 ELA grade-level content.			

COURSES FOR SECONDARY STUDENTS WITH LIMITED AND INTERRUPTED FORMAL EDUCATION (SLIFE)

	COURSE	COURSE CODE #	NOTES
SLIFE Literacy	MS Developmental Reading SLIFE 1	ESL1023	Single Period (SLIFE Tier 1 Literacy Only)
	MS Developmental Reading SLIFE 2	ESL1024	Single Period (SLIFE Tier 2 Literacy Only)

Mathematics

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

GRADE-LEVEL COURSE PROGRESSION

GRADE 6	GRADE 7	GRADE 8
❑ Grade 6 Pre-Algebra	❑ Integrated Algebra I	❑ Honors Geometry
OR	**OR**	**OR**
❑ Accelerated Math 6	❑ Accelerated Math 7	❑ Integrated Algebra I
OR	**OR**	**OR**
❑ Grade 6 Math	❑ Grade 7 Math	❑ Grade 8 Math

COURSE TITLE	COURSE CODE	NOTES
GRADE 6		
Grade 6 Mathematics	MAT1005	
Grade 6 Mathematics develops students' understanding of ratios and rates, division of fractions, rational numbers, expressions and equations, geometry, and statistical reasoning. Students use representations, mathematical reasoning, and real-world problem solving to build a strong foundation for more advanced mathematics.		
Accelerated Mathematics 6	MAT1015	
Accelerated Math 6 develops Grade 6 mathematics while extending into Grade 7 concepts, including ratios and proportional relationships, rational numbers, expressions and equations, geometry, percentages, and statistics. Students work at an accelerated pace to make connections across concepts, apply mathematics in varied contexts, and build the foundation needed for the next course in the accelerated sequence.		
Grade 6 Pre-Algebra	MAT1019	
Grade 6 Pre-Algebra provides an accelerated study of mathematics that compacts Grade 7 and Grade 8 content into one year, including proportional relationships, rational numbers, expressions and equations, linear relationships and functions, geometry, and statistics. Students develop conceptual understanding, procedural fluency, and mathematical reasoning at an accelerated pace in preparation for Integrated Algebra 1.		
GRADE 7		
Grade 7 Mathematics	MAT1006	
Grade 7 Mathematics develops students' understanding of proportional relationships, operations with rational numbers, expressions and equations, geometry, and probability and statistics. Students apply these concepts to solve problems, analyze relationships, and strengthen the reasoning and algebraic thinking needed for future mathematics courses		
Accelerated Mathematics 7	MAT1016	
Accelerated Math 7 completes remaining Grade 7 content and develops Grade 8 concepts, including proportional relationships, linear equations and functions, transformations, similarity and congruence, exponents, irrational numbers, the Pythagorean Theorem, and geometry. Students engage with these ideas at an accelerated pace, emphasizing connections, reasoning, multiple representations, and preparation for advanced high school mathematics.		
Integrated Algebra 1	MAT2087 A/B	**HS Credit**
In Integrated Algebra 1, students connect algebra, statistics, and geometry as they explore mathematical relationships and patterns of change. Students investigate relationships in data, analyze linear and exponential relationships using equations, graphs, and functions, and engage in mathematical modeling to make sense of situations and inform decisions. Students connect transformations of graphs and geometric figures to explore change, invariance, and congruence and use equations, inequalities, and systems to solve problems within constraints.		
GRADE 8		
Grade 8 Mathematics	MAT1007	
Grade 8 Mathematics develops students' understanding of linear equations and systems, functions, transformations, similarity and congruence, the Pythagorean Theorem, and patterns in bivariate data. Students connect algebraic and geometric representations, reason about quantitative relationships, and solve problems that build readiness for high school mathematics.		

COURSE TITLE	COURSE CODE	NOTES
Honors Geometry	MAT2004 A/B	**HS Credit, Prerequisite: Algebra 1 A/B**
Honors Geometry provides an advanced study of congruence, similarity, transformations, proof, coordinate geometry, measurement, and relationships within triangles, circles, and other two- and three-dimensional figures. Students engage with greater depth and complexity through rigorous mathematical arguments, multi-step problem solving, algebraic connections, constructions, and geometric modeling.		

Integrated Algebra 1	MAT2087 A/B	**HS Credit**
In Integrated Algebra 1, students connect algebra, statistics, and geometry as they explore mathematical relationships and patterns of change. Students investigate relationships in data, analyze linear and exponential relationships using equations, graphs, and functions, and engage in mathematical modeling to make sense of situations and inform decisions. Students connect transformations of graphs and geometric figures to explore change, invariance, and congruence and use equations, inequalities, and systems to solve problems within constraints.		

Courses for Multi-Tiered Systems of Supports

Grade 6 Math Lab	MAT1023	**Grade-level Math Course**
Grade 6 Math Lab Lab is a Tier 2 intervention course to support the learning of the standards for Grade 6 Math. This is a math elective course, and it does not replace enrollment in a math course.		

Grade 7 Math Lab	MAT1024	**Grade-level Math Course**
Grade 7 Math Lab Lab is a Tier 2 intervention course to support the learning of the standards for Grade 7 Math. This course is a co-requisite to Grade 7 Math. This is a math elective course, and it does not replace enrollment in a math course.		

Grade 8 Math Lab	MAT1025	**Grade-level Math Course**
Grade 8 Math Lab Lab is a Tier 2 intervention course to support the learning of the standards for Grade 8 Math. This course is a co-requisite to Grade 8 Math. This is a math elective course, and it does not replace enrollment in a math course.		

Evidence-Based Mathematics		
This course is designed for Tier 3 instruction that uses an evidence based approach. This is a math elective course that will not count as one of the four required math credits for graduation.		



Science

The middle school science program engages students in exploring scientific and engineering concepts through the three dimensions of the Next Generation Science Standards (NGSS)— disciplinary core ideas, science and engineering practices, and crosscutting concepts. At each grade level, students investigate topics across the three domains of science—Earth, Life, and Physical Science—while developing an understanding of how these domains are interconnected and relate to the natural world.

Learning experiences are phenomenon-based and emphasize inquiry and laboratory investigations, allowing students to apply problem-solving skills and conduct authentic, hands-on and online investigations. The program is fully aligned with the NGSS adopted by the state of Maryland, as well as the Maryland State Standards for Mathematics and English Language Arts, and state environmental literacy requirements.Through differentiated instruction and high expectations, all students engage in a rigorous and meaningful approach to science learning. In grade 8, students demonstrate their understanding on the Maryland Integrated Science Assessment (MISA), which measures mastery of concepts and skills developed across grades 6–8.

More information can be found at *www.marylandpublicschools. org/about/Pages/DAAIT/Assessment/MISA/index.aspx.*

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

GRADE-LEVEL COURSE PROGRESSION

GRADE 6	GRADE 7	GRADE 8
❑ Investigation in Earth Science	❑ Investigations into Life Science	❑ Investigations into Physical Science

COURSE TITLE	COURSE CODE	NOTES
Investigations in Earth Science	SCI1022	**10 SSL Hours**
Investigations in Earth Science is an engaging 6th-grade course designed to help students explore how our planet works through hands-on investigations, collaborative discussions, and real-world problem-solving. Aligned with the Next Generation Science Standards (NGSS), the course connects Earth, Life, and Physical Science to show how Earth's systems—the atmosphere, hydrosphere, geosphere, and biosphere—interact and influence one another. Students are awarded 10 SSL hours for participating in activities built into the course.		
Investigations in Life Science	SCI1023	
Investigations in Life Science is an exciting NGSS aligned 7th-grade course where students will discover how living things work and interact with the world around them. Through hands-on experiments and real-world STEM challenges, students will explore cellular structures and processes, how matter and energy move through organisms, how traits are inherited and varied, and how ecosystems and biological evolution shape life on Earth.		
Investigations in Physical Science	SCI1025	
Investigations in Physical Science is an interactive 8th-grade course that brings physics and chemistry to life through hands-on experiments, real-world engineering projects, and collaborative problem-solving. Students explore key concepts such as forces and motion, energy transfer, wave properties, and chemical reactions while connecting Physical and Earth Science to understand how the universe works. In addition to preparing students for high school science, the course helps them prepare for the Maryland Integrated Science Assessment (MISA), which measures mastery of science concepts and skills developed throughout middle school.		

Social Studies

The social studies program in middle school builds chronological and thematic understanding of world and United States history, while developing the social studies strands of geography, economics, political systems, and culture. In addition, students engage in the following literacy and civic practices to prepare them for high school course work and active societal participation:

- *analysis of multiple sources, including primary sources that demonstrate multiple perspectives of historically marginalized voices;*
- *application of concepts and knowledge of the past to problem-solving real-world issues of the present; and*
- *communication of social studies concepts and knowledge using a variety of formats, with emphasis on analytic and argumentative writing.*

In Grade 8, students will take the Grade 8 Social Studies Maryland Comprehensive Assessment in the spring which covers social studies concepts and skills from all three grade levels 6-8. MCPS students will be engaged in rigorous, accessible, relevant, and inclusive social studies inquiry that utilizes primary sources--including multiple perspectives from historically marginalized voices--to develop their capacity to think critically, read closely, communicate clearly, and take action to improve their community, country, and world.

GRADE-LEVEL COURSE PROGRESSION

GRADE 6	GRADE 7	GRADE 8
❑ Historical Inquiry into Global Humanities 6	❑ Historical Inquiry into Global Humanities 7	❑ Historical Inquiry into American Studies 8
OR	**OR**	**OR**
❑ Historical Inquiry into World Studies 6	❑ Historical Inquiry into World Studies 7	❑ Historical Inquiry into U.S. History 8

COURSE TITLE	COURSE CODE	NOTES
GRADE 6		
Historical Inquiry in World Studies 6	SOC1001	
Social Studies grade 6 courses provide a greater understanding of social studies disciplines including history geography civics and government and economics. These courses often focus on the history, culture and government of various specific world societies. Students develop skills used in the social studies disciplines Specific content depends upon state standards for grade 6.		
Historical Inquiry into Global Humanities 6	SOC1009	
Historical Inquiry into Global Humanities Grade 6 provides students with a greater understanding of social studies through the study of history, geography, civics, economics, and peoples of the nations and world before 1500. Students explore the development of early civilizations to understand how cultural and social structures have shaped global human societies. Students study content through the application of historical thinking skills, learning is extended through novel studies and student participation in Model United Nations.		
GRADE 7		
Historical Inquiry in World Studies 7	SOC1004	
Grade 7 World Studies introduces students to pre-modern world history through the lenses of geography, civics, history, peoples of the nation and world, economics, and Social Studies skills and processes. Students explore the development of early civilizations to understand how cultural and social structures have shaped global human societies. By utilizing inquiry and research skills, learners analyze historical events to gain a foundational perspective on their lasting impact on the world.		
Historical Inquiry into Global Humanities 7	SOC1010	
Grade 7 World Studies introduces students to world history before 1500 through the lenses of geography, civics, history, peoples of the nation and world, and economics. Students explore the development of early civilizations to understand how cultural and social structures have shaped global human societies. Students study content through the application of historical thinking skills, learning is extended through novel studies and student participation in the National History Day competition.		
GRADE 8		
Historical Inquiry in U.S. History 8	SOC1021	**10 SSL Hours**
Students explore U.S. history from colonization through the settlement of the West and Reconstruction, focusing on how diverse populations contributed to the nation's political and cultural systems. By analyzing multiple perspectives and connecting historical themes to current issues, students develop a deeper understanding of the patterns that shape America today. The course utilizes historical thinking skills to complete an embedded 10-hour student service learning project and build evidence-based arguments, effectively preparing students for the MSTAR Social Studies 8 exam and US History in Grade 9.		
Historical Inquiry into American Studies 8	SOC1020	**10 SSL Hours**
Students explore U.S. history and literature from colonization through the settlement of the West and Reconstruction, focusing on how diverse populations contributed to the nation's political and cultural systems. By analyzing multiple perspectives and connecting historical themes to current issues, students develop a deeper understanding of the patterns that shape America today and compete in C-SPAN's StudentCam competition. The course utilizes historical thinking skills to complete an embedded 10-hour student service learning project and build evidence-based arguments, effectively preparing students for the MSTAR Social Studies 8 exam and US History in Grade 9.		
Model United Nations	SOC1016	
This dynamic course introduces middle school students to the world of global diplomacy, international relations, and the inner workings of the United Nations. Through engaging simulations, students step into the shoes of world leaders to research, debate, and collaborate on solutions for real-world global issues. Along the way, participants build essential lifelong skills in public speaking, critical thinking, research, and negotiation.		

Magnet Programs

Grade 5 Central Review

For current MCPS students, no application is needed. The grade 5 central review process reviews school system performance data of grade 5 students. Students whose data meet the criteria for enriched and accelerated instruction in middle school are centrally recommended for one or two enriched courses at their local middle school and placed in the candidate pool for one or both of the corresponding regional middle school criteria-based programs; the Humanities and Communication program and/or the Math, Science, Computer Science program. A prerecorded information session is provided in October, the student data review occurs in December and the results are released in January. More information can be found: *www.montgomeryschoolsmd.org/curriculum/specialprograms/middle/*

Humanities and Communications Magnet Program

The Humanities and Communication Magnet Program offered at Dr. Martin Luther King, Jr. Middle School and Eastern Middle school offers a rigorous, interdisciplinary course of study focused on English, social studies, writing, communication, and media production. Students examine the human experience through literature, historical events, geography, economics, current issues, and the arts. They strengthen their writing and research skills through a variety of modalities and purposes. Through project-based learning, students use television, radio, film, and other visual media to communicate ideas and document the world around them. Students also gain hands-on experience in television studios, working collaboratively as performers, cinematographers, producers, directors, audio engineers, editors, and graphic artists. The program develops critical thinking, creativity, leadership, and communication skills while preparing motivated students to explore complex ideas from multiple perspectives. Students are cohorted within the Humanities courses in grades 6 - 8 for English, Social Studies, and Media.

GRADE 6	GRADE 7	GRADE 8
❑ Humanities English 6	❑ Humanities English 7	❑ Humanities English 8
❑ Humanities Social Studies 6	❑ Humanities Social Studies 7	❑ Humanities Social Studies 8
❑ Humanities Media 6	❑ Humanities Media 7	❑ Humanities Media 8

Science, Math, and Computer Science Magnet Program

The Math, Science, and Computer Science Magnet Program offered at Roberto Clemente Middle School and Takoma Park Middle School offers students a rigorous, accelerated, and enriched academic experience. Through an interdisciplinary approach, students explore advanced concepts in mathematics, science, and computer science while examining how these fields work together. Students conduct independent investigations and use mathematical reasoning, computational thinking, and the scientific process to solve real-world problems. The program also provides opportunities to participate in academic competitions, and conduct fieldwork. Students are cohorted in grades 6 - 8 within their Math, Science, and Computer Science courses.

GRADE 6	GRADE 7	GRADE 8
❑ SMCS PreAlgebra	❑ SMCS Integrated Algebra 1	❑ SMCS Integrated Algebra 2
❑ SMCS Science 6	❑ SMCS Science 7	❑ SMCS Science 8
❑ SMCS Computer Science 6	❑ SMCS Computer Science 7	❑ SMCS Computer Science 8

Middle School Magnet Consortium

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

Choice Process

Assignment to one of the MSMC schools is through a Choice process. All Grade 5 students who reside in the MSMC elementary school attendance area participate in the Choice process. Grade 5 students who reside outside the Consortium can participate in the Choice process with their parents/caregivers. The Choice process and form are located at: *https://www.montgomeryschoolsmd.org/school-info/msmagnet/choice/*

The form provides parents with the opportunity to rank the Consortium middle schools in order of preference, considering their interest in the magnet programs associated with each school. Grade 5 students attending private schools will find a Choice form on the website. The due date to apply for Round 1 is in November and results are released in January. Round 2 deadline is in February with results released in March.

Argyle Middle School: Technology Magnet Program

Argyle Magnet Middle School offers a rigorous academic program that integrates technology, creativity, and real-world problem-solving. Students explore four specialized pathways: Engineering, Computer Science and Cybersecurity, Digital Art, and Digital Media. Through hands-on, project-based learning, students design solutions, develop technical skills, create digital products, and present their work to authentic audiences. Technology tools are also integrated into core subjects, allowing students to apply their skills in English, World Studies, Science, and other classes. Advanced course options may provide opportunities for students to earn high school elective credit and prepare for Regional High School Academy programs and future careers. In eighth grade, students complete a collaborative Capstone Project connected to the United Nations Sustainable Development Goals and present their work at the school's annual Capstone Showcase.

PATHWAY	GRADE 6	GRADE 7	GRADE 8
ENGINEERING	❑ Innovative Minds 1	❑ Innovative Minds 2	❑ Intro to Engineering Design (HS credit) **OR** Foundations of Engineering Technology (HS credit)
COMPUTER SCIENCE	❑ Programming Fundamentals	❑ Advanced Programming & Game Design 1	❑ Advanced Programming & Game Design 2 ❑ Foundations of Computer Science (HS credit)
COMPUTER SCIENCE - CYBERSECURITY	❑ Innovative Tech Solutions (Cyber 1)	❑ Cybersecurity 7	❑ Global Technology Systems (Cyber 8)
DIGITAL ART	❑ Innovative Art and Design 1	❑ Innovative Art and Design 2	❑ Innovative Art and Design 3 **OR** Digital Publish
DIGITAL MEDIA	❑ Lights! Camera! Literacy!	❑ Intro to Digital Media **AND** Intro to Web Tools	❑ Intro to Digital Media **OR** TV Studio



Parkland Middle School: Aerospace Technology Magnet Program

Parkland Magnet Middle School offers students in Grades 6 through 8 a rigorous academic program focused on advanced and applied mathematics, science, and technology. Students explore astronomy, robotics, space exploration, satellites, engineering, and flight technology through interdisciplinary learning experiences. All students take an interdisciplinary science and aerospace course each year and may choose to take an aerospace elective with the goal of taking a high school science course in Grade 8 Students use current technology and equipment to invent, test, and explain new ideas while solving authentic engineering problems. Through collaboration, competitions, and connections with scientists and engineers, students develop the knowledge and skills needed for future study and careers in science, technology, engineering, and mathematics.

PATHWAY	GRADE 6	GRADE 7	GRADE 8
CORE SCIENCE COURSES	❑ Mission Planet Earth	❑ Human Space Exploration	❑ Honors Physics A/B* Earth Systems and Sustainability
CORE AEROSPACE COURSES	❑ Comparative Planetology & Orbital Mechanics	❑ Unmanned Space Exploration	❑ Hands on Science ❑ Engineering and Aerospace ❑ Computer Science Discoveries ❑ Invent the Future
MAGNET ELECTIVES OPTIONS	❑ Introduction to Robotic Systems** ❑ Coding ❑ Principles of Flight ❑ Invent the Future 6	❑ Invention and Engineering ❑ Applied Robotic Programming** ❑ Applied Robotic Engineering** ❑ Invent the Future 7	❑ Astronomy* ❑ Introduction to Engineering Design A/B* ❑ Earth Systems and Sustainability ❑ Forensics ❑ Coding ❑ Invent the Future 8

**High school credit upon successful completion of course and passing grade on final examination.*
***The course is one semester in length. Students may enroll in up to two of these courses.*



A. Mario Loiderman Middle School: Creative and Performing Arts Magnet Program

A. Mario Loiederman Magnet Middle School offers students in Grades 6 through 8 a rigorous academic and fine arts program. Students engage in accelerated coursework in English, mathematics, social studies, and Spanish or French while exploring connections among the arts, history, literature, and the world around them. All sixth-grade students take a comprehensive arts course that introduces a range of creative and performing arts disciplines. In Grades 7 and 8, students select advanced fine arts electives in visual art, dance, theater, or music. Through hands-on learning, students may sing, dance, act, play an instrument, create visual art, or contribute behind the scenes to performances and productions. Students learn from teachers who are practicing artists and educators while developing their creativity, confidence, collaboration, and artistic skills.

PATHWAY	GRADE 6	GRADE 7	GRADE 8
CORE ARTS	Students select a minimum of one fine arts course.	Students select a minimum of one fine arts course.	Students select a minimum of one fine arts course.
VISUAL ARTS	❑ MS Studio Art 1	❑ MS Digital Art & Photo 1 ❑ MS Studio Art 2 ❑ MS Ceramics/Sculpture 3	❑ Foundations of Art A/B (HS credit) ❑ MS Studio Art ❑ MS Digital Art & Photo 1 or MS Digital Art & Photo 2 ❑ MS Ceramics/Sculpture 3
THEATRE/FILM	❑ Theatre 1 MS & Creative Thinking	❑ Theatre 1 MS & Creative Thinking or Theatre 2 MS ❑ Technical Theatre MS ❑ Theatre 3 MS	❑ Theatre 2 MS or Theatre 3 MS ❑ Theatre HS 1 A/B (HS credit) ❑ Technical Theatre MS
DANCE	❑ Dance for Athletes MS ❑ Dance 1 MS	❑ MS Choreography 3 ❑ Dance for Athletes MS ❑ Dance 1 MS ❑ Dance 2 MS	❑ Dance as a Fine Art A/B (HS credit) ❑ MS Choreography 3 ❑ Dance for Athletes MS ❑ Dance 1 MS ❑ Dance 2 MS ❑ Dance 3 MS
MUSIC	❑ MS Band 1 & Creative Thinking ❑ MS Orchestra 1 & Creative Thinking ❑ Chorus MS Creative Thinking & Singing ❑ MS General Music 1: Music Exploration	❑ MS Band 1 & Creative Thinking or MS Band 2 ❑ MS Orchestra 1 & Creative Thinking or MS Orchestra 2 ❑ MS Chorus 1 Creating Thinking and Singing, or MS Chorus 2	❑ MS Band 1 & Creative Thinking, MS Band 2, or MS Band 3 ❑ MS Orchestra 1 & Creative Thinking, MS Orchestra 2, or MS Orchestra 3 ❑ Concert Band A/B (HS credit) ❑ Concert Orchestra A/B (HS credit) ❑ MS Chorus 1 Creating Thinking & Singing, MS Chorus 2, MS Chorus 3, HS Chorus 1 (HS Credit)

Outdoor Environmental Education

The Grade 6 MCPS Outdoor Environmental Education Program, (also known as Outdoor Ed) provides students with a three-day residential experience focused on the driving question, "How do our actions and choices impact the health of the watershed?" It fulfills the state environmental literacy standards by serving as the middle school Meaningful Watershed Educational Experience (MWEE) and is part of the grade 6 MCPS curriculum. Using relevant, engaging, and interdisciplinary lessons, students explore the local ecosystem and their role in it. The outdoor natural world is both a classroom and a laboratory for teaching and learning at Outdoor Ed, and literacy and mathematics are authentically integrated. The core lessons of the program and MWEE include the following:

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

At Outdoor Ed, students stay in dormitory-style housing at one of three sites, work collaboratively to take care of the dorms, and serve each other at family style meals. Teachers from each middle school accompany their students and teach the lessons at Outdoor Ed along with the Outdoor Ed MCPS coordinators. Although a fee is set by the Board of Education for the program, as a part of the MCPS curriculum all students are entitled to and have access to the program regardless of ability to pay. Speaking volumes about Outdoor Ed, MCPS high schools seniors commonly cite this unique experience among their three most remembered and cherished learning events in their 12 years of education



Physical Education

The middle school physical education program focuses on three areas; health enhancing physical fitness and activity, movement skills and concepts, and personal and social responsibility. Each area allows for growth for the adolescent learner to apply the skill-based themes of elementary school to a more rigorous program. Students will receive instruction for three quarters a year. The focus shifts to improving independent movement and physical activity within small-sided (not-regulation sized) game play and practice tasks. Students will improve over their three years by moving from a focus on improving individual skill to improving the outcomes for a team or group. All games and activities promote decision-making and tactical problem solving through critical thinking about personal fitness and activity within individual and group dynamics. Physical education aligns with the MCPS Strategic Direction Profile of an MCPS Graduate and Academic Excellence emphasizing lifelong positive health related attitudes and behaviors that promote self-reliance and self-regulation.

COURSE TITLE	COURSE CODE
Physical Education Gr 6	**HPE1003**
Grade 6 Physical Education develops health-related fitness, movement skills, tactical games understanding, and personal responsibility through individual, partner, and small-sided activities, including invasion, net/wall, striking/fielding, target, creative movement, and outdoor activities. Students apply offensive and defensive strategies while developing fitness, goal-setting, cooperation, safe and respectful behaviors, and skills that support lifelong well-being and participation in physical activity.	

Physical Education Gr 7	**HPE1004**
Grade 7 Physical Education enhances health- and skill-related fitness, movement skills, tactical games understanding, and personal responsibility through individual, partner, and small-sided activities, including invasion, net/wall, striking/fielding, target, creative movement, and outdoor activities. Students apply offensive and defensive strategies while developing fitness, problem-solving, goal-setting, communication, collaboration, teamwork, and skills that support lifelong physical activity and overall wellness.	

Physical Education Gr 8	**HPE1005**
Grade 8 Physical Education strengthens fitness, movement skills, tactical understanding, and personal responsibility through a variety of individual and group activities. Students apply advanced strategies while developing leadership, teamwork, and skills that support lifelong physical activity and wellness.	



Health Education

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

The Family Life and Human Sexuality unit will include age-appropriate instruction on the meaning of "consent" and respect for personal boundaries in every grade level in which the curriculum is taught. Health Education aligns with MCPS Strategic Direction Profile of an MCPS Graduate and Academic Excellence emphasizing lifelong positive health-related attitudes and behaviors that promote self-reliance and self-regulation for students.

COURSE TITLE	COURSE CODE
Gr 6 Health Education	**HPE1000**
This Grade 6 nine-week course includes the following units of instruction: Mental and Emotional Health, Substance Use and Misuse Prevention, Safety and Violence Prevention, and Healthy Eating. Students develop lifelong health skills such as analyzing influences; accessing information, interpersonal communication skills, decision making, goal setting, self-management; and advocacy for personal, consumer, and family health throughout the course.	

Gr 7 Health Education	**HPE1001**
This Grade 7 nine-week course includes the following units of instruction: Mental and Emotional Health, Substance Use and Misuse Prevention, Family Life and Human Sexuality, Disease Prevention and Control. Students develop lifelong health skills such as analyzing influences, accessing information, interpersonal communication skills, decision making, goal setting, self-management, and advocacy for personal, consumer, and family health throughout the course. Parents/Guardians of Grade 7 students will receive information about the family life and human sexuality, FLHS, unit of instruction prior to the start of classroom instruction. Information about components of healthy relationships, and responsible decision making are included in the family life and human sexuality unit. Students who do not return the parent permission form will participate in family life and human sexuality unit of instruction.	

Gr 8 Health Education	**HPE1002**
This Grade 8 nine-week course includes the following units of instruction: Mental and Emotional Health, Substance Use and Misuse Prevention, Family Life and Human Sexuality, Safety and Violence Prevention, and Healthy Eating. Students develop lifelong health skills such as analyzing influences, accessing information, interpersonal communication skills, decision making, goal setting, self-management, and advocacy for personal, consumer, and family health throughout the course. Parents/Guardians of Grade 8 students will receive information about the family life and human sexuality unit of instruction prior to the start of classroom instruction. Students who do not return the parent permission form will participate in family life and human sexuality units of instruction.	

World Languages

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

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

World Language Offerings

LANGUAGE LEVEL	NOTES
Level 1A/1B	**0.5 HS credit per semester**
Level 1 introduces students to the language and culture of the target language. Students develop novice-level skills in reading, writing, speaking, and listening. The course also explores the products, practices, and perspectives of the target language-speaking communities around the world.	
Level 2A/2B	**0.5 HS credit per semester**
Level 2 expands students' proficiency in the target language and culture. Students strengthen their novice-level skills in reading, writing, speaking, and listening. The course continues to explore the products, practices, and perspectives of the target language-speaking communities around the world.	
Level 3A/3B	**0.5 HS credit per semester**
Level 3 builds students' proficiency in the target language through more complex communication tasks. Students build their intermediate-level skills in reading, writing, speaking, and listening while deepening their understanding of the products, practices, and perspectives of the target language-speaking communities around the world.	

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

Spanish for Spanish Speakers

COURSE TITLE	COURSE CODE	NOTES
Spanish for Spanish Speakers 1 A/B	**WLG2155**	**HS Credit**
Designed for students who already speak Spanish, this introductory course builds listening, speaking, reading, and writing skills across social and academic contexts. Students explore the history, culture, and perspectives of the Spanish-speaking world to establish core linguistic and cultural knowledge.		
Spanish for Spanish Speakers 2 A/B	**WLG2156**	**HS Credit**
Designed for students who already speak Spanish, this course further develops students' reading, writing, speaking, and listening skills across social and academic contexts. Students analyze the history, culture, and perspectives of the Spanish-speaking world to expand their linguistic and cultural knowledge.		
Spanish for Spanish Speakers 3 A/B	**WLG2157**	**HS Credit**
Designed for students who already speak Spanish, this course further advances students' reading, writing, speaking, and listening skills across social and academic contexts. Students critically evaluate the history, culture, and perspectives of the Spanish-speaking world to deepen their linguistic and cultural knowledge.		

Spanish for Spanish Speakers 1, 2, and 3 A/B are offered in certain middle schools. Spanish for Spanish Speakers courses provide language instruction for students with some proficiency in Spanish, either because it is their first language or it is spoken in their home. Each course integrates history, culture, language, and connections related to the Spanish-speaking world.

World Language Immersion

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

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

Grades 6–8 French Language Immersion

HS credit

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

(WLG 2053 through WLG 2055)

Grade 6–8 Spanish Language Immersion

HS credit

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

Grade 6 Chinese Language Immersion

HS credit

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

(WLG 2034)



Visual & Performing Arts

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

DANCE

COURSE TITLE	COURSE CODE	NOTES
MS DANCE 1	**ART1064**	**No previous dance experience required.**
Students with no previous dance experience should begin at Level 1 in the dance sequence. This beginning course provides a survey of dance styles and elements.		
MS DANCE 2	**ART1065**	**Students must complete MS Dance 1 or audition to qualify for this level.**
In this intermediate level course, students will continue to develop technique in a variety of dance styles and skilled application of dance elements. Students may audition to qualify for this level or receive permission from the dance teacher to enter this course. Students may take this course for more than one year.		
MS DANCE 3	**ART1066**	**Students must complete MS Dance 2 or audition to qualify for this level.**
In this advanced level course, students continue to develop and refine dance concepts and skills as they build their repertoire. Students may audition in order to qualify for this course or receive permission from the dance teacher to enter this course. Students may take this course for more than one year.		

VISUAL ART - STUDIO ART PATHWAY

Students will explore a variety of traditional ARTmedia and techniques, including drawing, painting, printmaking, sculpture, ceramics, and functional craft to create artworks.

COURSE TITLE	COURSE CODE	NOTES
MS STUDIO ART 1	**ART1024**	**No previous ART experience required.**
Students will explore a variety of traditional student media and techniques including drawing, painting, printmaking, sculpture, ceramics, and crafts to create artworks.		
MS STUDIO ART 2	**ART1025**	**Students must complete MS Studio ART1 or submit a portfolio to qualify for this level.**
Students will refine their ability to use traditional studio media and techniques, including drawing, painting, printmaking, sculpture, ceramics, and crafts to create artworks.		
MS STUDIO ART 3	**ART1026**	**Students must complete MS Studio ART2 or submit a portfolio to qualify for this level.**
Students will develop a portfolio of work demonstrating proficiency in working with traditional 2D and 3D studio media and techniques, including drawing, painting, printmaking, sculpture, ceramics, and crafts to create artworks.		
MS DRAWING & 2D ART 3	**ART1023**	**Students must complete MS Studio ART2 or submit a portfolio to qualify for this level.**
With an emphasis on drawing, students will develop a portfolio that demonstrates their ability to skillfully manipulate 2-D studio media.		
MS CERAMICS/ SCULPTURE 3	**ART1039**	**Students must complete MS Studio ART2 or submit a portfolio to qualify for this level.**
Students will develop a portfolio that demonstrates their ability to skillfully manipulate 3-D studio media.		

VISUAL ART - DIGITAL ART & PHOTOGRAPHY PATHWAY

Students will explore digital ART and photography using digital hardware and software platforms that reflect contemporary practices and industry standards.

COURSE TITLE	COURSE CODE	NOTES
MS DIGITAL ART& PHOTO 1	**ART1018**	**No previous ART experience required.**
Students will utilize raster-based digital media and/or digital photography to create artworks.		
MS DIGITAL ART& PHOTO 2	**ART1019**	**Students must complete MS DIG ART& PHOTO 1.**
Students will utilize both vector and raster based software, and/or manually operate a digital camera and manipulate photo editing software to create artwork.		
MS DIGITAL ART 3	**ART1022**	**Students must complete MS DIG ART& PHOTO 2.**
Students will refine skills and utilize advanced vector- and raster-based software techniques to create works of digital art and design.		
MS PHOTOGRAPHY 3	**ART1020**	**Students must complete MS DIG ART& PHOTO 2.**
Students will refine skills and utilize advanced techniques by shooting and editing photographic images to create artwork.		

VISUAL ART - INNOVATIVE ART DESIGN PATHWAY

These year-long courses integrate visual ART and computational thinking . By the end of the course, students will have mastered both the Maryland Technology Education Standards and the National Visual ART Standards. Students will investigate real-world problems, and then seek to design and create meaningful solutions via computational thinking and the artistic process. This course cannot be part of a rotation.

COURSE TITLE	COURSE CODE	NOTES
MS INNOVATIVE ART & DESIGN 1	**ART1008 A/B**	**No previous ART experience required.**
By the end of Innovative Art & Design 1, students will have mastered the Computational Thinking Standards and the National Visual Art Standards through cross-curricular data-driven research methods will be explored to develop 21st century problem-solving skills and informational literacy. By investigating real-world problems and then seeking to design and create meaningful solutions, students will select their own inquiry problem to explore in a culminating capstone assignment. This course must be taken the same year as ART1008B		
MS INNOVATIVE ART & DESIGN 2	**ART1007 A/B**	**Students must complete a LEVEL 1 ART pathway course.**
By the end of Innovative Art & Design 2, students will have mastered the Computational Thinking Standards and the National Visual Art Standards through cross-curricular data-driven research methods will be explored to develop 21st century problem-solving skills and informational literacy. By investigating real-world problems and then seeking to design and create meaningful solutions, students will select their own inquiry problem to explore in a culminating capstone assignment. This course must be taken the same year as ART1007B		
MS INNOVATIVE ART & DESIGN 3	**ART1016 A/B**	**Students must complete a LEVEL 2 ART pathway course.**
By the end of Innovative Art & Design 3, students will have mastered the Computational Thinking Standards and the National Visual Art Standards through cross-curricular data-driven research methods will be explored to develop 21st century problem-solving skills and informational literacy. By investigating real-world problems and then seeking to design and create meaningful solutions, students will select their own inquiry problem to explore in a culminating capstone assignment. This course must be taken the same year as ART1016B		

GENERAL MUSIC

COURSE TITLE	COURSE CODE	NOTES
MS General Music 1: Music Exploration	**ART1030**	**Available to students in Grades 6-8**
In General Music, MS 1, students explore music as an active form of expression and creation by developing core skills in performance, literacy, digital production, and critical analysis using instruments like ukulele, keyboard, percussion, and DAWs. Through ongoing practice, listening, and creative projects, students learn to decode notation, compose original music, perform in ensembles, and analyze how musical elements interact across diverse genres and cultural contexts.		
MS General Music: Modern Band	**ART1031**	**Students must complete General Music 1**
In General Music: Modern Band, students explore music through performance using instruments such as guitar, bass, keyboard, and drums. By developing skills in instrumental technique, ensemble musicianship, and digital music technology, students learn to apply collaborative problem-solving strategies as they perform, create, improvise, and arrange music successfully as an ensemble.		

GENERAL MUSIC

COURSE TITLE	COURSE CODE	NOTES
MS General Music: Music Production	**ART1032**	**Students must complete General Music 1**
In General Music: Music Production, students explore the music production process by developing skills in composition, arranging, and mixing using Digital Audio Workstations (DAW), MIDI, and other instruments. Through hands-on, project-based experiences, students learn to apply rhythm, melody, harmony, form, and elements of production to create, refine, and produce original music.		

CHORAL MUSIC

COURSE TITLE	COURSE CODE	NOTES
CHORUS, MS 1 Creative Thinking & Singing	**ART1040 A/B**	**Available to students in Grades 6-8 This course provides students with credit in both Fine Arts and Computational Thinking on the Maryland Schools Report Card. Students must enroll for the full year.**
Students in this chorus develop both musical proficiency and computational thinking skills by analyzing, decomposing, and using algorithmic design to create, perform, and respond to various musical genres. Through the study of state-level 2 music, students will build proper vocal technique, choral singing fundamentals, music literacy, and sight-singing skills. The class includes a minimum of two school concerts in which students are expected to participate. This full-year course counts toward both fine arts and computational learning for the Maryland School Report Card.		

CHORUS, MS 2	**ART1041**	**Students must complete Chorus, MS 1 or audition**
This course elevates students' musical growth through more advanced vocal techniques, focusing on the refinement of posture, breath control, intonation, diction, and part-singing in harmony. Students will further develop their music literacy and sight-singing by performing state level 2-3 repertoire across a variety of genres. Public performances during and after school are required to meet course objectives.		

CHORUS, MS 3	**ART1042**	**Students must complete Chorus, MS 2 or audition**
This course focuses on the mastery of advanced vocal techniques, complex multi-part singing, and sight-singing across multiple keys. Students advance their performance and analytical skills by primarily studying state level 3 repertoire across a variety of musical styles. Public performances during and after school are required to meet course objectives.		

INSTRUMENTAL MUSIC

COURSE TITLE	COURSE CODE	NOTES
Beginning Band MS & Creative Thinking	**ART1037 A/B**	**Available to students in grades 6-8 This course provides students with credit in both Fine Arts and Computational Thinking on the Maryland Schools Report Card. Students must enroll for the full year.**
This course is for middle school students with no instrumental music experience who wish to learn how to play an instrument in the woodwind, brass, or percussion families. Public performances during and after school are required to meet course objectives, and the full-year course counts toward both fine arts and computational learning for the Maryland School Report Card.		

Band 1 MS & Creative Thinking	**ART1033 A/B**	**Must complete Beginning Band MS & Creative Thinking or elementary instrumental music. This course provides students with credit in both Fine Arts and Computational Thinking on the Maryland Schools Report Card. Students must enroll for the full year.**
Students refine skills learned from their elementary band programs (or in MS Beginning Band), and develop more advanced techniques in creating, performing, and responding to music. Public performances during and after school are required to meet course objectives, and the full-year course counts toward both fine arts and computational learning for the Maryland School Report Card. Prerequisite: Attainment of outcomes for elementary band (or MS Beginning Band), or permission of the instructor.		

Band 2 MS	**ART1034**	**Students must complete Band 1 MS & Creative Thinking or audition**
Students refine skills learned from in MS Band 1, and develop more advanced techniques in creating, performing, and responding to music. Public performances during and after school are required to meet course objectives. Prerequisite: Attainment of outcomes for Band 1 MS, or permission of the instructor.		

INSTRUMENTAL MUSIC

COURSE TITLE	COURSE CODE	NOTES
Band 3 MS	**ART1035**	**Students must complete Band 2 MS or audition**
Students refine skills learned from in MS Band 2, and develop more advanced techniques in creating, performing, and responding to music. Public performances during and after school are required to meet course objectives. Prerequisite: Attainment of outcomes for Band 2 MS, or permission of the instructor.		
Beginning Orchestra MS & Creative Thinking	**ART1038 A/B**	**Available to students in grades 6-8. This course provides students with credit in both Fine Arts and Computational Thinking on the Maryland Schools Report Card. Students must enroll for the full year.**
This course is for middle school students with no instrumental music experience who wish to learn how to play an instrument in the string family. Public performances during and after school are required to meet course objectives, and the full-year course counts toward both fine arts and computational learning for the Maryland School Report Card.		
Orchestra 1 MS & Creative Thinking	**ART1045 A/B**	**Must complete Beginning Orchestra or elementary instrumental music. This course provides students with credit in both Fine Arts and Computational Thinking on the Maryland Schools Report Card. Students must enroll for the full year.**
Students refine skills learned from their elementary orchestra programs (or in MS Beginning Orchestra), and develop more advanced techniques in creating, performing, and responding to music. Public performances during and after school are required to meet course objectives, and the full-year course counts toward both fine arts and computational learning for the Maryland School Report Card. Prerequisite: Attainment of outcomes for elementary orchestra (or MS Beginning Orchestra), or permission of the instructor.		
Orchestra 2 MS	**ART1046**	**Students must complete Orchestra 1 MS or audition**
Students refine skills learned from in MS Orchestra 1, and develop more advanced techniques in creating, performing, and responding to music. Public performances during and after school are required to meet course objectives. Prerequisite: Attainment of outcomes for Orchestra 1 MS, or permission of the instructor.		
Orchestra 3 MS	**ART1047**	**Students must complete Orchestra 2 MS or audition**
Students refine skills learned from in MS Orchestra 2, and develop more advanced techniques in creating, performing, and responding to music. Public performances during and after school are required to meet course objectives. Prerequisite: Attainment of outcomes for Orchestra 2 MS, or permission of the instructor.		

THEATRE

COURSE TITLE	COURSE CODE	NOTES
Theatre 1 MS & Creative Thinking	**ART1061 A/B**	**Available to students in grades 6-8. This course provides students with credit in both Fine Arts and Computational Thinking on the Maryland Schools Report Card. Students must enroll for the full year.**
In this beginning-level course, students will explore how the theater is a space that both creates and challenges COMMUNITY. A sustained investigation of COMMUNITY in this course engages students to study a variety of dramatic works, participate in the creation and enhancement of ensemble, and question the role of theatre within their COMMUNITY. This course must be taken with the corresponding B semester, and the full-year course counts toward both fine arts and computational learning for the Maryland School Report Card.		
Theatre 2 MS	**ART1062**	**Students must complete the full-year Theatre 1 MS course**
In Theatre 2, students explore IDENTITY as a common root of nearly all dramatic works and a defining element in a theatre artists' approach to performance, design, production, and critique. A sustained focus on IDENTITY enables students to approach a variety of practices, games, dramatic works, traditions, and resources through a common lens, one that reinforces theatre's eternal focus on "the human experience". Prerequisite: Attainment of outcomes for MS Theatre 1, or permission of the instructor.		
Theatre 3 MS	**ART1063**	**Students must complete Theatre 2 MS**
In Theatre 3, students will have the opportunity to refine their craft while exploring ideas about CONFLICT. When a character faces an obstacle, the tension created, the decisions made, and the consequences portrayed on stage engage the audience and artists in deeper reflection of the world around them. Prerequisite: Attainment of outcomes for MS Theatre 2, or permission of the instructor.		

THEATRE

COURSE TITLE	COURSE CODE	NOTES
Technical Theatre MS	**ART1081**	**Available to students in grades 6-8**
This course provides students with a hands-on introduction to the world of backstage production of live theatre and other performing arts events (including dance and music). Through this course, students gain practical skills in set and costume design, lighting, sound, and stage management, while also learning about the history and essential elements of theatrical production. This class not only nurtures creativity but also offers valuable technical expertise, laying the foundation for a lifelong appreciation of the art of theatre.		

Family and Consumer Sciences

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

COURSE TITLE	COURSE CODE
Creative FACS	**EDU1000**
This course introduces students to the processes and skills that enhance individuals, family and societal well-being through topics such as food & nutrition, apparel, childcare, interior design, personal finances, and interpersonal relationships.	

FACS GRADE 7	**EDU1002**
This course expands students' understanding of the processes and skills that enhance individuals, family and societal well-being through topics such as food & nutrition, apparel, childcare, interior design, personal finances, and interpersonal relationships.	

FACS GRADE 8	**EDU1003**
This course strengthens students' understanding of the processes and skills that enhance individuals, family and societal well-being through topics such as food & nutrition, apparel, childcare, interior design, personal finances, and interpersonal relationships.	

Science, Technology, Engineering, and Mathematics (STEM)

Computer Science ~ Engineering ~ Technology Education

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

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

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

COURSE TITLE	COURSE CODE
Coding and Game Development	**ITC2069**
Students will learn how coding and game design work together to create engaging digital games and interactive applications. Using computational thinking and design processes, students will develop programs, test solutions, and improve their projects through iteration and creativity.	

Introduction to Technology & Engineering	**ENR1022**
Students learn how technology develops to solve problems, investigate its positive and negative impacts, and explore how innovation drives progress. Using the Engineering Design Process and CAD software, students create and refine three-dimensional designs.	

Engineering Design & Modeling	**ENR1023**
Students apply the engineering design process to solve engineering challenges through technical drawing and modeling. Instruction includes isometric sketching, multiview drawing, and computer-aided design using TinkerCAD.	

AI and Machine Learning	**ITC1019**
Students explore how computers learn from data to make decisions, then develop machine learning projects around real-world data. The unit culminates in designing a machine learning app to solve a personally relevant problem.	

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

GRADE 7 MS PRINCIPLES OF IT, CYBERSECURITY AND ENGINEERING COURSES MARKING PERIOD STEM ELECTIVES*	
COURSE TITLE	COURSE CODE
Principles of IT: Digital Systems 7	**ITC2070**
Students will explore digital systems and devices, by investigating the key components. They begin with defining, identifying and classifying hardware and software and then investigate input and output devices, storage and processing elements.	
Principles of IT: Cybersecurity	**ITC2071**
Students will learn how information travels across the Internet and networks and how to protect electronic information. Real-world cybersecurity problems are explored along with current best practices to protect users, systems and networks.	
Innovation and Engineering Design 7	**ENR1025**
Explores the role of invention and innovation in technological advancement. Students apply engineering design processes and technical drawing skills to develop creative solutions to real-world problems.	
MS Applied Engineering Design	**ENR1024**
Students apply engineering design and problem-solving skills to address real-world challenges. The course explores how societal needs influence technological development while developing computer-aided design and technical skills.	

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

Grade 8 STEM Electives

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

COURSE TITLE	COURSE CODE
Foundations of Computer Science TE A/B	**ITC2083, HS credit**
Exploring Computer Science courses present students with the conceptual underpinnings of computer science through an exploration of human computer interaction web design computer programming data modeling and robotics while these courses include programming the focus is on the computational practices associated with doing computer science.	
Foundations of Engineering and Technology A/B	**TEC2016 A/B**
Students will explore the evolution, impact, and applications of technology while developing an understanding of the design process, technological systems, modeling, and technology transfer. Through hands-on problem-solving and design activities, students will apply technological concepts and skills to develop innovative solutions to real-world challenges.	
Global Technology Systems	**ENR1021**
Introduces engineering design principles through the development and testing of product solutions. Students use computer-aided design tools to create, analyze, and communicate engineering designs.	
Introduction to Engineering Design	**TEC2017 A/B**
In this introductory engineering course, students delve deeply into the engineering design process, applying applying math, science, and engineering content, skills, and thinking to hands-on projects such as designing a new products or improving an existing product	

ALO Middle School

Designed for students receiving special education services who, with parent consent, are working toward Alternate Learning Outcomes (ALO) and a Maryland Certificate of Program Completion, these courses provide modified instruction scaffolded to each student's instructional level and aligned with Alternate Academic Achievement Standards (AAAS). Students participate in the Alternate Assessment (AA) during assessed years. These Alternate Learning Outcomes (ALO) courses support progress toward a Maryland Certificate of Program Completion.

ENGLISH

COURSE TITLE	COURSE CODE	COURSE DESCRIPTION
ALO English Grade 6	ENG1006	Designed for students working toward Alternate Learning Outcomes (ALO) and a Maryland Certificate of Program Completion, this course focuses on individualized reading and written language goals. Modifications are made to the English curriculum to align with Alternate Academic Achievement Standards (AAAS). Students take the Dynamic Learning Maps (DLM) English Language Arts alternate assessment in grade 6, 7, 8.
ALO English Grade 7	ENG1007	
ALO English Grade 8	ENG1008	

READING

COURSE TITLE	COURSE CODE	COURSE DESCRIPTION
ALO MS Reading Grade 6	ENG1021	Designed for students working toward Alternate Learning Outcomes (ALO) and a Maryland Certificate of Program Completion, this course focuses on individualized reading and written language goals. Modifications are made to the English curriculum to align with Alternate Academic Achievement Standards (AAAS).
ALO MS Reading Grade 7	ENG1020	
ALO MS Reading Grade 8	ENG1021	

MATHEMATICS

COURSE TITLE	COURSE CODE	COURSE DESCRIPTION
ALO Math Grade 6	MAT1000	Designed for students working toward Alternate Learning Outcomes (ALO) and a Maryland Certificate of Program Completion, this course focuses on individualized mathematics goals. Modifications are made to the mathematics curriculum to align with Alternate Academic Achievement Standards (AAAS). Students take the Dynamic Learning Maps (DLM) Mathematics alternate assessment in grade 6, 7, 8.
ALO Math Grade 7	MAT1001	
ALO Math Grade 8	MAT1002	

SCIENCE

COURSE TITLE	COURSE CODE	COURSE DESCRIPTION
ALO Science Grade 6	SCI1005	Designed for students working toward Alternate Learning Outcomes (ALO) and a Maryland Certificate of Program Completion, this course covers Earth and space systems, life science, and physical science. Modifications are made to the science curriculum to align with Alternate Academic Achievement Standards (AAAS). Students take the Dynamic Learning Maps (DLM) Science alternate assessment in grade 8.
ALO Science Grade 7	SCI1006	
ALO Science Grade 8	SCI1007	

Alternative Learning Outcomes (ALO)

SCIENCE

COURSE TITLE	COURSE CODE	COURSE DESCRIPTION
ALO Social Studies Grade 6	**SOC1006**	Designed for students working toward Alternate Learning Outcomes (ALO) and a Maryland Certificate of Program Completion, this course covers world geography, ancient civilizations, early U.S. history, and civics—exploring how communities develop and how government works—while emphasizing practical application in daily living and employment. Modifications are made to the social studies curriculum to align with Alternate Academic Achievement Standards (AAAS).
ALO Social Studies Grade 7	**SOC1007**	
ALO Social Studies Grade 8	**SOC1008**	

HEALTH/PHYSICAL EDUCATION

COURSE TITLE	COURSE CODE	COURSE DESCRIPTION
ALO MS Physical Education	**HPE1007**	Designed for students working toward Alternate Learning Outcomes (ALO) and a Maryland Certificate of Program Completion, this course provides meaningful access to the middle school health and physical education curriculum through individualized accommodations and instructional supports. Students develop movement skills, fitness knowledge, confidence, and independence through learning experiences designed to promote participation, success, and lifelong physical activity. Modifications are made to the curriculum to align with Alternate Academic Achievement Standards (AAAS).
ALO MS Health Education	**HPE1006**	

ART

COURSE TITLE	COURSE CODE	COURSE DESCRIPTION
ALO Art Grade 6	**ART1000**	Designed for students working toward Alternate Learning Outcomes (ALO) and a Maryland Certificate of Program Completion, this course explores broad concepts in art across multiple grade levels. Modifications are made to the curriculum to align with Alternate Academic Achievement Standards (AAAS).
ALO Art Grade 7	**ART1001**	
ALO Art Grade 8	**ART1002**	

MUSIC

COURSE TITLE	COURSE CODE	COURSE DESCRIPTION
ALO Music Grade 6	**ART1004**	Designed for students working toward Alternate Learning Outcomes (ALO) and a Maryland Certificate of Program Completion, this course explores broad concepts in music across multiple grade levels. Modifications are made to the curriculum to align with Alternate Academic Achievement Standards (AAAS).
ALO Music Grade 7	**ART1005**	
ALO Music Grade 8	**ART1006**	

COURSE TITLE	COURSE CODE
ALO MS Intro to Computers	**ITC1018**
This course is designed for students who have been found eligible for instruction and assessment aligned to the alternate academic achievement standards (AAAS) and alternate learning outcomes (ALO) through an IEP meeting. Students gain practical, hands-on computer skills through structured and engaging daily activities. Utilizing interactive technology and modern software, students learn to navigate digital tools, streamline everyday tasks, and apply critical thinking to solve real-world problems.	

TRANSITION SKILLS		
COURSE TITLE	COURSE CODE	COURSE DESCRIPTION
ALO Transition Skills Grade 6	**EDU1007**	Designed for students working toward Alternate Learning Outcomes (ALO) and a Maryland Certificate of Program Completion, this course helps students develop foundational communication, self-advocacy, and peer social skills to foster independence at school, at home, and in the community. Modifications are made to the curriculum to align with Alternate Academic Achievement Standards (AAAS).
ALO Transition Skills Grade 7	**NSS1009**	
ALO Transition Skills Grade 8	**EDU1008**	

Planning For High School

As students finish out their Grade 8 year in middle school - it will be time to plan for high school. This is an exciting time for growth, discovery and preparation for now and the future. Grade 8 students will participate in the High School Possibility Process that is a step-by-step plan to making plans for high school. It starts with a

- Counselor-led presentation about your student's options (during the school day)
- High School Possibility Report that outlines your high school options
- Form where families indicate their student's plans for high school - attend your local high school or apply to a Center program
- Apply to Center programs (optional)

The High School Possibility report, form and Center Program application are all located in ParentVUE. More information can be found at *https://www.montgomeryschoolsmd.org/curriculum/regional-programs-and-themes/*

The Centers of Montgomery County

In addition to the highly engaging and rigorous programming offered at a student's local high school, MCPS provides an expanded model for program access with numerous specialized Center programs from five thematic areas. The five themes include:

- ARTS Centers for Aesthetics, Repertoire, Technique and Self-Expression
- GLOBE Centers for Global Learning, Opportunity, Biliteracy and Engagement
- LEAD Centers for Leadership, Empowerment, Action and Development
- MED Centers for Medical Exploration and Discovery
- STEM Centers for Science, Technology, Engineering and Math

Students apply to the Center programs as part of the eighth grade High School Possibility process. MCPS will be organized into six regions and students may apply to Center programs within their home region.

High School Center programs offer specialized 4-year high school course sequences. Students can take part in hands-on learning, earn college credit, get career certificates, complete research projects, and/or internships. These optional Center program admission process is open to 8th graders living in Montgomery County. The first class will start in the 2027–2028 school year.

Students are placed into Center programs using a lottery where they list their top choices-up to 8. There are two paths to enter the lottery. Based on:

- Interest: Students automatically enter the lottery.
- Criteria: Review of a student's academic profile to include external test scores and grades to be eligible for the lottery. The external scores are locally and regionally normed.
- High School Possibility Process: How to Apply
- The High School Possibility (HSP) Process helps 8th graders and their families learn about high school choices. It includes:
- A custom report showing your child's high school options.

A short form in ParentVUE due in November.

An optional application for Center programs. More info here: *https://www.montgomeryschoolsmd.org/curriculum/regional-programs-and-themes/*

MCPS REGIONS

REGION	HIGH SCHOOL	REGION	HIGH SCHOOL
SOUTHERN	Bethesda-Chevy Chase Montgomery Blair Albert Einstein Northwood Walt Whitman	**CENTRAL**	Winston Churchill Richard Montgomery Rockville Thomas S. Wootton
EASTERN	James Hubert Blake Paint Branch Sherwood Springbrook	**CENTRAL NORTH**	Gaithersburg Col. Zadok Magruder Quince Orchard Watkins Mill
CENTRAL SOUTH	Walter Johnson John F. Kennedy Wheaton Charles W. Woodward	**NORTHERN**	Clarksburg Damascus Northwest Poolesville Seneca Valley

35

ARTS CENTER

GLOBE CENTER

LEAD CENTER

MC² CENTER

MED CENTER

STEM CENTER



36



Please check with your child's school about its 2027–2028 elective course options.

MCPS Central Office
15 W. Gude Drive, Suite 400, Rockville 20850
240-740-3000 · montgomeryschoolsmd.org

MIDDLE SCHOOLS

MIDDLE SCHOOL DIRECTORY

School	Address	Phone	Website
Argyle Middle School	2400 Bel Pre Road, Silver Spring 20906	240-740-6370	argyle-ms.mcpsmd.org
John T. Baker Middle School	25400 Oak Drive, Damascus 20872	240-207-2440	baker-ms.mcpsmd.org
Benjamin Banneker Middle School	14800 Perrywood Drive, Burtonsville 20866	240-740-6250	banneker-ms.mcpsmd.org
Briggs Chaney Middle School	1901 Rainbow Drive, Silver Spring 20905	301-288-8300	briggschaney-ms.mcpsmd.org
Cabin John Middle School	10701 Gainsborough Road, Potomac 20854	240-406-1600	cabinjohn-ms.mcpsmd.org
Roberto W. Clemente Middle School	18808 Waring Station Road, Germantown 20874	301-284-4750	clemente-ms.mcpsmd.org
Eastern Middle School	300 University Blvd. East, Silver Spring 20901	240-740-6280	eastern-ms.mcpsmd.org
William H. Farquhar Middle School	17017 Batchellors Forest Road, Olney 20832	240-740-1200	farquhar-ms.mcpsmd.org
Forest Oak Middle School	651 Saybrooke Oaks Blvd., Gaithersburg 20877	240-740-7570	forestoak-ms.mcpsmd.org
Robert Frost Middle School	9201 Scott Drive, Rockville 20850	240-740-7610	robertfrost-ms.mcpsmd.org
Gaithersburg Middle School	2 Teachers' Way, Gaithersburg 20877	240-740-4950	gaithersburg-ms.mcpsmd.org
Herbert Hoover Middle School	8810 Postoak Road, Potomac 20854	301-968-3740	hoover-ms.mcpsmd.org
Francis Scott Key Middle School	910 Schindler Drive, Silver Spring 20903	301-422-5700	fsk-ms.mcpsmd.org
Dr. Martin Luther King, Jr. Middle School	13737 Wisteria Drive, Germantown 20874	240-740-6350	mlk-ms.mcpsmd.org
Kingsview Middle School	18909 Kingsview Road, Germantown 20874	240-740-7130	kingsview-ms.mcpsmd.org
Lakelands Park Middle School	1200 Main Street, Gaithersburg 20878	240-740-6450	lakelandspark-ms.mcpsmd.org
A. Mario Loiederman Middle School	12701 Goodhill Road, Silver Spring 20906	240-740-5830	loiederman-ms.mcpsmd.org
Montgomery Village Middle School	19300 Watkins Mill Road, Montgomery Village 20886	240-740-6720	mv-ms.mcpsmd.org
Neelsville Middle School	11700 Neelsville Church Road, Germantown 20876	240-740-6630	neelsville-ms.mcpsmd.org
Newport Mill Middle School	11311 Newport Mill Road, Kensington 20895	240-740-7160	newportmill-ms.mcpsmd.org
North Bethesda Middle School	8935 Bradmoor Drive, Bethesda 20817	240-740-2100	northbethesda-ms.mcpsmd.org
Parkland Middle School	4610 West Frankfort Drive, Rockville 20853	240-740-6800	parkland-ms.mcpsmd.org
Rosa M. Parks Middle School	19200 Olney Mill Road, Olney 20832	240-740-3300	rosaparks-ms.mcpsmd.org
John Poole Middle School	17014 Tom Fox Avenue, Poolesville 20837	240-740-4200	poole-ms.mcpsmd.org
Thomas W. Pyle Middle School	6311 Wilson Lane, Bethesda 20817	240-740-3500	pyle-ms.mcpsmd.org
Redland Middle School	6505 Muncaster Mill Road, Rockville 20855	240-740-0900	redland-ms.mcpsmd.org
Ridgeview Middle School	16600 Raven Rock Drive, Gaithersburg 20878	240-740-3330	ridgeview-ms.mcpsmd.org
Rocky Hill Middle School	22401 Brick Haven Way, Clarksburg 20871	240-740-6670	rockyhill-ms.mcpsmd.org
Shady Grove Middle School	8100 Midcounty Highway, Gaithersburg 20877	240-740-1440	shadygrove-ms.mcpsmd.org
Odessa Shannon Middle School	11800 Monticello Avenue, Silver Spring 20902	240-740-4150	shannon-ms.mcpsmd.org
Silver Creek Middle School	3701 Saul Road, Kensington 20895	240-740-2200	silvercreek-ms.mcpsmd.org
Silver Spring International Middle School	313 Wayne Avenue, Silver Spring 20910	240-740-2750	ssi-ms.mcpsmd.org
Sligo Middle School	1401 Dennis Avenue, Silver Spring 20902	301-287-8890	sligo-ms.mcpsmd.org
Takoma Park Middle School	7611 Piney Branch Road, Silver Spring 20910	240-740-5220	takomapark-ms.mcpsmd.org
Tilden Middle School	6300 Tilden Lane, Rockville 20852	240-740-6700	tilden-ms.mcpsmd.org
Hallie Wells Middle School	11701 Little Seneca Parkway, Clarksburg 20871	301-284-4800	halliewells-ms.mcpsmd.org
Julius West Middle School	651 Great Falls Road, Rockville 20850	301-337-3400	west-ms.mcpsmd.org
Westland Middle School	5511 Massachusetts Avenue, Bethesda 20816	240-740-5850	westland-ms.mcpsmd.org
White Oak Middle School	12201 New Hampshire Avenue, Silver Spring 20904	301-288-8200	whiteoak-ms.mcpsmd.org
Earle B. Wood Middle School	14615 Bauer Drive, Rockville 20853	240-740-7640	wood-ms.mcpsmd.org

MCPS Central Office
15 W. Gude Drive, Suite 400, Rockville 20850
240-740-3000 · montgomeryschoolsmd.org

SPECIAL SCHOOLS AND PROGRAMS SERVING MIDDLE GRADES

School	Address	Phone	Website
Alternative Education Programs at the Blair G. Ewing Center (grades 6–12)	14501 Avery Road, Rockville 20853	240-740-5000	blairewing.mcpsmd.org
Longview School (K–age 21)	13900 Bromfield Road, Germantown 20874	240-740-7830	longview-school.mcpsmd.org
RICA – John L. Gildner Regional Institute for Children and Adolescents (grades 6–12)	15000 Broschart Road, Rockville 20850	301-251-6900	rica-school.mcpsmd.org
Rock Terrace School (grade 6–age 21)	11400 Marcliff Road, Rockville 20852	240-740-4650	rockterrace.mcpsmd.org
Stephen Knolls School (ages 3–21)	10731 Saint Margarets Way, Kensington 20895	240-740-0050	knolls-school.mcpsmd.org

MCPS NONDISCRIMINATION STATEMENT

Montgomery County Public Schools (MCPS) prohibits illegal discrimination based on race, ethnicity, color, ancestry, national origin, nationality, religion, immigration status, sex, gender, gender identity, gender expression, sexual orientation, family structure/parental status, marital status, age, ability (cognitive, social/emotional, and physical), poverty and socioeconomic status, language, or other legally or constitutionally protected attributes or affiliations. Discrimination undermines our community's long-standing efforts to create, foster, and promote equity, inclusion, and acceptance for all. The Board prohibits the use of language and/or the display of images and symbols that promote hate and can be reasonably expected to cause substantial disruption to school or district operations or activities. For more information, please review Montgomery County Board of Education Policy ACA, *Nondiscrimination, Equity, and Cultural Proficiency*. This Policy affirms the Board's belief that each and every student matters, and in particular, that educational outcomes should never be predictable by any individual's actual or perceived personal characteristics. The Policy also recognizes that equity requires proactive steps to identify and redress implicit biases, practices that have an unjustified disparate impact, and structural and institutional barriers that impede equality of educational or employment opportunities. MCPS also provides equal access to the Boy/Girl Scouts and other designated youth groups.*

It is the policy of the state of Maryland that all public and publicly funded schools and school programs operate in compliance with:

(1) Title VI of the federal *Civil Rights Act of 1964*; and

(2) Title 26, Subtitle 7 of the Education Article of the Maryland Code, which states that public and publicly funded schools and programs may not

(a) discriminate against a current student, a prospective student, or the parent or guardian of a current or prospective student on the basis of race, ethnicity, color, religion, sex, age, national origin, marital status, sexual orientation, gender identity, or disability;

(b) refuse enrollment of a prospective student, expel a current student, or withhold privileges from a current student, a prospective student, or the parent or guardian of a current or prospective student because of an individual's race, ethnicity, color, religion, sex, age, national origin, marital status, sexual orientation, gender identity, or disability; or

(c) discipline, invoke a penalty against, or take any other retaliatory action against a student or parent or guardian of a student who files a complaint alleging that the program or school discriminated against the student, regardless of the outcome of the complaint.**

Please note that contact information and federal, state, or local content requirements may change between editions of this document and shall supersede the statements and references contained in this version. Please see the online version for the most up-to-date information at *www.montgomeryschoolsmd.org/info/nondiscrimination*.

For inquiries or complaints about discrimination against MCPS students* **	**For inquiries or complaints about discrimination against MCPS staff*** **
Department of Student Conduct and Appeals Student Welfare and Compliance Team Division of Equity and Organizational Development 850 Hungerford Drive, Suite 200, Rockville, MD 20850 240-740-3215 | SWC@mcpsmd.org	Human Resource Compliance Officer Division of Human Resources and Talent Management Department of Compliance and Investigations 15 West Gude Drive, Suite B400, Rockville, MD 20850 240-740-2888 | DCI@mcpsmd.org
For student requests for accommodations under *Section 504 of the Rehabilitation Act of 1973*	**For staff requests for accommodations under the** *Americans with Disabilities Act*
Section 504 Coordinator Division of Specialized Support Services, Department of School Counseling 850 Hungerford Drive, Room 170, Rockville, MD 20850 240-242-9363 | 504@mcpsmd.org	ADA Compliance Coordinator Division of Human Resources and Talent Management Department of Compliance and Investigations 15 West Gude Drive, Suite B400, Rockville, MD 20850 240-740-2888 | DCI@mcpsmd.org
For inquiries or complaints about sex discrimination under Title IX, including sexual harassment, against students or staff* **	
Department of Student Conduct and Appeals, Title IX Team Division of Equity and Organizational Development 850 Hungerford Drive, Suite 200, Rockville, MD 20850 240-740-3215 | TitleIX@mcpsmd.org	

**This notification complies with the federal Elementary and Secondary Education Act, as amended.*

***This notification complies with the Code of Maryland Regulations Section 13A.01.07.*

****Discrimination complaints may be filed with other agencies, such as the following: U.S. Equal Employment Opportunity Commission (EEOC), Baltimore Field Office, GH Fallon Federal Building, 31 Hopkins Plaza, Suite 1432, Baltimore, MD 21201, 1-800-669-4000, 1-800-669-6820 (TTY); Maryland Commission on Civil Rights (MCCR), William Donald Schaefer Tower, 6 Saint Paul Street, Suite 900, Baltimore, MD 21202, 410-767-8600, 1-800-637-6247, mccr@maryland.gov; Agency Equity Officer, Office of Equity Assurance and Compliance, Office of the Deputy State Superintendent of Operations, Maryland State Department of Education, 200 West Baltimore Street, Baltimore, MD 21201-2595, oeac.msde@maryland.gov; or U.S. Department of Education, Office for Civil Rights (OCR), 61 Forsyth St. S.W., Suite 19T10, Atlanta, GA 30303, 404-974-9406 and TDD: 800-877-8339, OCR.Atlanta@ed.gov, 1-800-421-3481, 1-800-877-8339 (TDD), OCR@ed.gov, or www2.ed.gov/about/offices/list/ocr/complaintintro.html.*

This document is available, upon request, in languages other than English and in an alternate format under the *Americans with Disabilities Act*, by contacting the MCPS Office of Communications at 240-740-2837, 1-800-735-2258 (Maryland Relay), or PIO@mcpsmd.org. Individuals who need sign language interpretation or cued speech transliteration may contact the MCPS Office of Interpreting Services at 240-740-1800, 301-637-2958 (VP) mcpsinterpretingservices@mcpsmd.org, or MCPSInterpretingServices@mcpsmd.org.



Keep This Book

THROUGHOUT YOUR MIDDLE SCHOOL CAREER

THE MIDDLE SCHOOL PROGRAM OF STUDY is a comprehensive list with descriptions of courses offered in **Montgomery County Public Schools.**

The course information is subject to change. Please scan the QR code or visit the website for up-to-date information on courses.

www.montgomeryschoolsmd.org/curriculum/programs-of-study/

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