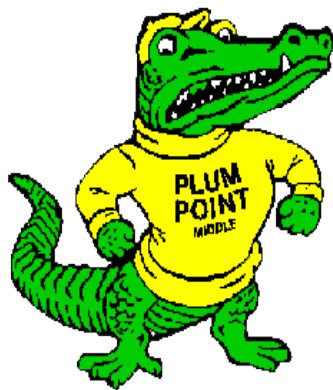
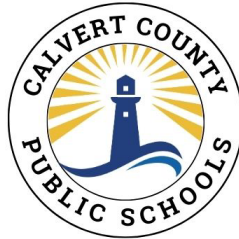


# 2024-2025

## Middle School Planning Guide



CALVERT COUNTY PUBLIC SCHOOLS MIDDLE SCHOOL PLANNING GUIDE  
2024-2025



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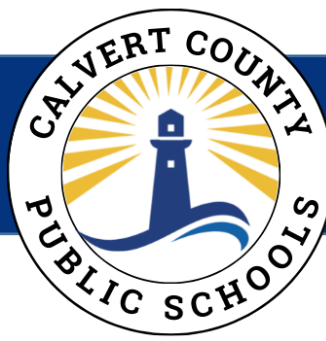
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**Calvert County Public Schools**  
**Divisions of Instruction & Student Services • 443-550-8000**  
1305 Dares Beach Road, Prince Frederick, MD 20678



February 2024

Dear Calvert County Public School Students and Families:

Middle school is a transformational time. A time when students enter as older children and exit as young adolescents. Transitioning to middle school brings out many feelings for students and for their families. Our middle schools are designed to assist children with their transition and provide an enriching educational opportunity filled with core curriculum, as well as elective choices each year. Through these class experiences, students will receive the foundation needed to become college and career ready in high school.

Elementary and middle school counselors work closely together and with the students to prepare students for some of the things that will be different for them:

- Choosing elective classes
- Navigating a larger school
- Lockers
- Getting to class on time
- Homework
- Making new friends
- Clubs, sports and other new activities

Here are a few tips to help navigate middle school:

- Establish a routine
- Be involved
- Talk to the teacher when you have concerns and questions
- Embrace change
- Read
- Ask for help

Please contact your school counselor with any questions or concerns! If it is before 5<sup>th</sup> grade ends, contact your elementary school counselor. In the summer or when 6<sup>th</sup> grade begins, contact your middle school counselor. All of our middle schools also offer a 6<sup>th</sup> grade orientation for students and parents to attend.

Excellence in Truth and Service,

A handwritten signature in blue ink, appearing to read "A. Townsel".

Dr. Andraé Townsel  
Superintendent of Schools

## **Nondiscrimination Statement**

Calvert County Public Schools does not discriminate on the basis of race, color, religion, sex, age, ancestry or national origin, familial status, marital status, physical or mental disability, sexual orientation, gender identity and expression, or genetic information in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following persons have been designated to handle inquiries regarding the non-discrimination policies:

- Director of Student Services
- Director of Human Resources  
443-550-8000

For further information on notice of non-discrimination, visit the Office for Civil Rights Complaint Assessment System at: <https://ocrcas.ed.gov> or call 1-800-421-3481.

\*\*\*\*\*

## **Anti-sexual, Anti-racial and Anti-disability Harassment Statement**

Discrimination can manifest itself in behaviors such as bullying, harassment, or intimidation of individuals.

Calvert County Public Schools does not tolerate any form of harassment including, but not limited to, sexual, racial, or disability. Any individual (student, employee, or community member) who believes that they have been subjected to any form of harassment is encouraged to report the allegation of harassment. Students, parents, and community members may report allegations of harassment to: Ms. Cecelia Lewis, Director of Student Services, Calvert County Public Schools, 1305 Dares Beach Road, Prince Frederick, MD 20678

Employees may report allegations of harassment to: Mr. Zachary Seawell, Director of Human Resources, Calvert County Public Schools, 1305 Dares Beach Road, Prince Frederick, MD 20678

Calvert County Public Schools is committed to conducting a prompt investigation for any allegation of harassment. If harassment has occurred, the individual will be disciplined promptly. Disciplinary actions for students found to have engaged in any form of harassment may result in suspension or expulsion. Disciplinary actions for employees found to have engaged in any form of harassment may result in suspension or termination.

Calvert County Public Schools encourages all students, parents, employees, and community members to work together to prevent any form of harassment.

For further information on notice of non-discrimination, visit the Office for Civil Rights Complaint Assessment System at: <https://ocrcas.ed.gov> or call 1-800-421-3481.

## **Calvert County Public Schools Antiracism Statement**

Calvert County Public Schools (CCPS) explicitly denounces racism, bullying, discrimination, white supremacy, hate, and racial inequity in any form within our school community. Furthermore, CCPS will not tolerate the values, structures, and behaviors that perpetuate systemic racism.

Each member of the district, individually and collectively, is responsible for creating and nurturing a safe, antiracist learning environment where each student, staff member, and community partner is a respected and valued member of the CCPS community.

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# **GENERAL INFORMATION**

## ***REPORT CARD INFORMATION***

Report cards are issued four times a year. Students will receive the following grades:

- A = 90%-100% (Outstanding performance in mastering of the subject. Achievement of superior quality).
- B = 80%-89% (Consistent performance and achievement beyond the usual requirements of the course. Achievement of high quality).
- C = 70%-79% (Performance of a satisfactory nature. Achievement demonstrating an understanding of the subject sufficient for continued study in the discipline).
- D = 60%-69% (Minimally acceptable performance. Achievement demonstrating below average understanding of the basic elements of the course).
- E = 0%-59% (Achievement at a level insufficient to demonstrate).

Report card dates are listed in the Calvert County Public Schools (CCPS) yearly calendar.

Parents may stay informed of their child's progress by accessing his/her grades via the Home Access Center (HAC).

Information regarding HAC may be obtained by contacting your child's school.

## ***COMPOSITION OF GRADES***

Calvert County Public Schools recognizes that a student's grade for a course should reflect what the student understands and is able to do. To accomplish this, each assignment that is recorded in a teacher's grade book will be identified as either a Product Assignment or a Process Assignment. Calvert County Public Schools defines these terms as follows:

Product Assignments – These assessments of learning are assignments and assessments given at a point in time when the teacher expects the students to have mastered the material. These could include—but are not limited to—district assessments, unit assessments, mid-unit assessments, benchmarks, quizzes, performance tasks, projects, term papers, essays, and presentations.

Process Assignments – These assessments for learning are assignments and assessments given at a point in time when the students are progressing towards mastery. Process assignments should vary in type. These could include—but are not limited to— independent practice on daily assignments, homework, brief progress checks, warm-ups, exit tickets, and reflections.

A student's grade in a course is based on a minimum of 70% product and a maximum of 30% process grades.

## ***HONOR ROLL CRITERIA***

A student must earn a grade point average of 3.0 or better with no D's or E's in order to be placed on the Honor Roll for a marking period.

## ***HIGH HONOR ROLL CRITERIA***

A student must earn a grade point average of 4.0 in order to be placed on the High Honor Roll for a marking period.

## ***PROMOTION POLICY***

- If a student fails one core subject (i.e., English/Language Arts, Social Studies, Mathematics, or Science), the student is required to re-take the course in summer school. The student must pass the summer school course with a D or better in order to be promoted to the next grade level. Failure to attend and pass summer school will result in grade retention.
- If a student fails two core subjects, as defined above, the student is required to retake those subjects in summer school and pass both courses with a D or better in order to be promoted to the next grade level. Failure to attend and pass both courses in summer school will result in grade retention.
- If a student fails three or more core subjects, as defined above, or if a student has been absent 18 or more days in a school year, that student will be considered for retention.
- Final determination of grade placement will be made by the principal.

## **PROGRAM OF STUDIES**

### ***PROGRAM OF STUDIES: GRADE 6***

A typical sixth grade student receives instruction in the following subjects: English/Language Arts, Social Studies, Science, Math, and Physical Education. Students will elect either Instrumental Music, Chorus, Orchestra, or Music Appreciation, and will take a related arts rotation that includes Gateway to Technology, Health, Art, and Family and Consumer Science.

### ***PROGRAM OF STUDIES: GRADE 7***

Study of the core academic subjects will continue in the seventh grade with Health as part of Physical Education. Students may elect a World Language. Students not enrolled in World Language will be enrolled in a quarterly rotation of Art, Family and Consumer Sciences, Gateway to Technology, and Computer Explorations. Students will remain in the Chorus, Band, or Orchestra program, or take Music Appreciation.

### ***PROGRAM OF STUDIES: GRADE 8***

The core academic subjects of English Language Arts, Social Studies, Math, and Science are also required in eighth grade. Eighth grade students will continue Health and Physical Education as in earlier grades. They may pair Health and Physical Education with any Fine Arts option: Chorus, Band, Orchestra, Music Appreciation, or Art. Eighth grade students may continue in a World Language or elect to start level 1 of a World Language if they did not begin a World Language in seventh grade, or they may elect to take one semester each from two of the following: Family and Consumer Sciences, Gateway to Technology, or Computer Science Fundamentals.

A general outline of the middle school program of studies is shown below.

Grade	Core	PE, Health, and Fine Arts	Related Arts and World Language
Sixth	English Language Arts Social Studies Science Math	PE Music – Choice of: <ul style="list-style-type: none"> <li>• Music Appreciation</li> <li>• Choral Music</li> <li>• Instrumental Music (Band)</li> <li>• Orchestra</li> </ul>	One quarter each of: <ul style="list-style-type: none"> <li>• Family and Consumer Science</li> <li>• Gateway to Technology</li> <li>• Art</li> <li>• Health</li> </ul>
Seventh	English Language Arts Social Studies Science Math	PE and Health Music – Choice of: <ul style="list-style-type: none"> <li>• Music Appreciation</li> <li>• Choral Music</li> <li>• Instrumental Music (Band)</li> <li>• Orchestra</li> </ul>	World Language 1 OR One quarter each of: <ul style="list-style-type: none"> <li>• Family and Consumer Science</li> <li>• Gateway to Technology</li> <li>• Art</li> <li>• Computer Explorations</li> </ul>
Eighth	English Language Arts Social Studies Science Math	PE and Health Fine Art – Choice of: <ul style="list-style-type: none"> <li>• Music Appreciation</li> <li>• Choral Music</li> <li>• Instrumental Music (Band)</li> <li>• Orchestra</li> <li>• Art</li> </ul>	World Language 1 or 2 OR One semester of two of these: <ul style="list-style-type: none"> <li>• Family and Consumer Science</li> <li>• Gateway to Technology</li> <li>• Computer Science Fundamentals</li> </ul>



# CORE CURRICULUM

## ***ENGLISH LANGUAGE ARTS (ELA)***

The English Language Arts (ELA) courses present an integrated approach to reading, writing, language, listening, and speaking. All grade-level curricular units are aligned to the Maryland College and Career Ready Standards. Honors English Language Arts courses are distinguished by a greater depth of textual study, accelerated pacing, and opportunities for additional independent work.

## ***SOCIAL STUDIES***

The sequence of courses for middle school social studies is: World History, Pt. 1: The Ancient World (6th grade), World History, Pt. 2: Transition to Modern Times (7th grade) and United States History: 1763 to 1890 (8th grade).

Sixth Grade: Students will examine significant ideas, beliefs, themes, patterns, and events in ancient world history from prehistoric times to the Roman Empire. Students will also analyze how individuals and societies change over time. This course will incorporate the five themes of geography. Sixth grade social studies students will engage in historical research.

Seventh Grade: Students will examine significant ideas, beliefs, themes, patterns, and events in world history from the fall of Rome through the Age of Exploration. Students will also analyze how individuals and societies change over time. This course will incorporate the five themes of geography. Seventh grade social studies students will complete a History Fair project.

Eighth Grade: Students will examine significant ideas, beliefs, themes, patterns, and events in United States history from the colonization through Reconstruction. Students will also analyze how the United States population and American society changed over time.

Eighth Grade students may complete an extended research project which culminates in a History Fair project consistent with National History Day requirements.

At the conclusion of the course, 8<sup>th</sup> grade students will take the Maryland 8<sup>th</sup> grade social studies MCAP assessment.

## ***MATHEMATICS***

### **Math 6**

In Grade 6, instructional time focuses on four critical areas: (1) connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; (2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; (3) writing, interpreting, and using expressions and equations; and (4) developing understanding of statistical thinking. Students take the Math 6 MCAP Assessment at the end of the course.

### **Math 7**

In Grade 7, instructional time focuses on four critical areas: (1) developing understanding of and applying proportional relationships; (2) developing understanding of operations with rational numbers and working with expressions and linear equations; (3) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve

problems involving area, surface area, and volume; and (4) drawing inferences about populations based on samples. Students take the Math 7 MCAP Assessment at the end of the course.

## **Math 8**

In Grade 8, instructional time focuses on three critical areas: (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem. Students take the Math 8 MCAP Assessment at the end of the course.

## **Honors Level**

There are some students who are able to master mathematical concepts at a faster pace. These students may choose to take high school mathematics beginning in eighth grade so they can take college-level mathematics in high school. Students who are capable of progressing through curriculum more quickly deserve thoughtful attention, both to ensure that they are challenged and that they are mastering the full range of mathematical content and skills—without omitting critical concepts and topics. Care must be taken to ensure that students master and fully understand all important topics in the mathematics curriculum, and that the continuity of the mathematics learning progression is not disrupted.

To prepare students for high school mathematics in eighth grade, Calvert County Public Schools offers a well-crafted sequence of compacted courses. The term “compacted” means to compress content, which requires a faster pace to complete, as opposed to skipping content; the idea that content should compact from 3 years into 2 years, at most. In other words, compacting content from 2 years into 1 year would be too challenging and compacting 4 years of content into 3 years starting in grade 7 runs the risk of compacting across middle and high schools. As such, the compacted sequence, or, “Accelerated Math,” compacts grades 7, 8, and High School Algebra I into two years: “CCSS Accelerated Math 7/8” and “CCSS Accelerated Math 8/Algebra I.” Upon successful completion of this pathway, students will be ready for Geometry or concurrent enrollment in Geometry and Algebra II in high school.

## **Honors Math 6**

The fundamental purpose of this honors level course is to deepen the students understanding of the 6th grade content standards through the use of the modeling cycle. Modeling links classroom mathematics and statistics to everyday life, work, and decision making. Modeling is the process of choosing and using appropriate mathematics and statistics to analyze empirical situations, to understand them better and to improve decisions. In Grade 6, instructional time focuses on four critical areas: (1) connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; (2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes operations with negative numbers; (3) writing, interpreting, and using expressions and equations; and (4) developing understanding of statistical thinking. Through the use of the modeling cycle students will be prepared for CCSS Accelerated Math 7/8 in 7th grade. Students take the Math 6 MCAP Assessment at the end of the course.

### CCSS Accelerated Math 7/8

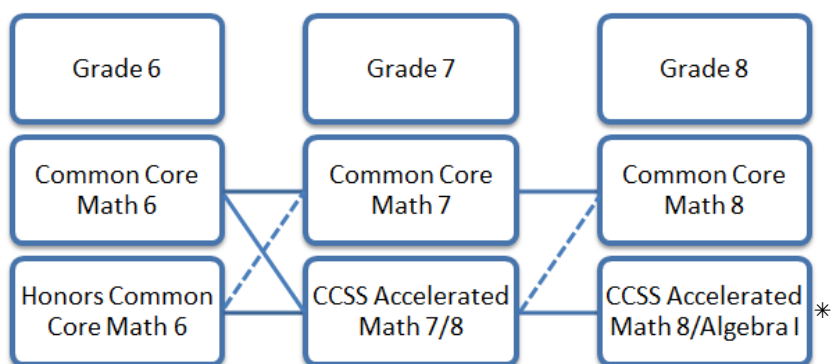
This honors level course differs from the standard 7th Grade course in that it contains content from 8th grade. Coherence is retained in that the course logically builds from the 6th Grade. The additional content, when compared to the standard course, demands a faster pace for instruction and learning. Content is organized into four critical areas. Instructional time focuses on: (1) developing a unified understanding of number, recognizing fractions, decimals (that have a finite or a repeating decimal representation), and percents as different representations of rational numbers; (2) using linear equations and systems of linear equations to represent, analyze, and solve a variety of problems; (3) building on previous work with single data distributions to compare two data distributions and address questions about differences between populations; (4) continuing work with area from Grade 6, solving problems involving the area and circumference of a circle and surface area of three-dimensional objects. The Mathematical Practice Standards apply throughout the course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. Students take the Math 7 MCAP Assessment at the end of the course.

### CCSS Accelerated Math 8/Algebra I

The fundamental purpose of this honors level course is to formalize and extend the mathematics that students learned through the end of seventh grade. Coherence is retained in that the course logically builds from Accelerated Math 7/8. The additional content, when compared to the standard course, demands a faster pace for instruction and learning. The critical areas deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend. Students engage in methods for analyzing, solving, and using quadratic functions. In addition, the critical areas will introduce methods for analyzing and using quadratic functions, including manipulating expressions for them, and solving quadratic equations. Students understand and apply the Pythagorean Theorem and use quadratic functions to model and solve problems. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. This course differs from High School Algebra I in that it contains content from 8th grade. Students take the Maryland Algebra I Assessment at the end of the course.

### Middle School Mathematics Course Sequence

The diagram below illustrates the middle school mathematics program:



Students in both Math 6 and Honors Math 6 are eligible for CCSS Accelerated Math 7/8. Their 7th grade placement is determined by criteria outlined on the 7th Grade Mathematics Placement Guide.

\* Students enrolled in Accelerated Math 8/Algebra I will take the Maryland Algebra I Assessment at the end of the course. This assessment is a high school graduation requirement. Students who successfully complete Accelerated Math 8/Algebra I will earn high school credit for Algebra I. These students still must take a mathematics course every year that they are enrolled in high school.

## ***SCIENCE***

The middle school science program is an active, hands-on exploration into science, which extends and expands the elementary science program and links to the high school curriculum. The curriculum aligns with the Maryland Next Generation Science Standards. The 6<sup>th</sup> grade Science course includes Physical and Earth Science concepts. The 7<sup>th</sup> grade science course includes Life, Earth, and Physical Science concepts. The 8<sup>th</sup> grade science course includes Life and Earth Science concepts. 8<sup>th</sup> grade students take the Maryland Integrated Science Assessment. Middle school science courses are inquiry-based, and laboratory work is an integral part of them. All students are encouraged to participate in science fairs.

All 7<sup>th</sup> grade students participate in a service-learning project while studying the environment. The service-learning requirement includes a CHESPAX field trip and a study related to Interactions in Ecosystems with emphasis on Submerged Aquatic Vegetation. All 8<sup>th</sup> grade students participate in a service-learning project while studying Earth's systems. The service-learning requirement involves a study of plastic in our waterways and on their school site.

## ***HEALTH***

Students are required to take one marking period of health in 6th, 7th, and 8th grade. The purpose of health is to provide students with content knowledge and skills needed to live a healthy life.

In grade 6, health is part of the Related Arts rotation. The content focus is Mental and Emotional Health (Dimensions of Wellness, Managing Difficult Emotions, Stress, Relationships, Social Media, Depression, Suicide Prevention) as well as Tobacco and Nicotine, with opportunities to develop self-management skills, communication, coping, decision-making, and refusal skills. Students may also participate in the D.A.R.E. program presented by the Calvert County Sheriff's Department during this time.

Health in grades 7-8 occurs during Physical Education for one marking period. The content focus includes Alcohol, Tobacco, and Other Drugs, Nutrition and Fitness, Family Life and Human Sexuality, Violence Prevention, Disease Prevention, and Mental and Emotional Health. Students will participate in a variety of activities to develop life skills that promote health literacy.

## ***PHYSICAL EDUCATION***

Each year, students will participate in a PE class. The physical education course emphasizes the importance of performance in health-related fitness components and physical competence in a variety of motor skills. The course delivers content that improves cognitive understanding of fitness, activity, and exercise as well as provides ample opportunity for students to develop positive attitudes about physical activity and fitness. The purpose of the course is to help students' value personal health so every child can be physically literate and successful.

## **OTHER PROGRAMS OF STUDY**

### ***ENVIRONMENTAL EDUCATION***

An integral component of the regular school program for all sixth, seventh and eighth grade students, Environmental Education primarily consists of a series of first-hand learning experiences in the outdoors. The chief purpose of the program is to develop in students an understanding of and an appreciation for their environment. Topics include: archaeology, earth systems, biodiversity, and ecology in combination with current scientific and social implications and their relationship to the future of the local environment.

### ***FINE ARTS***

The programs in Fine Arts contribute to the establishment of a life-long relationship with the arts for all students. Participants in music and visual arts courses of study develop the ability to perceive and respond to the expressive qualities of the arts; to understand the arts in historical, cultural, and social contexts; to organize knowledge and ideas for creative expression and performance; and to make aesthetic decisions and judgments.

#### MUSIC APPRECIATION

Students explore a diversity of music styles and types with a multi-cultural emphasis. Recognizing music as organized sound and silence, students manipulate the elements of pitch, duration, dynamics, and tone color in creatively expressive ways. In class, students engage in performance opportunities such as singing, playing the guitar, recording, and playing rhythm and melody instruments. They develop insight into the creative efforts of others while realizing and fulfilling their own creative potential.

#### CHORAL AND INSTRUMENTAL MUSIC

Choral and instrumental music students develop an understanding of varying types and styles of music literature through performance in small and large ensembles, including choruses, bands, and orchestras. An emphasis upon critical thinking encourages and challenges students to compare and contrast creative efforts. Choral and instrumental music ensembles often participate in public performances. Public performance is a required component of these courses. Students are required to provide their own instruments.

#### VISUAL ARTS

Courses in the visual arts develop students' abilities to perceive, explore, and produce art works. Based upon the principles of design--line, light/color, texture, shape, and form--students learn about art history, art criticism, and aesthetics while working with several media: drawing, painting, sculpture, graphics, clay, macramé, commercial art, and stitching/applique.

### ***ENGLISH FOR SPEAKERS OF OTHER LANGUAGES - ESOL***

This course is designed for students who are bilingual or whose first language is not American English. Students will gain listening, speaking, reading and writing skills to acquire and improve basic interpersonal communication skills (BICs). In addition, students will receive support with language components necessary in content area coursework: Cognitive Academic Language Proficiency skills (CALPs). Students may enroll in this course multiple years. Placement into this course is based on the English Language Proficiency Assessment score.

## ***WORLD LANGUAGES***

### FRENCH AND SPANISH

Seventh and eighth grade students may select a World Language. These courses serve as the foundation for the development of a student's proficiency in the language. Emphasis is given both to developing the basic language skills of listening, speaking, reading, and writing, and to introducing a student to the culture and daily living practices of the native speakers of the language. Students must possess excellent study skills to be successful in the middle school world language program. These students may select either French I or Spanish I in lieu of related arts. The World Language sequence is as follows:

Grade 7	French I or Spanish I		
Grade 8	French II or Spanish II	OR	French I or Spanish I

Students who successfully complete World Language I and/or World Language II will earn high school credit.

## ***LIBRARY***

The library is a fundamental part of the total instructional program. Services are available to all students and staff members. Librarians assist teachers both in developing lessons and units and providing them with related materials. Students are encouraged to learn and apply study, research, reference, and critical thinking skills, and to become life-long readers. They receive instruction in the organization of the library and the use of technological equipment. Various print and non-print materials and equipment are housed in the library.

## ***RELATED ARTS***

### COMPUTER SCIENCE EXPLORATIONS (7th grade)

In this course, students will learn the foundational concepts and skills of computer science (CS). They will explore using computers to solve problems and to express themselves. The course is designed to be engaging and relevant to students' lives. Students build, remix and share animations, games, stories, music and art, in a collaborative environment using the drag and drop block Scratch programming language. This course ends with students planning, building, revising, and presenting a Scratch project of their own. Following a project from inception to delivery offers an inside look into the software development cycle.

### COMPUTER SCIENCE FUNDAMENTALS (8th grade)

In this course, students learn to create computer programs in code.org that will help them learn to collaborate with others, develop problem-solving skills, and persist through difficult tasks. Students will study programming concepts, computational thinking, digital citizenship, and develop interactive games or stories they can share. Additionally, students will learn physical computing with the Sphero robots and an introduction to cyber security. This course ends with students planning, building, revising, and presenting a project of their own. Following a project from inception to delivery offers an inside look into the software development cycle.

## FAMILY AND CONSUMER SCIENCES

In the Family and Consumer Sciences classes, students begin the process of becoming independent, productive citizens. Studying Family and Consumer Sciences will enhance students' ability to make appropriate decisions that improve their quality of life. Topics include financial literacy, nutrition and wellness, textiles, human development, and careers. It is the aim of Family and Consumer Science courses that all students increase their ability to act responsibly and productively, work cooperatively, apply concepts of balancing school, work and family, create solutions to critical issues, utilize technology effectively in personal and family settings, and maintain a healthy lifestyle. Family and Consumer Science provides a bridge needed by all students to deal with life issues.

## TECHNOLOGY EDUCATION

Calvert County Public Schools has implemented the Gateway to Technology (GTT) program of study. The Program Sequence follows: 6th grade is Design and Modeling, 7th grade is Energy and the Environment, 8th Grade is Automation and Robotics. This program features a project-based curriculum designed to challenge and engage the natural curiosity and imagination of middle school students. Students envision, design and test ideas with advanced modeling software. Throughout GTT, students acquire knowledge and skills in problem solving, teamwork, and innovations as well as explore STEM careers.

## **SPECIAL EDUCATION**

Special education services are provided to students who have been determined through appropriate evaluation to have a disability and require special education and related services. Class placement for students who receive special education services will be determined by an IEP team of which the parent is a member. CCPS provides a continuum of special education services to include placement in general education, co-taught classrooms, special education classroom, regional program or placement at Calvert Country School. Related services are provided to students with disabilities based on individual student needs as determined through the IEP process.

## ***ALTERNATE STANDARDS FRAMEWORK COURSE OFFERINGS***

The following middle school courses are designed to provide specialized instruction to students enrolled in Functional Skills programs or Intensive Structured Learning Environment (ISLE) programs aligned with Maryland's alternate standards framework. This framework ensures that students can participate in instruction and assessments that measure what they know and can do in relation to alternate grade-level standards linked to the Maryland College and Career-Ready Standards (MCCRS). Students participating in these courses must have a current Individualized Education Program (IEP) in compliance with special education mandates and procedures and are eligible for Maryland's alternate assessment.

### **MATH: ALTERNATE STANDARDS FRAMEWORK**

This course is designed to provide students with instruction towards the most essential components of grade level, core academic content in middle school mathematics, aligned to alternate academic achievement standards. Instruction is individually modified to meet the learning needs of each student and correlates grade level content to each student's Individualized Education Plan. This course is linked to the general education curriculum; however, each student will require a different scope and sequence with adapted and modified materials.

### **ENGLISH LANGUAGE ARTS: ALTERNATE STANDARDS FRAMEWORK**

This course is designed to provide students with instruction towards the most essential components of grade level, core academic content in middle school English, aligned to alternate academic achievement standards. Instruction is individually modified to meet the learning needs of each student and correlates grade level content to each student's Individualized Education Plan. This course is linked to the general education curriculum; however, each student will require a different scope and sequence with adapted and modified materials.

### **SCIENCE: ALTERNATE STANDARDS FRAMEWORK**

This course is designed to provide students with instruction towards the most essential components of grade level, core academic content in middle school Science courses, aligned to alternate academic achievement standards. Instruction is individually modified to meet the learning needs of each student and correlates grade level content to each student's Individualized Education Plan. This course is linked to the general education curriculum; however, each student will require a different scope and sequence with adapted and modified materials.

### **SOCIAL STUDIES: ALTERNATE STANDARDS FRAMEWORK**

This course is designed to provide students with access to the basic topics in core academic content of middle school social studies courses. Instruction is individually modified to meet the learning needs of each student and correlates grade level content to each student's Individualized Education Plan. This course is linked to the general education curriculum; however, each student will require a different scope and sequence with adapted and modified materials.

### **COMMUNITY ACCESS AND INDEPENDENT LIVING SKILLS: ALTERNATE STANDARDS FRAMEWORK**

This course is designed to provide students with regular and systematic instruction in everyday community settings using naturally occurring materials and situations. The emphasis is on acquisition and application of meaningful and age-appropriate skills. Instruction will take place within the school building and within the community setting.

## **SERVICE LEARNING**

Service Learning is a process by which students learn and develop through active participation in thoughtfully organized service experiences that meet actual community needs. These activities are coordinated between the schools and the community. The Calvert County Service-Learning model is a comprehensive, integrated curriculum involving several instructional areas. The goals of this program are to have students:

- accept some measure of responsibility for the welfare of others in their community;
- gain experience in planning a program of service learning;
- implement an action plan of service to the community; and
- engage in meaningful activities to reflect on the experience of performing service to the community.

The Service-Learning curriculum consists of three phases: preparation, action, and reflection. Certain subject areas are assigned major responsibilities for ensuring that these conditions are met. Students must earn 75 hours of service learning prior to graduation. All grade level projects were developed under content supervisor direction with input from selected teacher teams and community partner organizations.



**Calvert County Public Schools**  
**Student Service-Learning Grade Level Projects**

All grade level projects were developed under content supervisor direction with input from selected teacher teams and community partner organizations.

Grade	Project Name	Subject	Student Service-Learning Hours
Grade Two	Recycling Advocacy	Science	5
Grade Three	Terrapin Restoration	Science	5
Grade Four	Historic Preservation	Social Studies	5
Grade Five	Oyster Preservation	Science	10
Grade Six	Historic Preservation	Social Studies	15
Grade Seven	Bay Grasses in the Classroom	Science	15
Grade Eight	Environmental Data Bank Project	Science	15
Grade Nine	Site based Environmental Literacy Project	Biology	5
Health 2	PSA for Health	Health	10
Middle and High School Students enrolling from other school Districts	Independent Study – must get pre-approval	TBD	Based on independent projects

**Service-Learning Requirements for students new to Calvert County Public Schools:**

With appropriate documentation, CCPS accepts the student service-learning experiences of students prior to their enrollment in CCPS. At the time of enrollment, official documentation of prior service beginning in grade one may be presented to the student service-learning coordinator for inclusion in the student's record.

- Students enrolling or entering CCPS for the **first** time during **grades 6 or 7** are required to earn 65 service-learning hours before graduation.
- Students enrolling in CCPS for the **first** time in **grade 8** are required to complete 50 approved service-learning hours before graduation.

## **INTERVENTIONS**

Interventions are provided to students who have not achieved grade level standards. The goal of these interventions is to help students who are not making satisfactory progress return to the path of adequate development. Intervention supports are delivered by trained staff during and outside of the school day and may occur in the regular and/or special education classroom or in small group settings. Student enrollment in interventions is based upon the results of assessments and other data about classroom performance. These sources of data are used to match program with student need. Interventions may be short-term or long-term in duration.

## **COMPLETER PATHWAYS**

The middle school years constitute an excellent time for students to continue their career exploration and planning. Middle school students are exposed to a variety of career exploration exercises that assist them in formulating a career plan. By the time they enter high school, students will have completed a four-year course plan and have selected one of two career pathways: College Prep and/or Career and Technical Education (CTE) or both (dual completer).

College preparation programs are designed to meet both the state graduation requirements and the University of Maryland System admission requirements. High school teachers and school counselors are prepared to assist students who seek to study at colleges and universities outside the state university system.

Many CTE programs are housed at the Career Technology Academy. All of these programs are designed to prepare students for post-secondary education and/or employment. Students may earn college credit through the successful completion of some of these programs. Students must complete a CTE and/or College Prep program in order to be eligible for a high school diploma.

COURSE OFFERING NOTE: To maximize utilization of staff, the Principal may deem it necessary to close a course(s) due to insufficient enrollment, or to limit enrollment in over-enrolled courses.

## **ENRICHMENT PROGRAMS**

### ***ACTIVITIES***

A variety of activities are available. Musically inclined students may perform in the school's band, chorus, or orchestra. Others may participate in dramatic productions and/or in various intramural and interscholastic sports. School, county, regional and national science and history fairs are held yearly. Teachers in each school may also sponsor clubs of interest to students.

### ***ATHLETICS***

Athletics in middle school promotes dedication, responsibility, leadership and school spirit. All students who are eligible may attend a clinic session and try-out for a team. The middle school athletic program has nominal fees associated with the program. These fees are as follows:

- Sport-specific, skill-oriented clinics - Students will be required to pay a one-time, non-refundable fee of \$35.00 that must be paid before students can participate in these clinics. At the end of the clinic, a team will be selected from the participants.
- Selection for a team - If a student is selected for the team, a one-time, non-refundable fee of \$30.00 will be required.

- Participation in all three seasonal clinics - A one-time, non-refundable fee of \$35.00 will allow a middle school student to participate in all three seasonal clinics.
- Participation in all three seasonal teams - A one-time, non-refundable \$30.00 fee will allow a middle school student to participate in all three sports if selected for the teams.
- Families with three or more children will only be required to pay for 2 children.
- Students who qualify for free or reduced lunch will automatically be exempt from participation fees.

The fees described above help to offset the costs of operating the interscholastic middle school athletic program.

### ***ACADEMIC ELIGIBILITY FOR ATHLETICS***

In order to participate on athletic teams, high school and middle school students must meet a minimum standard of academic achievement. In order to participate in athletics, a student must maintain a 2.0 grade point average with no more than one failing grade. All students are eligible at the beginning of the year. Quarterly grades determine winter and spring eligibility.

### ***ARTS ENRICHMENT***

Students are provided with frequent opportunities to enrich their learning in the arts as well as in other academic areas by participating in in-school and out-of-school activities. These activities range from artists-in-residence and visiting artists to field trips that include museums and performances in dance, music, and theater.

### ***SUMMER SCHOOL***

A summer program for middle school students who have not met the Calvert County course standards is offered. Summer School information is available from school and on the Calvert County Public School website after May 15 of each school year.

## **EDUCATIONAL SERVICES**

### ***STUDENT SERVICES***

School counselors, pupil personnel workers, school psychologists, school social workers, and the school resource officer work with students, parents, and teachers on a regular basis. They provide supportive services so that students may succeed in their educational endeavors.

School counselors serve the students through classroom guidance activities as well as individual and group counseling in the areas of social skills, academic concerns, self-awareness, personal development, and career exploration. The school counselor acts as a resource to students, parents, school staff, and also serves as a link in the school-home communication process.

The Pupil Personnel Worker focuses upon students who have chronic attendance, adjustment, or learning problems. The Pupil Personnel Worker works with county health services representatives, social services personnel, and other community agencies and representatives to assist students in becoming successful in school.

The school psychologist, who has training in the basic theories and applied techniques of psychology as well as experience in education, works with students who can benefit from his or her expertise. Services may take the form of individual student evaluations, individual or group counseling, and parent

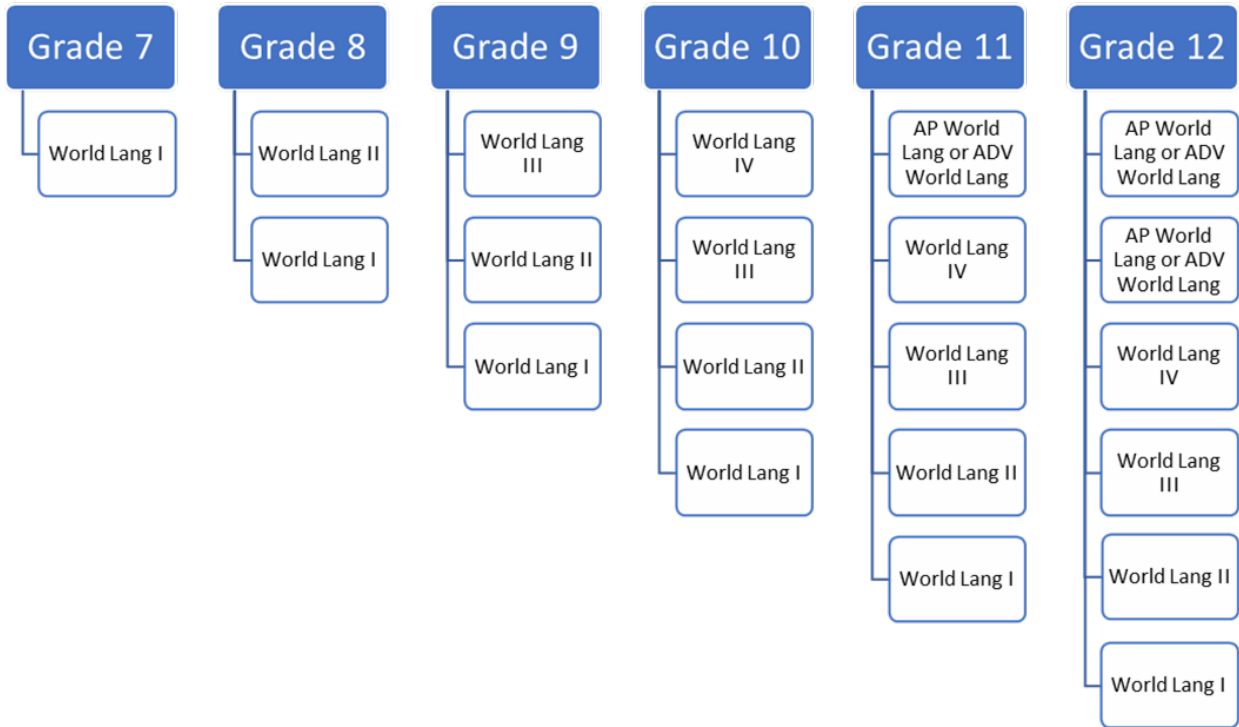
conferences. The school psychologist can also recommend to parents and educators special strategies that will assist a specific student in improving his or her academic performance.

The school social workers have special expertise in understanding family and community systems and linking students and their families with community services. Their focus is to provide supports to vulnerable students who are at high risk for discipline problems and emotional concerns. They work with school staff, parents, private providers, and community agencies to help access needed supports to promote student success. We have a limited number of school social workers so they may not be assigned to every middle school.

In addition to the school counselor, all middle and high school students have access to a career advisor. Career advisors specifically assist students with understanding a wide variety of post-secondary options and career fields. We encourage students to take advantage of meeting with their career advisor.

The school resource officer program consists of law enforcement officers who visit schools regularly, assist the administration with special problems, and sometimes assist teachers in presenting lessons about drug and alcohol abuse. The officers also meet with some students on an individual basis to provide special counseling services. A school resource officer is assigned to each of our middle schools and high schools.

**CALVERT COUNTY PUBLIC SCHOOLS**  
**7 - 12 WORLD LANGUAGE SEQUENCE**



**CALVERT COUNTY PUBLIC SCHOOLS GRADUATION REQUIREMENTS FOR STUDENTS WHO ENTERED HIGH SCHOOL IN THE 2021-2022 SCHOOL YEAR OR LATER**

To be awarded a diploma, a student shall be enrolled in a Maryland public school system and have earned a minimum of 23 credits that include the following:

<b>Subject Area</b>	<b>Specific Credit Requirements</b>
English	<b>4 credits</b>
Mathematics  <b>*Students are required to take a math course each year they are enrolled in high school.</b>	<b>4 credits</b> <ul style="list-style-type: none"> <li>• 1 in algebra/data analysis</li> <li>• 1 in geometry</li> <li>• 2 other</li> </ul>
Science	<b>3 credits</b> <ul style="list-style-type: none"> <li>• 1 in life science</li> <li>• 1 in physical science</li> <li>• 1 in earth/space science <b>OR</b> a course with the topics of earth/space science integrated</li> </ul>
Social Studies	<b>3 credits</b> <ul style="list-style-type: none"> <li>• 1 in U.S. history</li> <li>• 1 in local, state, national government</li> <li>• 1 in world history</li> </ul>

**Maryland Comprehensive Assessment Program**

Students must meet the Maryland State Department of Education’s end of course requirements.

**Other Requirements**

<b>Subject Area</b>	<b>Specific Credit Requirements</b>
Fine Arts	<b>1 credit</b>
Physical Education	<b>½ credit</b>
Health	<b>1 credit</b>
Technology Education	<b>1 credit</b>
Financial Literacy	<b>½ credit</b>
Pathway Requirements	<b>College Prep: 2 credits in the same World Language</b> <b>OR</b> <b>CTE: Completion of a State-approved career &amp; technical education program (3 or 4 credits based on the program of enrollment)</b>
Elective Credits	<b>1-3 elective credits for a total of 23 credits</b>

**Students must also meet attendance and service-learning requirements.**

## CCPS MIDDLE SCHOOLS

Calvert Middle School  
655 Chesapeake Boulevard  
Prince Frederick, Maryland 20678  
(443) 550-8970 - Office  
(443) 550-8972 - Guidance  
Ms. Rebecca Bowen, Principal

Plum Point Middle School  
1475 Plum Point Road  
Huntingtown, Maryland 20639  
(443) 550-9170 - Office  
(443) 550-9175 - Guidance  
Ms. Danielle Swann, Principal

Mill Creek Middle School  
12200 Southern Connector Blvd.  
Lusby, Maryland 20657  
(443) 550-9190 - Office  
(443) 550-9203 - Guidance  
Ms. Shelley Amstutz, Principal

Southern Middle School  
9615 H.G. Trueman Road  
Lusby, Maryland 20657  
(443) 550-9250 – Office  
(443) 550-9259 - Guidance  
Mr. James Carpenter, Principal

Northern Middle School  
2954 Chaneyville Road  
Owings, Maryland 20736  
(443) 550-9230 - Office  
(443) 550-9228 - Guidance  
Mr. Jamie Webster, Principal

Windy Hill Middle School  
9560 Boyds Turn Road  
Owings, Maryland 20736  
(443) 550-9310 - Office  
(443) 550-9313 - Guidance  
Mr. Mark Whidden, Principal

Calvert Country School  
1350 Dares Beach Road  
Prince Frederick, MD 20678  
(443) 550-9910  
Ms. Racheal Lindauer, Principal