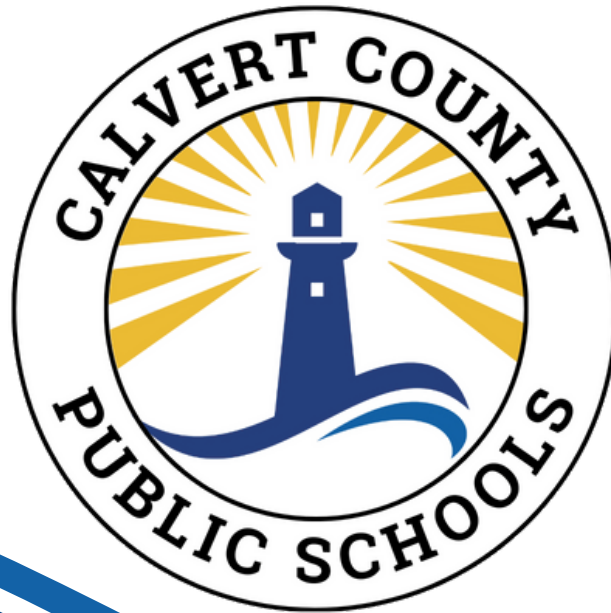
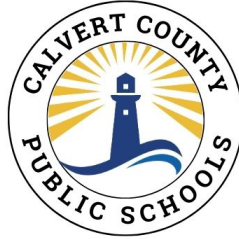


2025-2026

Middle School Planning Guide



CALVERT COUNTY PUBLIC SCHOOLS MIDDLE SCHOOL PLANNING GUIDE
2025-2026



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Cover designed by Avery Kettler
12th grade, Patuxent High School
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February 2025

Dear CCPS Students and Families,

Middle school is a time in our students' lives when they transition from children to adolescents. As they move into middle school, this period of growth brings both excitement and challenges. At Calvert County Public Schools (CCPS), we recognize the significance of these years in fostering academic, social, and personal development. Our middle school programs are designed to provide a supportive and enriching environment that helps students navigate this important transition.

At CCPS, we believe that the middle school years are pivotal in developing critical thinking, creativity, and lifelong learning. Our comprehensive Program of Studies integrates core subjects, English Language Arts, Mathematics, Science, and Social Studies, with an array of electives, including World Languages and technology education. These opportunities give students the foundation they need for success in high school.

Elementary and middle school counselors collaborate closely to prepare students for the new experiences they will encounter in middle school. These include:

- Choosing elective classes
- Navigating a larger school environment
- Getting to class on time
- Managing homework
- Making new friends
- Participating in clubs, sports, and other activities

To help students succeed during this transition, we offer a range of strategies and tips, such as:

- Establishing a routine
- Implementing strategies to assist with organization
- Getting involved in school activities
- Communicating with teachers when you have concerns or questions
- Asking for help when needed

We are committed to ensuring that all students feel supported, valued, and prepared for the journey ahead. Our goal is to help students develop into confident, compassionate, and capable individuals, ready to excel.

If you have any questions or concerns, please don't hesitate to reach out to your school counselor. Additionally, all of our middle schools offer a 6th-grade orientation for students and parents to attend.

Together, let's commit to nurturing the potential within each child, setting them on the path to lifelong success and meaningful contributions to society.

Excellence in Truth and Service,

A handwritten signature in blue ink, appearing to read "A. Townsel", is written over the printed name.

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, genetic information, or any other characteristic protected by law in its programs and activities and provides equal access to the Boy Scouts and other designated youth programs.

Calvert County Public Schools does not refuse enrollment of a prospective student, expel a current student, or withhold privileges from a current student, or 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 original, marital status, sexual orientation, gender identity or disability.

Calvert County Public Schools does not 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.

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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Calvert County Public Schools Middle School Philosophy

In Calvert County Public Schools (CCPS), our middle school philosophy centers on fostering a supportive environment where every student thrives academically, socially, and personally. We believe that the middle school years are pivotal for developing critical thinking, creativity, and lifelong learning. Our comprehensive Program of Studies integrates core subjects with elective opportunities, ensuring a balanced education that includes English Language Arts, Mathematics, Science, Social Studies, Physical Education, and Fine Arts, as well a range of electives, including World Language and technology education.

CCPS is committed to meeting the needs of learners through differentiated instruction addressing student's unique needs and promoting academic excellence. Service learning and community involvement are integral, cultivating responsibility and civic engagement. Our enrichment programs in arts, athletics, and STEM foster teamwork, leadership, and creative expression.

CCPS prioritizes a safe, inclusive, and respectful school culture where diversity is celebrated, and where students feel valued. Our vision is to empower middle school students to become confident, compassionate, and capable individuals ready to excel in high school and beyond. Together, we inspire and nurture the potential within each student, creating a foundation for lifelong success and meaningful contributions to society.

PROGRAM OF STUDIES OVERVIEW

PROGRAM OF STUDIES: GRADE 6

A typical sixth grade student receives instruction in the following subjects: English Language Arts, Math, Social Studies, Science, and Physical Education. Students will elect to study 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 Sciences.

PROGRAM OF STUDIES: GRADE 7

Study of English Language Arts, Math, Social Studies, and Science will continue in the seventh grade, with Health as part of Physical Education. Students may elect to take 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 continue in eighth grade. Eighth grade students will also take Health and Physical Education as in earlier grades. Students 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.

CORE CURRICULUM BY GRADE LEVEL

SIXTH GRADE:

ENGLISH LANGUAGE ARTS (ELA)

English Language Arts 6:

English Language Arts 6 presents an integrated approach to reading, writing, language, listening, and speaking. Students will read and analyze literature, literary nonfiction, informational texts, and arguments. Students will also learn to write narratives, informational essays, and argument essays. The research process is introduced. Reading, writing, language, and speaking/listening skills are taught through units organized by text types and aligned with the Maryland College and Career Ready (MCCR) Standards. This course is designed to prepare for the English 6 MCAP Assessment.

Honors English Language Arts 6:

This course is distinguished from English Language Arts 6 by a greater depth of textual study, accelerated pacing, and expectations for additional independent work.

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.

Honors Math 6: This course includes all of the standards from Math 6 and includes the Math 7 topics of adding, subtracting, multiplying, and dividing integers.

SCIENCE

Science 6:

The 6th Grade Science curriculum is built on a 3-dimensional foundation: **science and engineering practices** (asking questions, developing and using models, planning investigations, analyzing and interpreting data, using math, engaging in argument from evidence, communicating information) **disciplinary core ideas** (earth and space, life, and physical sciences), and **crosscutting concepts** (understanding patterns, cause and effect, scale, systems, energy and matter, structure and function, and stability and change).

The 6th grade foundation is layered with students focusing on content in the areas of Earth and Physical Sciences.

SOCIAL STUDIES

6th Grade Social Studies: World History and Geography:

This course explores the development of early civilizations and key social studies themes, focusing on how geography, environment, and culture influenced the rise of societies. Students will examine the

transition from hunting and gathering to agriculture, the emergence of river valley civilizations like Mesopotamia, Egypt, and India, and the cultural advancements of Ancient China, Greece, and Rome. Through these studies, students will gain an understanding of the interconnectedness of culture, governance, religion, and technological progress across different civilizations, while also considering how different perspectives shaped historical events and developments.

The 6th grade social studies course strikes a balance between content and essential skills, including historical thinking, reading, writing, speaking, and listening. Students will also enhance their research abilities through the completion of a History Fair project.

SEVENTH GRADE

ENGLISH LANGUAGE ARTS (ELA)

English Language Arts 7:

Building from the foundation of sixth grade English Language Arts, English Language Arts 7 continues to present an integrated approach to reading, writing, language, listening, and speaking. Students will read and analyze literature, literary nonfiction, informational texts, and arguments. Students will write a range of narratives, informational essays, and argument essays. The research process is applied in argument essays. Reading, writing, language, and speaking/listening skills are taught through units organized by text types and aligned with the Maryland College and Career Ready (MCCR) Standards. This course is designed to prepare for the English 7 MCAP Assessment.

Honors English Language Arts 7:

This course is distinguished from English Language Arts 7 by a greater depth of textual study, accelerated pacing, and expectations for additional independent work.

MATHEMATICS

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.

Accelerated Math 7/8:

This course differs from the standard 7th Grade course in that it contains approximately half of the content from 8th grade. The additional content, when compared to the standard course, demands a significantly faster pace for instruction and learning. Students take the Math 7 MCAP Assessment at the end of the course.

SCIENCE

Science 7:

The 7th Grade Science curriculum is built on a 3-dimensional foundation: **science and engineering practices** (asking questions, developing and using models, planning investigations, analyzing and

interpreting data, using math, engaging in argument from evidence, communicating information) **disciplinary core ideas** (earth and space, life, and physical sciences), and **crosscutting concepts** (understanding patterns, cause and effect, scale, systems, energy and matter, structure and function, and stability and change).

The 7th grade foundation is layered with students focusing on content in the areas of Life and Earth Sciences.

During the 7th grade year, all 7th 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.

SOCIAL STUDIES

7th Grade Social Studies: World History and Geography:

This course explores social studies themes through the study of Medieval Europe, West Africa, Islamic Empires, and Pre-Columbian America, emphasizing cause-and-effect relationships and the impact of geography on civilizations from both a regional and global perspective. Students will analyze historical events, including the rise of feudalism, the influence of Islam, and European exploration and colonization, while considering the perspectives of different cultures and how these events shaped the world in diverse ways.

The 7th grade social studies course strikes a balance between content and essential skills, including historical thinking, reading, writing, speaking, and listening. Students will also enhance their research abilities through the completion of a History Fair project.

EIGHTH GRADE:

ENGLISH LANGUAGE ARTS (ELA)

English Language Arts 8:

Building from seventh grade English Language Arts, English Language Arts 8 continues to present an integrated approach to reading, writing, language, listening, and speaking. Students will read and analyze literature, literary nonfiction, informational texts, and arguments. Students will write a range of narratives, informational essays, and argument essays. Research is emphasized throughout the study and composition of arguments. Reading, writing, language, and speaking/listening skills are taught through units organized by text types and aligned with the Maryland College and Career Ready (MCCR) Standards. This course is designed to prepare for the English 8 MCAP Assessment.

Honors English Language Arts 8:

This course is distinguished from English Language Arts 8 by a greater depth of textual study, accelerated pacing, and expectations for additional independent work.

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.

MATHEMATICS

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.

Accelerated Math 8/Algebra I:

The fundamental purpose of this course is to formalize and extend the mathematics that students learned through the end of seventh grade. Students cannot take this course if they did not take Accelerated Math 7/8 because they will have missed half of the 8th grade content. The additional content, when compared to the standard course, demands a significantly faster pace for instruction and learning. Students take the Algebra I MCAP Assessment at the end of the course. Students who successfully complete Accelerated Math 8/Algebra I will earn high school credit.

SCIENCE

Science 8:

The 8th Grade Science curriculum is built on a 3-dimensional foundation: **science and engineering practices** (asking questions, developing and using models, planning investigations, analyzing and interpreting data, using math, engaging in argument from evidence, communicating information) **disciplinary core ideas** (earth and space, life, and physical sciences), and **crosscutting concepts** (understanding patterns, cause and effect, scale, systems, energy and matter, structure and function, and stability and change).

The 8th grade foundation is layered with students focusing on content in the areas of Earth, Life, Physical Sciences.

All 8th 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.

At the end of the 8th grade, students will take the Maryland Integrated Science Assessment (MISA) which includes content taught in 6th, 7th, and 8th grade.

SOCIAL STUDIES

8th Grade Social Studies: United States History:

This course provides a foundation for understanding the key events, debates, and ideologies that shaped early American history. Students will explore topics such as colonial self-governance, tensions with Britain leading to the Revolution, the drafting of the U.S. Constitution, and the balance of state and federal powers. The course also examines westward expansion, sectionalism, slavery's impact, the Civil War, and the Reconstruction era, while considering diverse perspectives on these events. Throughout, students will develop skills in civil discourse and historical analysis through reading, writing, and evaluating primary and secondary sources.

ELECTIVES AND RELATED ARTS

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 make health enhancing decisions over the span of their lives.

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 providing 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 make health enhancing decisions over the span of their lives.

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.

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.

Enrollment, particularly in French, may be limited and contingent upon interest and staffing at the middle school level.

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 providing them with related materials. Students are encouraged to learn and apply research, reference, and critical thinking skills, as well as 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. 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 Family and Consumer Sciences classes, students begin the process of becoming independent, productive citizens. Studying Family and Consumer Sciences enhances 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 prepare for adulthood.

TECHNOLOGY EDUCATION

Gateway to Technology (GTT) is a Project Lead the Way (PLTW) program of study designed to open paths that create meaningful futures. GTT focuses on using technology to solve real-world problems. GTT is designed to motivate students to become creative innovators and to develop essential skills such as problem solving, critical and creative thinking, communication, collaboration, and perseverance. Calvert County Middle School GTT program of study follows:

6th Grade Design and Modeling

- Students learn and apply the design process, including sketching, measurement, and 3D modeling, and develop an understanding of the influence of creativity and innovation in their lives.

7th Grade Energy and the Environment

- Students are challenged to think big and toward the future as they explore sustainable solutions to our energy needs and investigate the impact of energy on our lives and the world.

8th Grade Automation and Robotics

- Students trace the history, development, and influence of automation and robotics as they learn about machine automation and computer control systems. Students use the VEX Robotics platform to design, build, and program real-world objects.

GTT allows students to use and stretch their imaginations in brand-new ways while connecting their learning to the world around them.

SUPPORTING SERVICES FOR STUDENTS

ENGLISH FOR SPEAKERS OF OTHER LANGUAGES – ESOL

This is a program of support for students who are bilingual or whose first language is not American English, and who need additional support in their English language acquisition. Placement in the program is determined by information indicated on the Home Language Survey upon registration and the results of a screening assessment, or by the registration of an active ESOL student from another jurisdiction.

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.

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 supports 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.

ALTERNATE STANDARDS FRAMEWORK COURSE OFFERINGS

The following middle school courses are designed to provide specialized instruction to students enrolled in 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 participation in Maryland's alternate assessment aligned to alternate academic achievement standards.

- ***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.

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.

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.

ENRICHMENT PROGRAMS

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.

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:

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

Maryland Comprehensive Assessment Program

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

Other Requirements

Subject Area	Specific Credit Requirements
Fine Arts	1 credit
Physical Education	½ credit
Health	1 credit
Technology Education	1 credit <ul style="list-style-type: none"> • Foundations of Technology • Introduction to Engineering Design OR • Foundations of Computer Science
Financial Literacy	½ credit
Pathway Requirements	College Prep: 2 credits in the same World Language OR CTE: Completion of a State-approved career & technical education program (3 or 4 credits based on the program of enrollment)
Elective Credits	1-3 elective credits for a total of 23 credits

Students must also meet attendance and service-learning requirements.

Maryland Comprehensive Assessment Program

Maryland Comprehensive Assessment Program (MCAP) Graduation Requirements for Students in American Government, AP United States Government, Biology, and AP Biology

In May 2021, the Maryland State Board of Education adopted a new assessment model for students taking the American Government and Life Science (Biology) – Maryland Integrated Science (LS-MISA) assessments. Maryland high school students taking either the Government or LS-MISA assessment will have their MCAP converted scaled score count as 20% of their final course grade, with the remaining 80% based on the four marking period grades. To meet the Maryland graduation requirement for these courses, a student must receive a passing grade once the course and MCAP grades are calculated together. For more information about the Maryland Comprehensive Assessment Program, visit the Maryland State Department of Education page at <https://www.marylandpublicschools.org/about/Pages/DAAIT/Assessment/EOCs/index.aspx>.

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. Students begin to earn hours to complete the SSL graduation requirement of 75 hours in 5th grade. Hours earned prior to 5th grade can go towards awards given in 8th and 12th grade.

Grade	Project Name	Subject	Student Service-Learning Hours
Grade Five	Oyster Preservation	Science	15
Grade Six	Historic Preservation	Social Studies	15
Grade Seven	Bay Grasses in the Classroom	Science	15
Grade Eight	Environmental Data Bank Project	Science	20
Grade Nine	Site based Environmental Literacy Project	Biology	5

Grade	Project Name	Subject	Student Service-Learning Hours
Health 2	PSA for Health	Health	5
Middle and High School Students enrolling from other school Districts	Independent Study – must be pre-approved	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.
- Students enrolling in CCPS for the **first** time in **grade 9** are required to complete 40 approved service-learning hours before graduation.
- Students enrolling in CCPS for the **first** time in **grade 10** are required to complete 30 approved service-learning hours before graduation.
- Students enrolling in CCPS for the **first** time in **grade 11** are required to complete 20 approved service-learning hours before graduation.
- Students enrolling in CCPS for the **first** time in **grade 12** are required to complete 10 approved service-learning hours before graduation.

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. Kelly Cleland, Principal

Mill Creek Middle School
12200 Southern Connector Blvd.
Lusby, Maryland 20657
(443) 550-9190 - Office
(443) 550-9203 - Guidance
Dr. Joe Sampson, Principal

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