



*Charles County Public Schools
Middle School
Program of Studies
2026-2027*

Charles County
Public Schools

Working together to achieve excellence for every student.

5980 Radio Station Road P.O. Box 2770
La Plata, MD 20646



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Mission

The mission of Charles County Public Schools is to provide an opportunity for all school-aged children to receive an academically challenging, quality education that builds character, equips for leadership, and prepares for life, in an environment that is safe and conducive to learning.

The Charles County public school system does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity, age or disability in its programs, activities or employment practices. For inquiries, please contact Dr. Mike Blanchard, Title IX/ADA/Section 504 Coordinator (students) or Nikial M. Majors, Title IX/ADA/Section 504 Coordinator (employees/ adults), at Charles County Public Schools, Jesse L. Starkey Administration Building, P.O. Box 2770, La Plata, MD 20646; 301-932-6610/301-870-3814. For special accommodations call 301-934-7230 or TDD 1-800-735-2258 two weeks prior to the event. CCPS provides nondiscriminatory equal access to school facilities in accordance with its Use of Facilities rules to designated youth groups (including, but not limited to, the Boy Scouts). (7/1/2024)

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CHARLES COUNTY REQUIREMENTS FOR MIDDLE SCHOOLS

In accordance with state requirements, each year middle school students receive instruction in the following areas:

- Language Arts
- Fine Arts (band, chorus, art, general music, strings, or theater arts)
- Health and Physical Education
- Mathematics
- Science
- Social Studies

Students are also required to receive instruction in computational thinking at least once during their middle school experience. Options include any of the following courses:

- Computer Science
 - STEM Lab
 - Gateway to Technology
 - Computing Solutions
 - Intro to Engineering Design (*Technology Education High School 1 Credit*)
- OR**
- Exploring Computer Science (*Technology Education High School 1 Credit*)

Students may also take additional courses (offerings vary by school):

- AVID
- Math Lab (required in 6th grade)
- Literacy Lab (required in 6th grade)
- World Language (Grades 7 and 8 only) (*World Language High School 1 Credit per course*)
- Other Elective Course Offerings

To learn about Phoenix International School of the Arts' academic and arts programs, please visit the link below. For detailed course guidelines, please contact the school directly.
<https://www.pisota.org/our-school>

ASSESSMENTS

Maryland Comprehensive Assessment Program (MCAP)

Middle school students are required to participate annually in an English language arts/literacy and mathematics assessment by Every Student Succeeds Act (ESSA). The Maryland Comprehensive Assessment Program (MCAP) assessments associated with the grade in which the student is currently enrolled meet this requirement. In addition, Maryland requires that a student participate in the Maryland Integrated Science Assessment (MISA) and a comprehensive social studies assessment, both administered in eighth grade. Students enrolled in Algebra I participate in the Algebra I assessment in middle school to meet the high school graduation requirement.

The MCAP are challenging tests that measure student achievement of the state's Maryland College and Career-Ready Standards (MCCRS), which are identified by the Maryland State Department of Education (MSDE) as the skills and knowledge necessary to show understanding of each course's content and which are embedded in the Charles County Public Schools (CCPS) curriculum.

MCAP Assessment	Grade Level
Language Arts	6, 7, 8
Math	6, 7, 8
MISA	8
Social Studies	8

Alternate Assessment ELA and Math and Alternate Maryland Integrated Science Assessment (Alt-MISA)

The Alternate Assessment for English/language arts and mathematics are administered in grades 3 through 8, and 11. The Alt-MISA is administered in grades 5, 8, and 11. Students participating in the alternate academic achievement standards and/or assessments are progressing toward a Maryland Certificate of Program Completion. Eligibility is determined through the Individualized Education Program (IEP) process and students must participate in all three content areas.

STUDENT SERVICE LEARNING (SSL)

Service learning is a MSDE graduation requirement. This program requires all students to prepare, implement, and reflect upon a project that addresses a need or concern in their schools or community. All projects must meet the MSDE criteria for a quality service-learning experience. Components of this program are embedded in 6th, 7th, and 8th grade curriculum. For more information, visit the website at <https://www.ccboe.com/departments/student-service-learning>.

HIGH SCHOOL REQUIREMENTS MET IN MIDDLE SCHOOL

Algebra I, Geometry, Technology Education, and World Language courses completed in middle school can be used to meet high school graduation requirements and are awarded high school credit. High school credits earned in middle school will be calculated in high school GPA and Rank. Courses not successfully completed must be re-taken in high school. There will be no summer school option. Offerings vary by school. Students cannot earn more than five (5) High School credits in Middle School.

Math Algebra I Geometry	Technology Education Exploring Computer Science OR Introduction to Engineering Design	World Language French I/French II HNS I/HNS II/HNS III Spanish I/Spanish II
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HIGH SCHOOL GRADUATION REQUIREMENTS

To be awarded a diploma, a student shall be enrolled in Charles County Public Schools and have earned a minimum of 23 credits that include the following:

Subject Area	Specific Credit Requirements
English	4 credits
Mathematics	4 credits 2 in Algebra, 1 in Geometry, 1 additional course with Algebra I as the prerequisite
Science	3 credits 1 Earth Science, 1 Life Science, 1 Physical Science
Social Studies	3 credits (recommended sequence) U.S. History, LSN, World History
Fine Arts	1 credit
Physical Education	½ credit
Health	1 credit (recommended sequence) Health I (9 th grade), Health II (11 th grade)
Technology Education	1 credit
Financial Literacy	½ credit
Graduation Pathways	2 credits of the same World Language <u>and</u> any remaining electives OR 3-7 credits through the completion of state-approved career and technical education program <u>and</u> any remaining credits in electives

RELATED INFORMATION

SCHOLARS COURSE OF STUDY

The Charles County Public Schools Scholars Course of Study initiative encourages and motivates all middle and high school students to complete a rigorous academic course of study that prepares them for successful transition to university coursework or vocation and technical training necessary to enter today's competitive job field.

Students who demonstrate talent and interest in academic areas and work beyond grade level content may participate in the Charles County Public Schools Scholars Course of Study. Students who take required courses and achieve a 3.2 cumulative grade point average will be awarded a certificate of recognition at the end of their 8th grade year. Grade point averages are determined from 8th grade quarter one to third quarter.

Eighth grade students must achieve a 3.2 cumulative GPA (8th grade first quarter through 8th grade third quarter) and be enrolled in the following courses to qualify:

5 of the 7 courses

- Advanced Math Course (Algebra I or Geometry Honors)
- Grade 8 Language Arts Honors
- World Language
- Exploring Computer Science
- Introduction to Engineering Design
- Grade 8 Honors Science
- Grade 8 Honors Social Studies

For more information about the Scholars Course of Study, visit the Gifted and Talented Education Services website at <https://www.cbcoe.com/departments/gifted-and-talented-education-services> and click on the Middle School tab or contact your school's Learning Resource Teacher.

GRADING SCALE

For all grade levels, no grade lower than 50% may be entered on any assignment or assessment as long as the student has demonstrated a good faith effort. A good faith effort may be demonstrated by a genuine attempt to meet the expectation or requirement of the entire assignment in a timely manner. A genuine attempt may be evidenced by the student displaying persistence, striving for accuracy, showing time on task, and/or using an alternative method to solve a problem, regardless of accuracy. A zero may be entered when a student has not turned in any work, has been found to have engaged in academic dishonesty, or has failed to demonstrate a genuine attempt.

For all grade levels, the reassessment of grades for individual assignments shall be applied consistently across the school system by level, as further defined by the Superintendent's Rules.

Semester and final grades will be computed by averaging numerical grades. Quarterly grades will be calculated by deriving a quarterly arithmetic average, then translating that average into a letter grade using the scale listed below:

A - Superior	(89.5 - 100%)
B - Above Average	(79.5 - 89%)
C - Average	(69.5 - 79%)
D - Below Average	(59.5 - 69%)
F - Failure	(0 - 59%)
I - Incomplete	

Superintendent's Rule 5132.2

Courses WITH Common Assessments:

Process Assignments: 50%

Product Assignments: 40%

Common Assessments: 10%

Courses WITHOUT Common Assessments:

Process Assignments: 50%

Product Assignments: 50%

Secondary Re-assessment Opportunities:

- Teachers must provide opportunities for re-assessment following re-teaching of content.
- A minimum of one product grade per quarter/per subject area shall be reassessed.
- Teachers will indicate which product assignments will be eligible for reassessment either on the syllabus or at the start of an instructional unit.
- While all students are permitted to reassess, the highest possible improvement is limited to one letter grade above the original grade earned.
- End-of-course assessments, common assessments, and major projects completed over an extended period of time, may not be reassessed.
- Students must submit a learning plan and evidence of learning before work can be redone. This may include creating a calendar in which the student lists day by day what they will do to prepare for a reassessment.
- Students must have completed the original assessment and all subsequent reteaching activities (determined by teacher) to be eligible for reassessment.
- Re-assessment must be completed within ten days of original assignment/assessment; teachers are encouraged to provide meaningful, explicit feedback to students.
- Students may not reassess during the last five days before the end of the quarter.

PROMOTION POLICY

Except as provided in Superintendent's Rule 5131.33, in order for a 6th, 7th, or 8th grader to be promoted, the student must:

1. Pass Language Arts and Reading; and
2. Pass Mathematics (with the exception of HS courses); and
3. Meet one of the following:
 - (a) Pass Science and Social Studies and at least one elective class; or
 - (b) Pass Science and at least two elective classes; or
 - (c) Pass Social Studies and at least two elective classes.

Students failing a required core subject with the exception of high school credits during the school year may attend summer school to achieve a passing grade.

SUMMER SCHOOL

Students who fail core subjects (English, Math, Social Studies, and Science) are encouraged to take classes in the summer school program. A maximum of two make-up credits may be taken in summer school. For a student to be eligible to take a course for make-up in summer school, a student must be enrolled until March 1 for a year-long course. Specific information about class offerings and summer school location, along with additional requirements, will be available from the school counseling department in June. High school courses not successfully completed must be re-taken in high school. There will be no summer school option. Students who fail Algebra I in 7th grade will take Algebra I in 8th grade per math sequence.

COURSE CHANGE PROCEDURE

Procedures and Guidelines for Course Changes

After course selections are released for the school year, students are permitted to submit a written request for a course change on a Course Change Request Form to the school counselor. This request must be

made no later than the first ten (10) days of school and include the following: a parent signature, a reason for the desired change, the course that the student wishes to drop, and the course the student wishes to add. A Course Change Request Form will be reviewed only if the request includes one or more of the following reasons:

- A scheduling error
- A change of academic placement
- A recommendation by administration

Course Change Request Forms submitted no later than the first ten (10) days of school will be reviewed. Once the review is completed, the school counselor will notify parents of approval or denial. If a Course Change Request is approved a schedule change will be made.

Course Change Appeal Process

An appeal can be made in writing to the appropriate school level administrator. Signatures of the student and parent/guardian are required. Once a decision is made on the appeal, the school level administrator will notify the parent/guardian. Written appeals to a principal's decision should be sent to the Office of School Administration and Leadership.

GIFTED AND TALENTED EDUCATION SERVICES

Gifted and Talented Education Services and various enrichment opportunities are available to Charles County Public Schools students throughout the school year. A Learning Resource Teacher is on staff at every elementary and middle school to collaborate with classroom teachers, provide instruction, and support highly able learners. Advanced courses and a wide range of academic opportunities are available at all middle schools. Students identified to receive gifted and talented services will be placed in the appropriate honors or accelerated courses. CCPS offers a variety of enrichment programs and academic competitions to challenge and engage students of all grade levels.

Gifted and Talented Identification Overview

CCPS screens any new students in grades 6–8 for potential placement in Gifted and Talented Education Services or Talent Development Services in English Language Arts (ELA) and Mathematics. Placement decisions are made through a holistic review of each student's body of evidence and matched to services that best align with their academic strengths, learning behaviors, and demonstrated readiness. Data collection occurs throughout the school year, and final placements and parent notifications are made in June.

Any parent or guardian may refer a student in grades 6–8 to be screened for Gifted and Talented Education Services or Talent Development Services. CCPS Gifted and Talented Parent Referral Forms are available at all elementary and middle schools. Referrals are accepted year-round; however, to be considered for screening during the current school year, forms must be submitted to the school's Learning Resource Teacher by December 1. For more information or questions, please contact the Learning Resource Teacher at your child's school.

For more information about our gifted and talented program or services, visit the Office of Gifted Education website at <https://www.cboe.com/departments/gifted-and-talented-education-services>, or contact your school's Learning Resource Teacher.

SPECIAL EDUCATION

Special education services are provided to students who have been determined to have a disability through appropriate evaluation and require specially designed instruction and related services. Services are provided as outlined in each student's Individualized Education Program. CCPS provides a continuum of special education services to include placement in general education, inclusion classrooms, special education classrooms, or regional programs. CCPS staff advocate for the inclusion of individuals with educational disabilities into the least restrictive environment to the greatest extent possible and believe that all students are important members of their school community.

ENGLISH LANGUAGE DEVELOPMENT (ELD)

English Language Development (ELD), formerly known as English for Speakers of Other Languages (ESOL), services are provided to all qualifying Multilingual Learners (MLs) in CCPS by the ELD/ESOL teacher. Students qualify for ELD services if they score between 1.0 - 4.4 on the WIDA Screener or enroll in CCPS already identified as a Multilingual Learner by another district. The ELD/ESOL teacher will create an individualized English Language Development plan of push-in and/or pull-out services between 1-3x/week based on student English Language Proficiency (ELP) and their history of growth on the MSDE ELP indicator. Contact the middle school's ELD/ESOL teacher or the ELD/ESOL Program for more information.

SUMMER READING

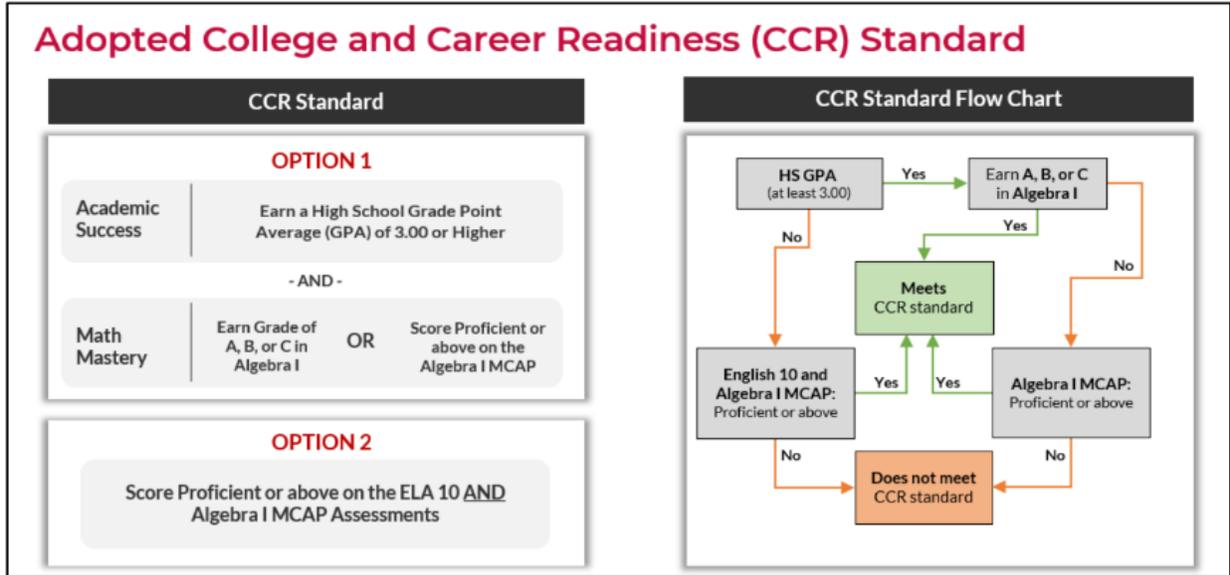
The Charles County Public Schools summer reading challenge is for all incoming 6th, 7th, and 8th grade students. The purpose is to continue students' improvement in reading throughout the summer months. There are multiple ways to complete the summer reading; however, students are to read a minimum one middle school-appropriate book during summer break. To increase students' reading engagement, CCPS does not provide a definitive list of books students must choose from. Instead, students are encouraged to select a book that appeals to their interests. CCPS provides resources to help students identify books that will appeal to their interests and also partners with organizations (e.g., Charles County Public Library and Beanstack) to create various selection opportunities.

COLLEGE AND CAREER READY

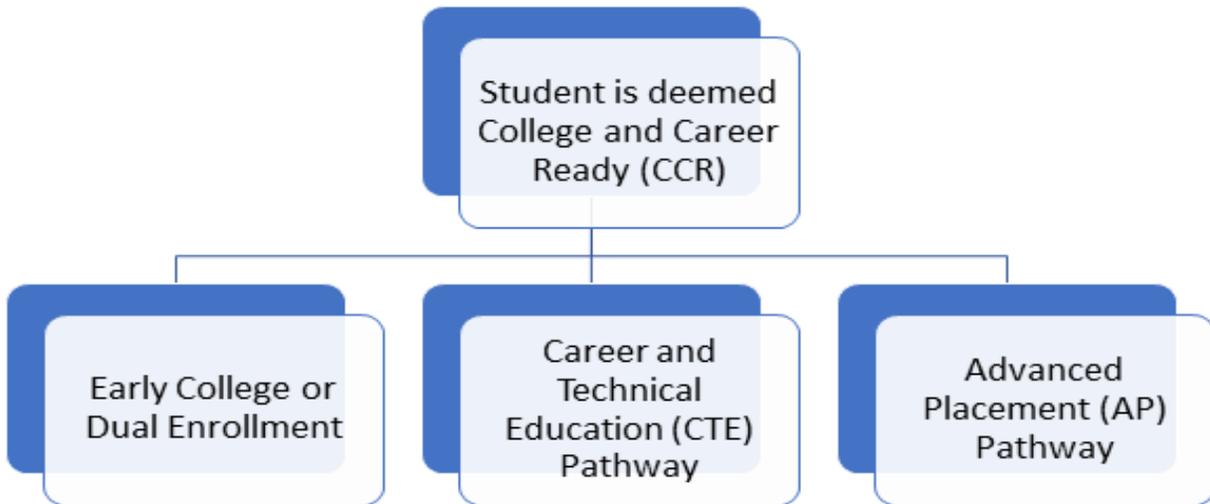
As outlined in the Blueprint for Maryland's Future, students need to be classified as College and Career Ready (CCR) by the end of 10th grade. Currently students are identified as CCR by one of two ways:

Option 1: Earn a High School Grade Point Average (GPA) of 3.00 or higher **AND** earn grade of A, B, or C in Algebra I or score proficient or above on the Algebra I MCAP

Option 2: Score proficient or above on the ELA 10 **AND** Algebra I MCAP Assessments



After a student is CCR, they must enter a Post-CCR pathway. Charles County Public Schools offers three different options. A student can choose to enter an Early College or Dual Enrollment program, a Career and Technical Education (CTE) pathway, or the Advanced Placement (AP) pathway.



<https://www.cbboe.com/academics/post-college-and-career-readiness-pathways>

Early College and Dual Enrollment: Students can apply to the Early College program in 10th or 11th grade. CCPS offers one and two-year programs, resulting in varying certificates and degrees. Students can complete Dual Enrollment during their junior or senior year. Dual Enrollment allows college courses to count toward the high school graduation credits and the college transcript. For more information, please visit: [Early College Program \(csmd.edu\)](http://csmd.edu)

Career and Technical Education (CTE): Starting as early as 9th grade, students can choose to enter a CTE pathway. CCPS offers 33 different CTE pathways. Some pathways require an application in either 8th or 10th grade, and other pathways can be entered through the regular course selection process. All CTE pathways offer the opportunity for students to earn industry certifications and/or college credits. For more information, visit: www.ccboe.com/cte

Advanced Placement (AP) Pathway: Students can choose to take a succession of AP courses in specific areas of study. If they attain the necessary score on the exam for five (5) courses in the identified categories, they earn the certification of completion. For more information, visit: <https://www.ccboe.com/academics/high-school-program-of-studies/high-school-program-of-studies-sy-2024-25/related-information#fs-panel-88784>

For more information about the Blueprint for Maryland's Future, College and Career Readiness, and Post-CCR pathways, please visit: [Blueprint – Maryland State Department of Education \(marylandpublicschools.org\)](http://marylandpublicschools.org)

COURSE OFFERINGS

ACADEMIC ENRICHMENT

AVID

675010

Term: Year

Grade 6

775010

Term: Year

Grade 7

875010

Term: Year

Grade 8

Prerequisite: Meets established criteria for enrollment

These courses are designed to prepare students for success in pursuing advanced level courses leading to acceptance to and success in a two- or four-year college or university or career-related pathway. The AVID elective classes help students succeed in a rigorous curriculum, complete a college preparatory path, and explore alternate career pathways. Through a variety of instructional strategies, students develop skills in higher-level thinking along with critical reading and writing skills to access challenging course material. The AVID elective classes provide support through student development and use of focused note-taking, binder organization, reflective learning strategies, team building, time management, tutorials, Socratic seminars, public-speaking and test-taking skills, and essay writing. Students also participate in college, career, and cultural exploration activities.

A.C.H.I.E.V.E.

Academics Communication and Heightened Independence for Education Vocation and Engagement (A.C.H.I.E.V.E.) is a regional program that provides instruction in both academic and adaptive skills. Scaffolded instruction in grade-level content is provided utilizing alternate academic achievement standards and the alternate state assessments. Students participating in the alternate academic framework are progressing toward a Maryland Certificate of Program Completion. Eligibility for participation in the alternate academic framework is determined through a comprehensive discussion of Appendix A during an Individualized Education Program meeting.

A.C.H.I.E.V.E. Community and Independent Living

678050

Term: Year

Grades 6, 7, 8

This course provides students with the individual skills necessary to access community resources with the highest level of independence possible. Instruction will target safety in the community, accessing general community activities, and travel training on public transportation. The level of community access will be driven by individual student needs and IEPs. Independent living skills are taught in a way to promote functional independence to the greatest extent possible for the individual student. Students participate in various daily activities and instruction designed to allow them to generalize skills to be transferred into the home setting. Instruction is driven by individual student needs and IEPs.

A.C.H.I.E.V.E. Language Arts

678000

Term: Year

Grades 6, 7, 8

This course will provide students with instruction in English/Language Arts, foundational reading and writing skills, and functional literacy which will prepare them for meaningful outcomes in high school and post-secondary education, career, or community participation. Scaffolded instruction in grade-level content and concepts will be provided via the Dynamic Learning Maps (DLM) Essential Elements. Instruction in foundational skills and functional literacy will be driven by individual student needs and IEPs.

A.C.H.I.E.V.E. Mathematics

678010

Term: Year

Grades 6, 7, 8

This course provides students with instruction in curriculum-based, foundational, and functional mathematics skills which will prepare them for meaningful outcomes in high school and post-secondary education, career, or community participation. Scaffolded instruction in grade-level content and concepts will be provided via the Dynamic Learning Maps (DLM) Essential Elements. Instruction in foundational skills and functional mathematics will be driven by individual student needs and IEPs.

A.C.H.I.E.V.E. Recreation and Leisure

678040

Term: Year

Grades 6, 7, 8

This course provides students with instruction that will teach them the skills necessary for participation in a variety of recreational, leisure, and extra-curricular activities for leisure, hobbies, and physical fitness. Instruction will focus on increasing independent interactions with peers as well as reducing a student's dependence on adult support. Activities to support this instruction will occur inside and outside the school environment, as appropriate.

A.C.H.I.E.V.E. Science

678020

Term: Year

Grades 6, 7, 8

This course provides students with instruction which focuses on independent personal care, appropriate health and safety practices, self-advocacy skills, simplified science instruction relating to the human body, nutrition, and the environment. Students will access modified learning outcomes based on the Next Generation Science Standards.

A.C.H.I.E.V.E. Social Studies

678030

Term: Year

Grades 6, 7, 8

This course provides students with instruction to enable them to interact within the community as responsible consumers and citizens to the greatest level of independence possible. A focus will be placed on the acquisition of self-advocacy skills.

CAREER AND TECHNICAL EDUCATION

Computer Science I

900680

Term: Semester

Grades 6, 7, 8

This course introduces foundational programming concepts starting with simple block-based coding. Students will engage in problem solving, design thinking, and data analysis to build their own websites, apps, and games.

Computer Science II

900690

Term: Semester

Grades 7, 8

Prerequisite: Computer Science I

This course extends students computing skills from block base coding to text-based coding using Python programming language. Students will engage in problem solving and design thinking to program physical computing devices.

Computing Solutions

900610

Term: Semester

Grades 6, 7, 8

Students are introduced to the world of business using the computer as a problem-solving tool. Emphasis is placed on using basic touch keyboarding skills to complete a variety of projects incorporating word processing, database, presentation, and spreadsheet software. Students will also learn and practice internet safety and basic computer maintenance.

Exploring Computer Science

179040

Term: Year

Grade 8

Exploring Computer Science is a year-long course consisting of 6 units, approximately 6 weeks each. The course was developed around a framework of both computer science content and computational practice. Assignments and instruction are contextualized to be socially relevant and meaningful for diverse students. Units utilize a variety of tools/platforms and culminate with final projects. Students interested in pursuing a career in computer science are encouraged to take this course. *The successful completion of this course meets high school requirements.*

Gateway to Technology: Automation and Robotics

790010

Term: Semester

Grades 6, 7, 8

Pre-Engineering Technology courses integrate technology-oriented applications of mathematics and science into pre-engineering activities for students. Students learn about the history and impact of automation and robotics as they explore mechanical systems, energy transfer, machine automation, and computer control systems. Using the VEX Robotics® platform, students apply what they know to design and program traffic lights, robotic arms, and more.

Gateway to Technology: Design and Modeling

690010

Term: Semester

Grades 6, 7, 8

Pre-Engineering Technology courses integrate technology-oriented applications of mathematics and science into pre-engineering activities for students. Students discover the design process and develop an understanding of the influence of creativity and innovation in their lives. They are then challenged and empowered to use and apply what they've learned throughout the unit to design a therapeutic toy for a child who has cerebral palsy.

Introduction To Engineering Design

130740

Term: Year

Grade 8

Prerequisite: Completion or current enrollment in Algebra I

Students dig deep into the engineering design process, applying math, science, and engineering standards to hands-on projects. They work both individually and in teams to design solutions to a variety of problems using 3D modeling software and use an engineering notebook to document their work. This is the first class in Project Lead the Way. *The successful completion of this course meets high school tech ed. requirements.*

STEM Lab I

900710

Term: Semester

Grades 6, 7, 8

This course provides an opportunity for students to explore a variety of STEM career pathways through project-based learning and interactive missions, while reinforcing academic standards and skills. This course will culminate with a STEM career research project symposium.

STEM Lab II

900720

Term: Semester

Grades 6, 7, 8

This course empowers students to become more effective problem solvers as they apply the engineering design process to solve authentic, community-based challenges. Students will work in teams to apply, collaborate, communicate, think critically, and present their findings in an engineering showcase. STEM Lab I is preferred but not required.

STEM Lab III

900730

Term: Semester

Grades 7, 8

Prerequisite: STEM Lab I or II

This course builds on previous STEM Labs, by challenging students to consider a design thinking approach to the engineering design process to prototype their own innovative design project. Students will learn foundations of DIY-ing, computing and electronics to embed a microprocessor within their innovative design project. Students will present their findings in an engineering showcase.

FINE AND PERFORMING ARTS

Band I

900410

Term: Year

Grades 6, 7, 8

Band II

900420

Term: Year

Grades 7, 8

Prerequisite: Band I

Band III

900430

Term: Year

Grade 8

Prerequisite: Band II

Band courses are designed to promote a students' individual and ensemble techniques for playing brass, woodwind and percussion instruments through performing a variety of band literature styles. After school performances are an important part of these classes.

Chorus I

900310

Term: Year

Grades 6, 7, 8

Chorus II

900320

Term: Year

Grades 7, 8

Prerequisite: Chorus I

Chorus III

900330

Term: Year

Grade 8

Prerequisite: Chorus II

Chorus is designed to develop the students' ability to read and perform standard musical notation along with individual and ensemble vocal techniques within a choral ensemble. Students will be exposed to a variety of musical styles. After school public performances are an important aspect of these courses.

General Music I

900210

Term: Semester

Grades 6, 7, 8

General Music II

900220

Term: Semester

Grades 7, 8

General Music III

900230

Term: Semester

Grade 8

Music appreciation courses provide students with an understanding of music and its importance in their lives. Course content focuses on how various styles of music apply musical elements to create an expressive or aesthetic impact.

Intro to Art I

900110

Term: Semester/Year

Grades 6, 7, 8

Intro to Art II

900120

Term: Semester/Year

Grades 7, 8

Prerequisite: Intro to Art I

Intro to Art III

900130

Term: Semester/Year

Grade 8

Prerequisite: Intro to Art II

Art courses provide students with opportunities to develop their artistic skills and self-expression through various art projects. Projects will enable students to refine their technique, increase their artistic vocabulary, express themselves and their world view, make connections to other content areas and strengthen their critical thinking skills.

Orchestra I

900510

Term: Year

Grades 6, 7, 8

Orchestra II

900520

Term: Year

Grades 7, 8

Prerequisite: Orchestra I

Orchestra III

900530

Term: Year

Grade 8

Prerequisite: Orchestra II

Orchestra courses are designed to promote students' individual and ensemble techniques on traditional orchestral string instruments through covering a variety of musical styles. After school public performances are an important aspect of this course.

Theatre I

900010

Term: Semester

Grades 6, 7, 8

The middle school Theatre course, will embark on an exciting journey through the world of theatre, focusing on the exploration of theatre standards and nurturing personal growth. This comprehensive course is designed to empower students to develop their creativity, communication, and collaboration skills, as they engage with the art of theatre and discover its profound impact on personal development.

Theatre II

900020

Term: Semester

Grades 6, 7, 8

The middle school Theatre course, will embark on an exciting journey through the world of theatre, focusing on the exploration of theatre standards and nurturing personal growth. This comprehensive course is designed to empower students to develop their creativity, communication, and collaboration skills, as they engage with the art of theatre and discover its profound impact on personal development.

LANGUAGE ARTS

*The following courses **meet** the Language Arts Requirement:*

Language Arts and Reading – Grade 6

600030, 600050, 600060, 600070

Term: Year

Grade 6

Courses build upon students' prior knowledge of grammar, vocabulary, word usage, the mechanics of writing, and the four aspects of language use (reading, writing, speaking, and listening). These courses emphasize the use of language for different effects, in different contexts and for different purposes. Specific content depends upon state standards for grade 6.

Language Arts and Reading – Grade 6 Honors

600010

Term: Year

Grade 6

Language Arts Honors courses address the needs of students who require instructional experiences beyond the regular curriculum. The course provides appropriate levels of challenge through accelerated pacing, advanced content, vocabulary, research, writing and language study. Student relevant novels, texts, and embedded assessments are utilized to enhance students' reading comprehension, critical thinking, and writing skills.

Criteria:

- *Student identified for gifted and talented services OR*
- *Students who meet specific criteria for Honors Level ELA*

Language Arts and Reading – Grade 7

700030, 700050, 700060, 700070

Term: Year

Grade 7

Language Arts courses build upon students' prior knowledge of grammar, vocabulary, word usage, the mechanics of writing, and the four aspects of language use (reading, writing, speaking, and listening). These courses emphasize the use of language for different effects in different contexts and for different purposes. Specific content depends upon state standards for grade 7.

Language Arts and Reading – Grade 7 Honors

700010

Term: Year

Grade 7

Language Arts Honors courses address the needs of students who require instructional experiences beyond the regular curriculum. The course provides appropriate levels of challenge through accelerated pacing, advanced content, vocabulary, research, writing and language study. Student relevant novels, texts, and embedded assessments are utilized to enhance students' reading comprehension, critical thinking, and writing skills.

Criteria

- *Successful completion of Language Arts Reading – Grade 6 Honors*
- *Students identified for gifted and talented services OR*
- *Students who meet specific criteria for Grade 7 Honors*

Language Arts and Reading – Grade 8

800030, 800050, 800060, 800070

Term: Year

Grade 8

Language Arts courses build upon students' prior knowledge of grammar, vocabulary, word usage, the mechanics of writing, and the four aspects of language use (reading, writing, speaking, and listening). These courses emphasize the use of language for different effects in different contexts and for different purposes. Specific content depends upon state standards for grade 8.

Language Arts and Reading – Grade 8 Honors

800010

Term: Year

Grade 8

Language Arts Honors address the needs of students who require instructional experiences beyond the regular curriculum. The course provides appropriate levels of challenge through accelerated pacing, advanced content, vocabulary, research, writing and language study. Student relevant novels, texts, and embedded assessments are utilized to enhance students' reading comprehension, critical thinking, and writing skills.

Criteria

- *Successful completion of Language Arts Reading – Grade 7 Honors*
- *Students identified for gifted and talented services OR*
- *Students who meet specific criteria for Grade 8 Honors*

*The following courses do **not** meet the Language Arts Requirement:*

Journalism

900040, 900050, 900060

Term: Semester/Year

Grades 6, 7, 8

Publication Production courses provide students with the knowledge and skills necessary to produce the school newspaper, yearbook, literary magazine, or other printed publication. Students may gain experience in several components writing, editing, layout production, and so on or may focus on a single aspect while producing the publication.

Literacy Lab 1

600100, 700100, 800100

Term: Year

Grades 6, 7, 8

Literacy Lab 1 is designed to provide students with instruction with a primary focus on phonics and decoding. The curriculum is designed to use research-based materials and methodology to increase decoding skills for adolescent learners. Students should be enrolled in Grade 6, 7, or 8 Language Arts.

Literacy Lab 2

600120, 700120, 800120

Term: Year

Grades 6, 7, 8

Literacy Lab 2 is designed to provide students with instruction on both phonics and comprehension. The curriculum is designed to use research-based materials and methodology to increase decoding and comprehension skills for adolescent learners. Students should be enrolled in Grade 6, 7, or 8 Language Arts.

Literacy Lab 3

600140, 700140, 800140

Term: Year

Grades 6, 7, 8

Literacy Lab 3 is designed to provide students with instruction with a primary focus on advanced decoding and comprehension. The curriculum uses research-based materials and methodology to increase comprehension skills for adolescent learners. Students should be enrolled in Grade 6, 7, or 8 Language Arts.

Literacy Lab 4

600160, 700160, 800160

Term: Year

Grades 6, 7, 8

Literacy Lab 4 is designed to provide students with literacy instruction at and above the grade level. The primary focus on increasing reading and writing skills is to prepare students for successful completion in Honors and Advanced Placement courses in the future. The curriculum is designed to use research-based materials and methodology to increase comprehension skills for adolescent learners. Students should be enrolled in Grade 6, 7, or 8 Language Arts.

MATHEMATICS

Middle School Math Courses will be held daily

*The following courses **meet** the Math Requirement:*

Algebra I

031514

Term: Year

Grades 7, 8

Prerequisite: Recommendation based on successful completion of 7A

Algebra I includes the study of properties and operations of the real number system; evaluating rational algebraic expressions; solving and graphing first degree equations and inequalities; translating word problems into equations; operations with and factoring of polynomials; and solving simple quadratic equations.

The successful completion of this course meets high school requirements.

Geometry (HONORS)

033010

Term: Year

Grades 7, 8

Prerequisite: Recommendation based on successful completion of Algebra I

This course is designed to provide students with a basic knowledge of plane and solid geometric figures and their properties. Topics will include logical deductions using postulates, definitions, and theorems of plane geometry, trigonometry, three dimensional figures, and connections to algebra.

The successful completion of this course meets high school requirements.

Math 6 Accelerated

610020

Term: Year

Grade 6

Prerequisite: Recommendation based on successful completion of Grade 5

This is an accelerated mathematics course focused on Grade 6 & 7 Maryland College and Career Readiness Standards for Mathematics. Content includes number systems, ratio and proportional reasoning, expressions and equations, geometry, and statistics and probability.

Math 6

610030, 610050, 610060, 610070

Term: Year

Grade 6

Prerequisite: Recommendation based on successful completion of Grade 5

These are on-grade-level courses aligned with the Maryland College and Career Readiness Standards for Mathematics. The courses include the study of numbers and operations; ratio and proportional reasoning; expressions and equations; geometry; and statistics and probability.

Math 7 Accelerated

710020

Term: Year

Grades 6, 7

Prerequisite: Recommendation based on successful completion of 6A

This is an accelerated mathematics course focused on Grade 7 & 8 Maryland College and Career Readiness Standards for Mathematics. Content includes number systems, expressions and equations; functions; geometry; and statistics and probability.

Math 7

710030, 710050, 710060, 710070

Term: Year

Grade 7

Prerequisite: Recommendation based on successful completion of Grade 6 Math

These are on-grade-level courses aligned with the Maryland College and Career Readiness Standards for Mathematics. The courses include the study of numbers and operations; ratio and proportional reasoning; expressions and equations; geometry; and statistics and probability.

Math 8

810030, 810050, 810060, 810070

Term: Year

Grade 8

Prerequisite: Recommendation based on successful completion of Grade 7 Math

These are on-grade-level courses aligned with the Maryland College and Career Readiness Standards for Mathematics. The courses include the study of numbers and operations; expressions and equations; functions; geometry; and statistics and probability.

PHYSICAL EDUCATION AND HEALTH

Adapted Physical Education

640011, 740011, 840011

Term: Year

Grades 6, 7, 8

This course is available to students on the recommendation of the Individualized Education Program team. Individual goals and objectives are developed through the IEP process, which reflects a student's present level of performance.

Health

641010, 741010, 841010

Term: Quarter

Grades 6, 7, 8

Health Education (grades 6-8) will guide students to value the benefits of achieving and maintaining a healthy lifestyle. Students will learn and develop the knowledge and skills for understanding and evaluating health information to enhance their own well-being. Topics include mental and emotional health; substance abuse prevention; family life and human sexuality; safety and violence prevention; healthy eating; and disease prevention and control. Specific content is based on state framework outcomes for each grade level.

Physical Education

640010

Term: Semester

Grade 6

640014

Term: Quarter

Grade 6

740010

Term: Semester

Grade 7

740014

Term: Quarter

Grade 7

840010

Term: Semester

Grade 8

840014

Term: Quarter

Grade 8

Physical Education (grades 6-8) provides students with the ability to acquire and apply the knowledge and skills that lay the foundation for a physically active lifestyle. Students will learn the concepts and strategies that cultivate lifelong wellness and confidence in movement. Learning activities will explore the relationship between physical activity and health while enhancing fundamental movement skills and personal fitness in a variety of contexts. Specific content is based on state framework outcomes for each grade level. All students are expected to wear appropriate attire for the purpose of ensuring safety.

SCIENCE

Science 6

620030, 620050, 620060, 620070

Term: Year

Grade 6

Science (grade 6) courses typically integrate subject matter from several strands of science. There is a heavy focus on earth science while integrating physical science and material may be organized around thematic units. Specific content is aligned with the Next Generation Science Standards. Higher-level process skills (i.e., analyzing, synthesizing, and evaluating data) are emphasized. Skills such as analyzing and evaluating sources, inquiry, and reading and writing literacy, are embedded as part of instruction, and scaffold these skills in preparation for the 8th grade MISA assessment.

Science – Grade 6 (HONORS)

620010

Term: Year

Grade 6

Science (grade 6 Honors) addresses the needs of students who require instructional experiences beyond the regular curriculum. The course provides appropriate levels of challenge through accelerated pacing, advanced content, vocabulary, research, and writing.

Criteria:

- *Students identified for gifted and talented services OR*
- *Students who meet the additional criteria for Honors Level Science*

Science 7

720030, 720050, 720060, 720070

Term: Year

Grade 7

Science (grade 7) courses build on previous years of scientific inquiry and typically include subject matter focused on both life and environmental sciences and may organize material around thematic units. Specific content is aligned with the Next Generation Science Standards. Higher-level process skills (i.e., analyzing, synthesizing, and evaluating data) are emphasized. Skills such as analyzing and evaluating sources, inquiry, and reading and writing literacy, are embedded as part of instruction, and scaffold these skills in preparation for the 8th grade MISA assessment.

Science – Grade 7 (HONORS)

720010

Term: Year

Grade 7

Science (grade 7 Honors) addresses the needs of students who require instructional experiences beyond the regular curriculum. The course provides appropriate levels of challenge through accelerated pacing, advanced content, vocabulary, research, and writing.

Criteria:

- *Successful completion of Grade 6 Honors Science*
- *Students identified for gifted and talented services OR*
- *Students who meet the additional criteria for Honors Level Science*

Science 8

820030, 820050, 820060, 820070

Term: Year

Grade 8

Science (grade 8) courses typically integrate subject matter from several strands of science. There is a heavy focus on physical science while integrating both earth and space sciences and material may be organized around thematic units. Specific content is aligned with the Next Generation Science Standards. Higher-level process skills (i.e., analyzing, synthesizing, and evaluating data) are emphasized. Skills such as analyzing and evaluating sources, inquiry, and reading and writing literacy, are embedded as part of instruction, and scaffold these skills in preparation for the 8th grade MISA assessment.

Science – Grade 8 (HONORS)

820010

Term: Year

Grade 8

Science (grade 8 Honors) addresses the needs of students who require instructional experiences beyond the regular curriculum. The course provides appropriate levels of challenge through accelerated pacing, advanced content, vocabulary, research, and writing.

Criteria:

- *Successful completion of Grade 7 Honors Science*
- *Students identified for gifted services OR*
- *Students who meet the additional criteria for Honors Level Science*

SOCIAL STUDIES

Historical Geography I – Grade 6

630030, 630050, 630060, 630070

Term: Year

Grade 6

In Historical Geography I, students explore how geography shapes human experiences. They examine movement, place, human systems, and environmental interactions through four units of study. Case studies from ancient to modern times help students understand how people adapt to their environments, build societies, and respond to change which prepares students for deeper global analysis in seventh grade. Students are regularly required to develop claims, evaluate evidence, and construct argumentative writing tasks to develop skills measured on the middle school assessment at the end of grade 8.

Historical Geography I – Grade 6 (HONORS)

630010

Term: Year

Grade 6

In Historical Geography I, students explore how geography shapes human experiences. They examine movement, place, human systems, and environmental interactions through four units of study. Case studies from ancient to modern times help students understand how people adapt to their environments, build societies, and respond to change which prepares students for deeper global analysis in seventh grade. Students are regularly required to develop claims, evaluate evidence, and construct argumentative writing tasks to develop skills measured on the middle school assessment at the end of grade 8. **Students will be required to complete a research project for this course based on the History Day format.**

Criteria:

- *Students identified for gifted and talented services OR*
- *Students who meet the additional criteria for Honors Level Social Studies*

Historical Geography II – Grade 7

730030, 730050, 730060, 730070

Term: Year

Grade 7

Historical Geography II builds on prior learning by focusing on migration, trade, economic systems, and regional case studies. Four units guide students through global movements, the rise of economic structures, and the impact of geography on power and identity. Students analyze historical and contemporary issues to understand how geography explains global patterns and regional change. Students are regularly required to develop claims, evaluate evidence, and construct argumentative writing tasks to develop skills measured on the middle school assessment at the end of grade 8.

Historical Geography II – Grade 7 (HONORS)

730010

Term: Year

Grade 7

Historical Geography II builds on prior learning by focusing on migration, trade, economic systems, and regional case studies. Four units guide students through global movements, the rise of economic structures, and the impact of geography on power and identity. Students analyze historical and contemporary issues to understand how geography explains global patterns and regional change. Students are regularly required to develop claims, evaluate evidence, and construct argumentative writing tasks to develop skills measured on the middle school assessment at the end of grade 8. **Students will be required to complete a research project for this course based on the History Day format.**

Criteria:

- *Successful completion of Honors Historical Geography I in sixth grade*
- *Students identified for gifted and talented services OR*
- *Students who meet the additional criteria for Honors Level Social Studies*

United States History – Grade 8

830030, 830050, 830060, 830070

Term: Year

Grade 8

United States History focuses on the nation's development from colonization through early industrialization. It is designed around essential questions and enduring understandings that enable a deeper understanding and appreciation for United States historical development, geography, government, economics, cultures, and interactions with other world regions. Higher-level process skills such as analyzing and evaluating sources, inquiry, and reading and writing literacy, are embedded as part of instruction, and scaffold these skills in preparation for the 8th grade state social studies assessment.

United States History – Grade 8 (HONORS)

830010

Term: Year

Grade 8

United States History Honors addresses the needs of students who require instructional experiences beyond the regular curriculum. The course provides appropriate levels of challenge through accelerated pacing, advanced content, vocabulary, research, and writing.

Criteria:

- *Successful completion of Honors Historical Geography II in seventh grade*
- *Students identified for gifted and talented services OR*
- *Students who meet the additional criteria for Honors Level Social Studies*

WORLD LANGUAGES

Charles County Public Schools offers the following World Languages in middle school: French, Spanish, and Heritage and Native Spanish. The World Language Program embraces the World-Readiness Standards for Learning Languages which identifies five goal areas in Communication, Cultures, Connections, Comparisons, and Communities. These goals stress the application of learning a language beyond the instructional setting and are essential for citizens in a global community and marketplace. Students are required to earn 2 credits of the same world language in order to graduate. Some colleges and universities require three years of high school study in the same World Language. Spanish courses and Heritage and Native Spanish courses count as the same language. Students should determine if the college or university of their choice has such a requirement.

French I

050514

Term: Year

Grades 7, 8

This course stresses the communication skills of listening, speaking, reading, and writing in French. These skills are taught through the use of the language in everyday situations typical of the French culture. Vocabulary and grammar are taught by means of oral and written drills based on the curriculum. Students are expected to master the written forms of material covered orally. Much of the teaching is done in French. Memorization is required and stressed through practice in class and at home. Various media resources are used to increase vocabulary and cultural awareness. Students are expected to master oral and written material in French on a daily basis. *The successful completion of this course meets high school requirements.*

French II

050524

Term: Year

Grade 8

Prerequisite: French I

This course builds on listening, speaking, reading, and writing skills learned in French I. Activities and conversations are used in class to enable students to relate to French culture through their own lives. The majority of classroom instruction is done in French. Various media resources remain an integral part of the program in order to present an authentic image of the French-speaking world today. *The successful completion of this course meets high school requirements.*

Heritage and Native Spanish I

051614

Term: Year

Grades 7, 8

Prerequisite: Proficiency Assessment or World Language teacher recommendation

Heritage and Native Spanish I (HNS I) is designed specifically for heritage and native speakers of Spanish who already have Novice oral and written language proficiency. The purpose of this course is to enable students whose heritage language is Spanish to develop, maintain, and enhance proficiency in all domains of Spanish by providing them the opportunity to listen, speak, read, and write in a variety of contexts and for a variety of audiences including the family, school, and the community. Students taking HNS I will gain a better understanding of the nature of their own language and will develop cross-language literacy skills. Students taking this course must live in a home where Spanish is spoken and will be assessed with an approved Spanish proficiency test and/or a review of the student's educational history to determine proficiency range and appropriate placement. Students eligible for HNS are not eligible to enroll in traditional Spanish classes (Spanish I, II, III, or IV) but may choose to enroll in another World Language. *The successful completion of this course meets high school requirements.*

Heritage and Native Spanish II

051624

Term: Year

Grades 7, 8

Prerequisite: Proficiency Assessment, World Language teacher recommendation, or successful completion of HNS I

Heritage and Native Spanish II (HNS II) is designed specifically for heritage and native speakers of Spanish who already have Intermediate-Low oral and written language proficiency. The purpose of this course is to enable students whose home language is Spanish to develop, maintain, and enhance proficiency in all domains of Spanish by providing them the opportunity to listen, speak, read, and write in a variety of contexts and for a variety of audiences including the family, school, and the community. Students taking HNS II will gain a better understanding of the nature of their own language and will develop cross-language literacy skills. Students taking this course must live in a home where Spanish is spoken, have successfully completed HNS I **or** will be assessed with an approved Spanish proficiency test and/or a review of the student's educational history to determine proficiency range and appropriate placement. Students eligible for HNS are not eligible to enroll in traditional Spanish classes (Spanish I, II, III, or IV) but may choose to enroll in another World Language. *The successful completion of this course meets high school requirements.*

Heritage and Native Spanish III

051634

Term: Year

Grade 8

Prerequisite: Proficiency Assessment, World Language teacher recommendation, or successful completion of HNS II

Heritage and Native Spanish III (HNS III) is designed specifically for heritage and native speakers of Spanish who already have Intermediate-High oral and written language proficiency. The purpose of this course is to enable students whose heritage language is Spanish to develop, maintain, and enhance proficiency in all domains of Spanish by providing them the opportunity to listen, speak, read, and write in a variety of contexts and for a variety of audiences including the family, school, and the community. Students taking HNS III will gain a better understanding of the nature of their own language and will develop cross-language literacy skills. Students taking this course must live in a home where Spanish is spoken, have successfully completed HNS II **or** will be assessed with an approved Spanish proficiency test and/or a review of the student's educational history to determine proficiency range and appropriate placement. Students eligible for HNS are not eligible to enroll in traditional Spanish classes (Spanish I, II, III, or IV) but may choose to enroll in another World Language. *The successful completion of this course meets high school requirements.*

Upon successful completion of HNS III, students will advance to either Spanish V or AP Spanish in High School. Spanish V is recommended for students who may benefit from an additional year of language development and academic support prior to undertaking the rigor of AP Spanish.

Spanish I

051514

Term: Year

Grades 7, 8

This course is designed specifically for students whose families do not use Spanish in the home. This course stresses the communication skills of listening, speaking, reading, and writing in Spanish. These skills are taught through the use of the language in everyday situations typical of the Spanish culture. Vocabulary and grammar are taught by means of oral and written drills based on the curriculum. Memorization is required and stressed through practice in class and at home. Various media resources are used to increase vocabulary and cultural awareness. Students are expected to master oral and written material in Spanish on a daily basis. *The successful completion of this course meets high school requirements.*

Spanish II

051524

Term: Year

Grades 7, 8

Prerequisite: Spanish I

This course is designed specifically for students whose families do not use Spanish in the home. This course builds on listening, speaking, reading, and writing skills as learned in Spanish I. Activities and conversations are used in class to enable students to relate to Spanish culture through their own lives. The majority of classroom instruction is versed in Spanish. Various media remain an integral part of the program in order to present an authentic image of the Spanish-speaking world today. *The successful completion of this course meets high school requirements.*

GLOSSARY

CAREER AND TECHNICAL EDUCATION (CTE): CTE courses provides students with the specific training and skills they need for a wide variety of careers that don't require a traditional college degree. These include skilled trades jobs, health and medical technicians, service and hospitality industries, and more.

EVERY STUDENT SUCCEEDS ACT (ESSA): The education policy or law that replaced the No Child Left Behind Act (NCLB) in 2015. The ESSA's purpose is to provide high-quality education to all students. It shifts decision-making from a federal to a state level, giving states more flexibility.

HERITAGE AND NATIVE SPANISH (HNS): HNS is an elective pathway for heritage or native speakers of Spanish—students who live in a home where Spanish is spoken. Native speakers use Spanish as their first language; heritage speakers have some proficiency but may use another language in academic or social settings. HNS courses strengthen literacy and academic skills in Spanish, and students are identified through proficiency assessment or review of student enrollment history. HNS courses prepare students for upper-level coursework, including Spanish V and AP Spanish, supporting bilingualism for college and career readiness.

INDIVIDUALIZED EDUCATION PROGRAM (IEP): The IEP is the educational program specifically designed for a student with special education needs.

MARYLAND COMPREHENSIVE ASSESSMENT PROGRAM (MCAP): MCAP is being developed to replace the PARCC exams that have been used for the past four years to measure progress in areas such as language arts, math, science, and social studies.

MARYLAND INTEGRATED SCIENCE ASSESSMENT (MISA): The Maryland Integrated Science Assessment is an assessment that provides educators, parents, and the public with student progress towards science literacy. This test is given in grades 5, 8, and 10.

MARYLAND STATE DEPARTMENT OF EDUCATION (MSDE): The governing agency in the state of Maryland that oversees the operation of public schools serving children in Pre-K through grade 12.

MULTILINGUAL LEARNERS/ENGLISH LANGUAGE DEVELOPMENT (MLs/ELD): These terms refer to students whose home language is something other than English and the program that provides special support services.

PILOT COURSES: Courses currently offered on a trial basis and are not available at all middle schools.

PREREQUISITE: This term refers to condition(s) that a student must meet in order to enroll in a particular course or program of study.

SCIENCE, TECHNOLOGY, ENGINEERING, and MATHEMATICS (STEM): This term is used to group together the distinct but related technical disciplines of science, technology, engineering, and mathematics. The term is typically used in the context of education policy or curriculum choices in schools.

CHARLES COUNTY MIDDLE SCHOOLS

Benjamin Stoddert Middle School

2040 St. Thomas Drive
Waldorf, Maryland 20602
301-753-1788 & 301-645-1343
School FAX 301-870-1183
<https://stoddert.ccboe.com/>

Glymont Middle School

4990 Indian Head Highway
Indian Head, Maryland 20640
301-753-1786 & 301-743-5422
School FAX 301-743-3044
<https://glymont.ccboe.com/>

John Hanson Middle School

3165 John Hanson Drive
Waldorf, Maryland 20601
301-753-1783 & 301-645-4520
School FAX 301-870-1182
<https://hanson.ccboe.com/>

Mattawoman Middle School

10145 Berry Road
Waldorf, Maryland 20603
301-753-1789 & 301-645-7708
School FAX 301-638-0043
<https://mattawoman.ccboe.com/>

F.B. Gwynn Education Center

5998 Radio Station Road
La Plata, Maryland 20646
301-753-1745 & 301-934-3883
School FAX 301-934-3692
<https://gwynn.ccboe.com/>

*Phoenix International School of the Arts
(PISOTA)*

95 Catalpa Drive #100
La Plata, Maryland 20646
301-753-2098
School FAX 301-944-1006
<https://pisota.org/>

Matthew Henson Middle School

3535 Livingston Road
Indian Head, Maryland 20640
301-753-1784 & 301-375-8550
School FAX 301-944-0793
<https://henson.ccboe.com/>

Milton M. Somers Middle School

300 Willow Lane
La Plata, Maryland 20646
301-753-1787 & 301-934-4663
School FAX 301-934-2982
<https://somers.ccboe.com/>

Piccowaxen Middle School

12834 Rock Point Road
Newburg, Maryland 20664
301-753-1785
School FAX 301-934-1628
<https://piccowaxen.ccboe.com/>

Theodore G. Davis Middle School

2495 Davis Road
Waldorf, Maryland 20603
301-753-2082 & 301-638-0858
School FAX 301-638-3562
<https://davis.ccboe.com/>

Robert D. Stethem Educational Center

7775 Marshall Corner Road
Pomfret, Maryland 20675
301-753-1757 & 301-932-1003
School FAX 301-934-0165
<https://stethem.ccboe.com/>