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26 27 MIDDLE SCHOOL PROGRAM OF STUDIES

Class of 2033

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Students,

Your middle school years are all about determining the possibilities for your future. As you move through middle school, you start making decisions that will shape your high school experience and set you on a path for what comes next. Whether you want to go to college, start a career, join the military, or pursue another opportunity after graduation, the choices you make in middle school will help you build a strong foundation.

Washington County Public Schools (WCPS) offers many classes and programs to help you learn and find out what interests you. This Program of Studies is your guide. It gives you important information about your core academic classes, electives, and special programs. Plus, there are opportunities to explore different career paths. You'll also learn about high school graduation requirements and Career and Technical Education (CTE) programs, which can help you start planning for your future.

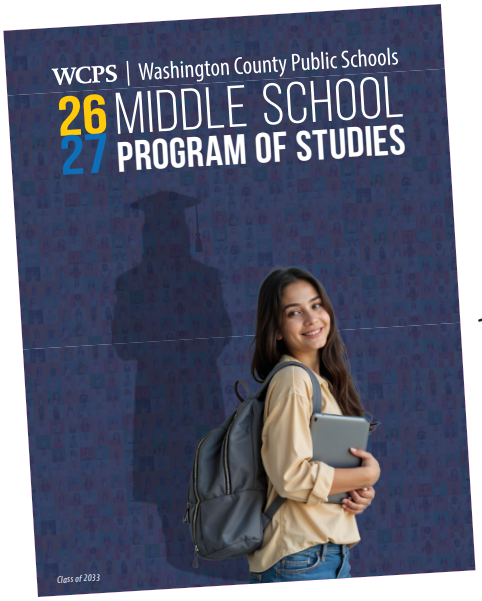
You don't have to make these decisions on your own. Your teachers and school counselors are here to help you choose classes that match your interests and challenge you to do your best. Middle school is a great time to find out what you enjoy and start setting goals for yourself.

Remember, your school administrators, teachers, and counselors believe in you and want you to succeed. If you or your family have questions about classes, programs, or registration, please reach out to your school counselor for help.

Best wishes for a great school year and an exciting future ahead.

Sincerely,

Dr. David T. Sovine



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PORTRAIT OF A GRADUATE *– the essential abilities students need to be prepared for life beyond graduation*

The WCPS Portrait of a Graduate is a comprehensive vision that identifies the essential skills, knowledge, and habits that Washington County Public Schools (WCPS) students need to succeed in life after graduation. Designed with input from students, parents, educators, and community partners, this framework serves as a guide for preparing students to thrive in a diverse and ever-changing world.

KEY COMPETENCIES

The Portrait of a Graduate outlines the following core competencies, which are integrated into the Washington County Essential Curriculum and student experiences:

- **CONTENT LITERACY**
  involves the ability to understand, analyze, and evaluate information within specific subject areas *(e.g., science, history, mathematics, language arts)*
- **CRITICAL THINKING**
  the process of objectively analyzing, evaluating, and synthesizing information to form reasoned judgments or decisions
- **COMMUNICATION**
  encompasses the ability to express ideas clearly and effectively through various mediums such as speaking, writing, and nonverbal communication
- **CITIZENRY**
  understanding and fulfilling one's rights, duties, and responsibilities as a member of a community

WHY IT MATTERS

This framework is designed to help students:

- **Succeed academically** by setting high expectations and providing the tools to meet them
- **Engage meaningfully** in their education, fostering curiosity and collaboration
- **Prepare for future opportunities** in college, careers, and community life

The Portrait of a Graduate is part of WCPS's commitment to fostering academic excellence, promoting a growth mindset, and creating a sense of belonging for all students. It ensures every graduate is ready to navigate the challenges of the future with confidence, resilience, and purpose. This aligns with the goals outlined in the WCPS Strategic Plan and reflects the shared commitment to student success and community engagement.

GRADUATION REQUIREMENTS

To earn a high school diploma, students must:

- Earn the minimum number of required credits
- Complete the requirements for a Completer Program
- Meet the state assessment requirements
- Complete a minimum of 75 hours of approved Student Service Learning (SSL) hours

CREDIT REQUIREMENTS

The minimum credit requirements for graduation from Washington County Public Schools adhere to but are not limited by the standards established by the State of Maryland. Students must earn a minimum of 24 credits as outlined in the table below.

STUDENTS MUST EARN A MINIMUM OF 24 CREDITS AS OUTLINED IN THE TABLE BELOW:

SUBJECT	REQUIREMENTS	ASSESSMENT	CREDITS
ENGLISH	☐ 4 English credits	*English MCAP**	4
MATHEMATICS	☐ 1 Algebraic concepts ☐ 1 Geometric concepts ☐ 2 additional Mathematics credits *Students shall enroll in a mathematics course in each year of high school.*	*Algebra I MCAP**	4
SCIENCE	☐ Biology (Life Science) ☐ 2 additional Science credits	*Life Science MISA†*	3
SOCIAL STUDIES	☐ 1 United States History ☐ 1 Local, State, and National Government ☐ 1 World History	*Government MCAP**	3
PHYSICAL EDUCATION	☐ Physical Education I		1
HEALTH/ FINANCIAL LITERACY	☐ Health Education with Financial Literacy		1
FINE ARTS	☐ Comprehensive (Fine) Arts		1
TECHNOLOGY EDUCATION	☐ Foundations of Technology or Foundations of Computer Science		1
ELECTIVES	☐ Electives		6

** Maryland Comprehensive Assessment Program (MCAP)*
† Maryland Integrated Science Assessments (MISA)

CREDITS FROM MIDDLE SCHOOL

Credit will be awarded for courses taken prior to enrollment in high school in each academic curricular area under the following circumstances:

- The course is identified as an approved course for high school credit;
- The middle school course follows the outcomes and rigor of the approved high school course;
- The student passed the approved middle school course

Credit awarded in the middle school will not be calculated in a student's high school grade point average (GPA). Only grades earned for courses taken in high school will be used in the calculation of a student's high school GPA.

Credit will not be awarded in the middle school when it is determined that the course should be repeated before continuing with the sequence of courses in any given content area. Transfer students will have transcripts reviewed on an individual basis to determine if MSDE guidelines permit the awarding of credit.

COMPLETER REQUIREMENTS

Students must also earn credits to satisfy the **University System of Maryland Completer Program** or a **Career and Technical Education (CTE) Completer Program.** A CTE completer program is a three or four-course pathway that includes a set of requirements that are designed to prepare students for a career in a particular field. The University System of Maryland completer requires two World Language credits in the same language and four credits in mathematics. The four mathematics credits must include Algebra I, Geometry, and Algebra II. Students who complete Algebra II prior to their final year must complete the four-year mathematics requirement by taking a course or courses that utilize non-trivial algebra such as AP® Pre-Calculus, Calculus, Statistics, and College Algebra. Financial Literacy does not meet this requirement.

MARYLAND COMPREHENSIVE ASSESSMENT PROGRAM (MCAP)

Students must take MCAP assessments for English 10, Algebra I, Science, and Government.

HIGH SCHOOL ASSESSMENTS

1. Students enrolled in Biology and/or Government courses will take a required end-of-the-course assessment that will account for 20 percent of the student's final grade.
2. Students enrolled in Algebra I and English 10 are required to take an end-of-course assessment to determine their college and career readiness.

To meet graduation assessment requirements, students must participate in MCAP assessments for ELA, Math, Life Science, and Government while they are enrolled in high school.

STUDENT SERVICE LEARNING (SSL) REQUIREMENTS

Students must complete a minimum of 75 hours of Student Service Learning (SSL). Students who complete 300 SSL hours by the end of the first semester of senior year may earn an SSL Senior Honor Award. Contact your school's Counseling Office for more information.

ALTERNATE ASSESSMENT ELA & MATH AND ALTERNATE MARYLAND INTEGRATED SCIENCE ASSESSMENT (ALT-MISA)

The Alternate Assessments for English Language Arts and mathematics are administered in grades 3–8 and grade 11. The Alt-MISA is administered in grades 5, 8, and 11. Students who participate in the alternate assessments have been determined eligible for participation by their Individualized Education Plan (IEP) teams and must participate in all three content areas.

COLLEGE AND CAREER READINESS

COLLEGE AND CAREER READY (CCR) DETERMINATION

What is College and Career Readiness in English Language Arts (ELA) & Math, and why is it important?
The College and Career Readiness (CCR) standard is used to determine whether students have attained essential skills in literacy and mathematics necessary for success in higher education and future careers. The goal is for students to meet this standard by the end of their 10th-grade year. Support pathways in English Language Arts (ELA) and Mathematics are available for students who do not meet the standard. These pathways provide targeted, supplemental learning experiences to help students build greater proficiency and confidence in these foundational areas.

How does a student become CCR?
Students are encouraged to meet one of the options below:

BY THE END OF 10TH GRADE...

- **High school cumulative & unweighted GPA ≥ 3.00 AND math mastery** *(Grade of A, B, or C in Algebra I OR score proficient OR above on Algebra I MCAP)*

DURING 11TH & 12TH GRADE...

- **One-year unweighted GPA ≥ 3.00 in 11th or 12th grade AND earn an A, B, or C in a math course taken in high school**

ANYTIME WHILE IN HIGH SCHOOL...

- **Score ≥ 3 on AP® assessments OR score ≥ 4 on IB® assessments: one must be Math AND one must be ELA, Science, or Social Studies**
- **Earn a C or better in two dual enrollment courses: one course must be Math AND the other must be ELA, Science, or Social Studies**
- **Meet the CCR Benchmark on SAT®, PSAT®/NMSQT®, OR ACT®:**
  - SAT or PSAT/NMSQT: score 480+ Reading & Writing AND 530+ Math
  - ACT: score 18+ English AND 22+ Math
- **Score At Target or Advanced on Math AND ELA Dynamic Learning Maps assessments** (for students with IEPs indicating alternative assessments)
- **Score proficient or above on the ELA 10 AND Algebra I MCAP**
- **Earn silver or better on the ACT WorkKeys® Assessment**
- **Earn a State-approved industry-recognized credential**
- **Complete the high school-level of a Registered Apprenticeship**
- **Earn a score of 50 or better on ASVAB®**

College and Career Readiness (CCR) in Middle School:
College and Career Readiness, or CCR, means having the skills you need to be successful in high school, college, job training programs, and future careers.

In Maryland, students in grades 3–8 take state assessments in English Language Arts (ELA) and Mathematics. These assessments are part of the Maryland Comprehensive Assessment Program (MCAP). In 8th grade, students also take state assessments in Science and Social Studies.

In WCPS, teachers use state and local assessments to determine whether students are on track to be college and career ready in reading, writing, and math. If students are not yet on track, they receive supplemental instruction to help them build their skills and improve their learning.

Most students who receive supplemental instruction get it during their regular ELA or math classes. Some students may also receive supplemental instruction through an additional intervention class or tutoring before or after school.

EARLY COLLEGE PROGRAMS

ADVANCED PLACEMENT (AP®)

WCPS students can access several Advanced Placement (AP®) options as part of their College Preparatory Programming. These options include:

- **AP® Capstone Diploma Program at Clear Spring High School:** This pathway focuses on building critical thinking, research, and communication skills. Students must complete six AP® courses, including the core AP® Seminar and AP®Research classes and four additional AP® courses. To earn the diploma, students must score 3 or higher on all six exams. By earning the College Board's AP®Capstone Diploma, participants distinguish themselves to colleges and universities, as these students have actively practiced the real-world skills necessary for college and career. There is an application process for this program. For more information about AP® Capstone™, please call Clear Spring High School at 301-766-8082 and ask for the AP® Coordinator.
- **AP® International Diploma (APID):** This pathway is designed for students with a global perspective and requires five AP® courses spanning specific content areas: languages, global perspectives, sciences, or mathematics. Students must achieve a score of 3 or higher on each of the five exams and send their scores to a university outside the United States. The APID is particularly suited for students aiming for international higher education opportunities. Students should consult with their counselor to determine if this option is available.
- **Maryland AP® Option:** This flexible pathway allows students to choose five AP® courses, with at least two courses in the same content area and representation across at least two different content areas. Students must score 3 or higher on at least three of the exams and achieve a grade of C or higher in the courses. This option ensures students can personalize their AP® experience to align with their individual academic and career goals. This option is available at all WCPS high schools.

Students should consult with their school counselors to understand which AP® options and courses are available at their school, ensuring they can meet their educational objectives while fulfilling program requirements.

DUAL CREDIT

WCPS and HCC partner to provide WCPS students with opportunities to earn college credit in high school. Dual-credit courses are those that award both high school and college credit. Students will be awarded both high school and college credit upon completion of a dual-credit course. The agreement between WCPS and HCC allows eligible students to have WCPS pay for up to 60 college credits while they are enrolled in high school. WCPS will pay only for approved dual-credit courses. Dual Credit courses are offered at all WCPS high schools. However, students who are college- and career-ready may take classes at the HCC campus or at select off-campus locations. For 9th and 10th-grade students, WCPS will only pay and transcribe grades for courses in WCPS high schools.

Students should carefully select dual credit courses that align with their intended college major and transfer seamlessly to their chosen four-year institution. For instance, taking unnecessary social studies credits may not benefit a student planning to major in STEM, so planning is crucial to maximize the value of dual-credit opportunities. *While HCC maintains transfer agreements with many baccalaureate institutions, students should be aware that some institutions and programs might not accept college credits.*

ARTICULATION CREDIT

Faculty and staff from Washington County Public Schools (WCPS) and Hagerstown Community College (HCC) have cooperatively developed course and program articulation requirements and procedures. To receive articulated credits, WCPS graduates must be enrolled at HCC in good standing and meet the course and program requirements stated in this agreement.

Additionally, students must submit an Articulation Certification form, signed by a high school program faculty member and school counselor. Forms are available at every high school and at HCC. Students awarded articulated credits under this agreement will not be charged tuition for these credits. Articulated credits are generally awarded within 12 months of high school graduation, although individual course and program requirements may vary. While HCC maintains transfer agreements with many baccalaureate institutions, students should be aware that some institutions and programs may not accept college credits earned for high school coursework. Students should consult with their HCC advisor prior to transfer.

HAGERSTOWN COMMUNITY COLLEGE (HCC) DEGREE PROGRAMS

Associate of Science (AS) and Associate of Arts (AA) degrees are two-year degrees offered by most community colleges and some four-year colleges. Most AS and AA degrees are transfer degrees as they provide an academic foundation. To streamline the transfer process, many community colleges have transfer agreements with four-year institutions. These agreements often ensure that the credits earned while completing an AS or AA degree meet the general education requirements at the transfer institution. Students interested in transferring to a four-year university should always check with the university to determine whether and how HCC credits transfer. Some dual credit classes may not transfer to other colleges or institutions. To learn more about the degree programs offered, visit the *Early College Programs* page on the *Hagerstown Community College* website.

Source: American Association of Community Colleges. The associate degree. AACC Policy Statement 1998:2.

TRiO: UPWARD BOUND PROGRAM

The TRiO: Upward Bound Program is a year-round college-preparatory program made possible through a five-year U.S. Department of Education grant. HCC's Upward Bound Program is intended to assist income-eligible and/or first-generation college-bound high school students in completing secondary education by preparing them academically and socially for enrollment and completion of higher education. This is accomplished by providing participants with rigorous, nurturing academic courses; tutoring services; college-preparatory workshops; financial aid advising; career exploration; leadership opportunities; and cultural enrichment field trips. HCC's Upward Bound program will serve 72 students annually from North Hagerstown, South Hagerstown, Williamsport High schools, and Hancock Middle Senior High School. Learn more at: *www.hagerstowncc.edu/become-upward-bound-student*

INTERNATIONAL BACCALAUREATE® CAREER-RELATED PROGRAMME (IBCP) AT NORTH HIGH

The International Baccalaureate Career-related Programme, based at North Hagerstown High School, is the most recent addition to the IB. Its key aim is to offer students in grades 11 and 12 a choice of pathways. Modern life places complex demands on graduates entering further/higher education or employment. An integral part of the Career-related Programme is enabling students to become self-confident, skilled, and career-ready learners while preparing for the rigors of university entrance. To prepare students to succeed in a rapidly changing world, schools must not only equip them with the necessary skills and learning dispositions, but also the ability to manage and influence change. The Career-related Programme helps students to:

- Develop a range of broad work-related competencies and deepen their understanding in specific areas of knowledge through IB courses
- Develop flexible strategies for knowledge acquisition and enhancement in varied contexts
- Prepare for effective participation in the changing, global world of work
- Foster attitudes and habits of mind that allow them to become lifelong learners willing to consider new perspectives
- Become involved in learning that develops their capacity and will to make a positive difference.

Required Courses:

- At least 2 IB courses at standard or higher level with one as a 2-year course
- Corresponding course exams must be taken with minimum score of 3 to qualify for the IBCP Diploma
- Completion of the Career-related study pathway with qualifying score on industry-related exam required to earn the IBCP Diploma
- Completion of the IB Core: Personal and Professional Skills course, Reflective Project, Community Engagement, Language and Cultural Studies.

For more information on the IB Career-related Programme, please call North Hagerstown High School at 301-766-8238 and ask for the IB coordinator.

INTERNATIONAL BACCALAUREATE® DIPLOMA PROGRAMME (IBDP) AT NORTH HIGH SCHOOL

The International Baccalaureate® Diploma Programme, based at North Hagerstown High School, provides hardworking, motivated, organized, and creative students the opportunity to pursue a rigorous pre-university course of study. The IBDP is a comprehensive two-year curriculum that begins in the 11th grade.

Descriptions of the International Baccalaureate® (IB) courses offered are in each content section throughout this booklet. Students may receive college credit from participating universities by earning an IB diploma. The IB Diploma Programme is a prestigious qualification recognized by universities worldwide for its rigorous academic standards and personal development. To earn the diploma, students complete six (6) courses across disciplines such as language, mathematics, sciences, and the arts, including a balance of higher-level and standard-level subjects. Beyond coursework, students fulfill three core requirements: the Theory of Knowledge (TOK) course, which fosters critical thinking; the Extended Essay, an in-depth, independent research project; and Creativity, Activity, and Service (CAS), which encourages personal and community growth. The IB Diploma prepares students for the academic demands of college and develops skills in research, time management, and global awareness, making it an ideal pathway for those seeking a challenging and holistic educational experience.

Enrollment in the International Baccalaureate Diploma Programme is open to students from all county schools; however, students will complete all 9th through 12th grade classes at North Hagerstown High School. For more information on the IB Diploma Programme, please call North Hagerstown High School at 301-766-8238 and ask for the IB coordinator.

AVID (ADVANCEMENT VIA INDIVIDUAL DETERMINATION) AT NORTH HIGH, SMITHSBURG HIGH, & SOUTH HIGH

AVID is a four-year, in-school academic support and college readiness system that prepares students for college eligibility and success. AVID focuses on students in the academic middle who desire to attend college and are willing to work hard. AVID eases students on the college track into Honors and Advanced Placement courses as appropriate to students' strengths. Formally trained tutors facilitate AVID students' access to a rigorous curriculum through twice-weekly tutoring sessions. The involvement of parents is a priority in AVID. Parents sign a contract agreeing to support all AVID academic requirements, encourage and support their children's academic success, and attend AVID parent meetings. The AVID program is offered at North Hagerstown, Smithsburg, and South Hagerstown.

ACADEMIC LEADERSHIP ACADEMY (ALA) AT SOUTH HIGH SCHOOL

The Academic Leadership Academy is based at South Hagerstown High School. It provides students with ample opportunity to earn college credit while building leadership skills and demonstrating those skills through a project to better the community. Students take honors courses and a minimum of 7 Advanced Placement classes. ALA students attend summer academic workshops and leadership training, complete a Leadership Project, and are expected to assume leadership roles in the schools and community. ALA students can attend the Maryland Leadership Workshop with other leaders from across the state. For more information on the Academic Leadership Program, please call South Hagerstown High School at 301-766-8369 and ask for the ALA Coordinator.

WANT TO LEARN MORE?
FOR MORE INFORMATION, VISIT:

wcpsmd.com/ps-earlycollege

BARBARA INGRAM SCHOOL FOR THE ARTS

The Barbara Ingram School for the Arts (BISFA) is a premier public arts high school located in the heart of downtown Hagerstown, Maryland, offering a unique and immersive education for students passionate about the arts. Program offerings include Visual Arts, Instrumental and Vocal Music, Dance, Theater, Creative Writing, Photography & Cinematography, and Computer Game Design and Animation

BISFA fosters creativity, discipline, and excellence in an inspiring and collaborative environment. Admission to BISFA is selective, requiring an application and audition process to ensure students are committed to their artistic and academic growth.

For more information about programs, application deadlines, and how to apply, prospective students and parents can contact the school's office at 301-766-8840 or visit their website for additional information.

COMPUTER GAME DESIGN AND ANIMATION

The Computer Game Development and Animation department in the Barbara Ingram School for the Arts offers every major component of developing a video game or creating an animation, including concept development and marketing strategies. The program offers students the opportunity to get a broad understanding of each of four tracks: Development, Sound Design, Digital Art, and 3D Modeling, all of which will collaborate to create class games and animations. As students progress, they will have the opportunity to dive deeper into each of these areas:

- Developers will take on independent projects using programs like Blender and Unity
- Sound Designers will write scores and soundtracks using programs like FL Studio and Logic Pro
- Digital Artists will create drawings and animations, using programs like Photoshop and SynFig Studio
- 3D Modelers will form and rig models of places and people, using programs like Maya

CREATIVE WRITING

The Creative Writing department at the Barbara Ingram School for the Arts offers a comprehensive curriculum of classes in poetry, fiction, creative nonfiction, and script writing. The program provides young writers with the opportunity to study the styles and voices of contemporary writers across genres, develop their own literary talents, and strengthen their command of the craft. The program will nurture and challenge students in developing the writing and workshop skills necessary to further their voices and foster success in the future – whether pursuing writing, literature, or an unrelated field.

DANCE

The Dance Program offers a comprehensive curriculum of classes in traditional ballet, pointe, modern, and jazz techniques that prepares students for advanced college-level programs while cultivating the skills necessary for professional work in both major dance companies and the commercial industry. In addition to rigorous technical training, students will be immersed in the history and composition of dance to develop an appreciation for dance and to organize and develop artistic ideas.

INSTRUMENTAL MUSIC

The Instrumental Music Program at The Barbara Ingram School for the Arts provides a performance-based curriculum designed to prepare students for success in instrumental music. Students actively participate in a variety of performing ensembles, receive weekly private lessons, and build a strong foundation through the study of music theory, music history, and literature. In their junior and senior years, students may choose specialized electives such as piano, music technology, conducting, and music education. All instrumental students engage in Master Classes with esteemed professionals and have numerous opportunities to showcase their skills as soloists and ensemble members in groups like the Electric Ensemble, Commercial/Jazz Band, Concert Band, Orchestra, and Chamber Groups.

PHOTOGRAPHY & CINEMATOGRAPHY

The Photography & Cinematography Program was established in 2020 at the Barbara Ingram School for the Arts, commonly referred to as Photo & Cinema. This 4-year program offers a comprehensive study of photography and cinematography, using industry-standard technology and covering the history and current directions of each medium. Students in the program work hands-on in both media throughout their coursework and, by senior year, develop a focused pathway, building a unique portfolio for college and career-ready submission. After completing the 4 years, students will receive a Career Technology Education Graduation Dual Completer from the State of Maryland for Video and Audio Production, have the opportunity to receive Adobe Photoshop Certification, receive a paid apprenticeship opportunity, and credit for one HCC Course (Photography I, Web 101, 2D Animation and Interactive Design) if they complete all four years of the program with a 3.0 or higher. Students at BISFA can also work toward an Associate's Degree through HCC while enrolled in the program. Students will gain invaluable industry exposure through events such as artist talks, masterclasses, and film festivals. These opportunities will foster connections with renowned artists and professionals, providing a strong foundation for future careers. Coursework in Photo & Cinema emphasizes the endless possibilities of storytelling through the camera across diverse situations to prepare creative, well-versed, professional artists for the field.

THEATER

The Theatre Department at Barbara Ingram School for the Arts offers a conservatory-style approach to training students in the craft of the dramatic and theatrical arts. In our program, students communicate as active creators and interpreters, designers and builders. Their tools range from the body as an instrument to the lighting and sound board as a workbench. Our goal is to nurture our students' creativity and ensure each one knows that what they pursue as storytellers is foundational to their craft and paramount to the human experience. The actor-centric training is an immersive deep dive with opportunities to explore music, voice, dance, and production techniques. Through physical training and performance, every aspect of the actor's instrument is engaged, instilling lifelong confidence that they will carry with them throughout their careers. Designer, director, builder, performer, our multi-disciplinary theater training will become the tools to turn ideas into reality. By taking classes alongside future architects, veterinarians, entrepreneurs, and Oscar winners, we want our students to graduate from the BISFA Theatre program, recognizing that their options extend well beyond the audition room.

VISUAL ARTS

The Visual Arts Department at the Barbara Ingram School for the Arts provides students with a solid foundation in the visual arts field. The course of study includes instruction in traditional media: drawing, painting, ceramics, sculpture, printmaking, and photography, as well as newer forms, such as digital media and mixed media. The curriculum balances technical skill acquisition with concept development by emphasizing art history, design, and aesthetics. This program culminates in an individualized artistic portfolio that prepares students for further study in college or a professional career.

VOCAL MUSIC

The Vocal Music Program at Barbara Ingram School for the Arts, focuses on the principles of solo and ensemble performance, offering students a unique and rewarding sequential four-year curriculum that includes on-going private voice lessons, studio classes, large and small ensembles, choir, music theory, piano lab, music history, solfeggio, eurhythmics, and creative music opportunities. Students are trained to develop professional discipline, both musically and behaviorally, while learning the fundamentals of music, musicianship, and performance. Additional emphasis is placed on professional demeanor, setting expectations for the highest standards of excellence in all areas of life, regardless of the field the student chooses.

MANAGEMENT AND ENTREPRENEURSHIP

Management and Entrepreneurship will be a set of embedded courses in grades 10-12. These courses will let students earn an Industry-Recognized Credential within their specific Arts program. For students aiming for an Arts career after high school or wanting to continue post-secondary education in the Arts, these credentials will be an added asset. Through the completion of these courses, BISFA students will also graduate with an additional completer in Career Technical Education.

WANT TO LEARN MORE?
FOR MORE INFORMATION, VISIT:

bit.ly/wcpsmd-bisfa

MAGNET PROGRAMS

WCPS Advanced Programs is the umbrella term for programs that serve gifted and talented learners and highly able learners. WCPS Magnet Programs are designed to meet the unique academic strengths and social/emotional needs of the Gifted and Talented (GATE) student with gifts and talents in specific content areas.

DEFINITIONS:

Highly Able
A *highly able learner* is one who demonstrates above-average ability and/or performs at advanced levels in one or more content areas.

Gifted and Talented
A *gifted and talented learner* is defined by Maryland's Annotated Code § 8-201 as an elementary or secondary student who is identified by professionally qualified individuals as:

1. Having outstanding talent and performing, or showing the potential for performing, at remarkably high levels of accomplishment *when compared with other students of a similar age, experience, or environment;*
2. Exhibiting high-performance capability in intellectual, creative, or artistic areas;
3. Possessing an unusual leadership capacity; OR
4. Excelling in specific academic fields.

Students are formally identified as Gifted and Talented (GATE) based on CogAT results and on multiple criteria of ability/aptitude, performance, and potential.

WCPS MERIT COURSES:

Every WCPS Middle School has merit courses designed for highly able and gifted learners. Every rising Grade 6 student is reviewed by the Office of Advanced Programs and content specialists for placement in one or more merit courses based on performance and/or ability. Merit courses are available for English Language Arts, Math, Science, and Social Studies. WCPS merit courses follow the WCPS Essential Curriculum as do the grade-level courses. The pace of WCPS merit courses is typically faster and content is more in-depth in its exploration. In Merit Math, the student will also experience acceleration to the next grade level of a given topic. In all other merit courses, the readings tend to be above grade-level, which demands that students are reading and performing above grade level. These courses allow students to get extensions to the curriculum to allow for Gifted and Talented differentiation. Multiple criteria are used for placement in WCPS Merit Programs and no student is guaranteed placement in merit courses.

WCPS MAGNET PROGRAMS:

Magnet Programs serve academically gifted and/or creatively gifted (GATE) learners and are located at specific middle schools throughout Washington County. All students are screened for WCPS Academic Middle School Magnet Programs during Grade 5, using the Cognitive Abilities Test (CogAT) and available performance data. Students are invited to apply to Academic Magnet Programs based on qualifying scores. The magnet programs are highly competitive and thematically-based. A student placed in a magnet program school takes the magnet program courses offered at the school. The magnet program participant may or may not have merit courses for the other subject areas in their schedule. WCPS Academic Magnet Program courses follow the WCPS Essential Curriculum. They are regularly taught 1-2 years above the current grade level while utilizing the High Quality Instructional Materials for the content. Resources used in the Academic Magnet Programs include those designed by nationally and internationally recognized Centers for Gifted Education and Research. These additional resources are used during supplemental instruction for ELA and math.

Since openings are limited in WCPS Academic Magnet Programs, the WCPS Merit courses in the "home" school (school in their attendance zone) are a great option for students with gifts and talents in one or more academic areas since higher level work can be accessed during supplemental instruction. Multiple criteria are used to determine placement in WCPS Magnet Programs, and no student is guaranteed placement.

TRANSPORTATION

Transportation is not provided to WCPS Magnet Program participants who reside outside the attendance zone of the magnet program school. For this reason, WCPS Merit Programs are an option for qualified students at every WCPS middle school.

IDENTIFICATION AND PLACEMENT

More information regarding WCPS Magnet Programs may be found at: *wcpsmd.com/advanced-programs*

Boonsboro Middle Magnet School for Global Citizenship

- GIFTED FOCUS: ELA, Social Studies, & Spanish
- QUALIFYING ABILITY SCORE AREA: Verbal

Magnet students will study the impact of language and global culture on communications while building global literacy and examining their roles and responsibilities as global citizens. Students will analyze culture and language through collaboration, global literature, and current events. Problem-based learning related to global issues is a primary focus to provide students with the opportunity to promote awareness and create action plans to help solve problems within school, the community, and/or globally. In addition, students will be provided the option to join various clubs to be able to implement these action plans. Students with aptitudes for/interests in reading, writing, and learning about other cultures and languages will enjoy this program. Each year, magnet program students take special English Language Arts (ELA) and social studies classes that infuse the magnet theme into the curriculum; they are also enrolled in a full-immersion Spanish course. Students will enter high school with two language credits after completing three years in Spanish. Coursework moves at an accelerated pace that is one to two years above grade level in terms of breadth and/or depth.

Past program activities have included guest speakers, field experiences, multimedia projects using various technology tools, student-led social action projects, ongoing digital exchange with Peru and Japan, student-led conferences, and other "showcase" events, all of which promote and celebrate diversity and multiple perspectives. In addition, magnet students participate in the school-wide Multicultural Night and in a Global Read Aloud novel study for elementary magnet students.

E. Russell Hicks Magnet Program for the Humanities

- GIFTED FOCUS: ELA & Social Studies
- QUALIFYING ABILITY SCORE AREA: Verbal

Students with aptitude and interest in the humanities (literature, social sciences, and history) will enjoy this program. Magnet program students take specialized cross-curricular English Language Arts and Social Studies classes. These accelerated courses use curricula designed for gifted and talented students and incorporate a wide selection of both classic and modern literature. Students will conduct in-depth analyses of primary source materials to interpret their historical significance and impact on our changing world.

Through discussion, writing, debate, and collaboration with peers, they will advance their understanding of the world around them. The magnet program focuses on project-based learning to deepen students' engagement with the curriculum and showcase their creativity. Each summer, students have the opportunity to attend an exploratory field trip to DC. They then have the opportunity to share their experience with classmates in a multi-disciplinary project. The ultimate goal of this magnet program is not only to provide students with the skills necessary to be successful in advanced placement opportunities such as ALA, IB and BISFA and beyond, but more importantly to prepare them to participate as informed, critically-minded global citizens. Students are granted unique academic experiences that encourage analytical thinking and creativity, including field experiences to places such as the Holocaust museum.

Northern Middle School IB Middle Years Programme (IB MYP)

- GIFTED FOCUS: ELA & Math
- QUALIFYING ABILITY SCORE AREA: Verbal & Quantitative

As an IB World School, Northern Middle School provides competitive IB MYP students with a well-rounded preparation for high school. International Baccalaureate® programs represent the gold standard of internationally-recognized, rigorous curriculum. The IB Middle Years Programme is a five-year programme, starting in the 6th grade and culminating with the awarding of an IB MYP Credential in the 10th grade. The Middle Years Programme aligns vertically with North Hagerstown High School's IB Career-related Programme and IB Diploma Programme. The IB MYP consists of eight subject groups, which all students take throughout their MYP journey: Language Acquisition (French and Spanish), Language and Literature, Individuals and Societies, Science, Mathematics, Arts, Physical and Health Education, and Design. Inquiry is used in all subject areas to expand student knowledge and understanding of the world around them. The student-centered framework, which is built around the ten traits of the IB Learner Profile, enhances the WCPS Essential Curriculum by building critical thinking skills in an internationally minded classroom. All students are expected to participate and contribute to our Service in Action initiative. Additionally, students complete a compacted math curriculum that permits them to take Magnet Integrated Algebra I in 8th grade to allow more advanced math courses in high school.

Springfield Magnet Program FOR Science, Technology, Engineering, & Math

- GIFTED FOCUS: Math & Science
- QUALIFYING ABILITY SCORE AREA: Quantitative, Verbal, & Nonverbal

Magnet students will connect the study of technology to the areas of math and science as they enhance the problem-solving skills needed for success in S.T.E.M. (science, technology, engineering, and math) related fields. These students will also have enhanced experiences that revolve around computer science. The Raspberry Pi computing curriculum offers students a hands-on, project-based approach to learning, making abstract concepts tangible through exciting, real-world computer science applications. This integration helps students develop essential problem-solving and computational thinking skills needed for future success. Students with aptitudes for/interests in math, science, and technology will enjoy this program.

Magnet program students take rigorous math and science classes that infuse the magnet theme into the curriculum. This coursework moves at an accelerated pace in terms of breadth and/or depth. Students will take Magnet Integrated Algebra 1 during 8th grade to allow for more advanced math courses in high school. Students also have the option to take Foundations of Computer Science for a high school credit in 8th grade. Students have regular access to Chromebooks, iPads and probeware that will enhance assignment/project production and new learning. Past activities have included field experiences, a campus-wide engineering day, and guest speakers.

Western Heights Middle School: Avenue A

- GIFTED FOCUS: ELA & Creative Writing
- QUALIFYING ABILITY SCORE AREA: Verbal

Avenue A (Academic) is designed for students who are highly gifted in English Language Arts and Creative Writing. Advanced level coursework will utilize best practices from gifted education and arts integration (AI). Creative writing is integrated into ELA supplemental instruction to support and extend learning of both ELA and Creative Writing. Avenue A students have opportunities to write, receive feedback, and publish their works of creative writing. Students will also explore careers that revolve around various types of writing.

Students invited to apply to Avenue A may also apply to Avenue B — the Creative and Performing Arts Avenue. If accepted into Avenues A and B, they are able to participate in both. Dual applicants must also engage in the Avenue B audition/portfolio review process, in addition to completing the interview/task associated with the Avenue A application process.

Western Heights Middle School: Avenue B

- GIFTED FOCUS: Non-academic Program-Creative and Performing Arts
- QUALIFYING ABILITY SCORE AREA: None (but a high nonverbal ability suggested)
- REQUIRED: Audition or Portfolio (depending on discipline of application)

Avenue B (Creative and Performing Arts) provides expanded opportunities to magnet students in the creative and performing arts, while incorporating best practices through arts integration (AI). Avenue B is designed for students who have demonstrated talent or the potential for exceptional talent in the creative and performing arts. Any current Grade 5 student may apply for Avenue B. Avenue B will be assessed via the audition/portfolio review process, which mirrors the current criteria used for admission to the Barbara Ingram School for the Arts (BISFA). These creatively gifted and talented students will select a visual/performing arts concentration path, and participants will engage in appropriate advanced-level work to enhance and develop their talents. Avenue B applicants may apply for entrance to two (2) of the offered areas; Band, Chorus, Creative Writing, Dance, Graphic Design, Orchestra, Theatre, and Visual Arts. Students may enter into one (1) area.

SIGNATURE PROGRAM DESCRIPTION

Signature Integrated Instruction

Signature Integrated Instruction infuses a schoolwide theme into content area courses and offers specialized enrichment opportunities through unified arts or classroom instruction. There is no application process for this program since all students attending this school participate as part of their coursework.

International Baccalaureate® (IB) Middle Years Programme (MYP) at Northern Middle School

- All students in NMS participate in IB MYP
- The IB MYP student participates in MYP Years 1, 2, and 3 of courses. Assigned courses may be Merit and/or Grade Level
- Students who transition to North Hagerstown High School will complete Years 4 and 5 of IB MYP along with the Personal Project

GRADING/COURSE PROGRESSION/SCHEDULING

GRADING POLICY

In WCPS, student grades are determined using a standardized grading system to ensure consistency and fairness across all schools. Grades are typically based on assessments, assignments, projects, and participation, with each component weighted according to its significance in the curriculum. Weighting of assignments is determined at the teacher level.

The Board of Education recognizes its responsibility for assuring the practice of regularly reporting the progress of students a they proceed through their formal educational experiences. Such reporting has several purposes: 1) to inform students and their parent(s) or legal guardian(s) of academic progress and needs with regard to the instructional program, 2) to give their parent(s) or legal guardian(s) needed insights into their student's academic achievement, progress, and standing, 3) to provide teachers with information about the progress and needs of students in their classes, 4) to provide staff with information about the progress and needs of students, and 5) to inform colleges or prospective employers of the nature of a student's educational program and their achievement.

- **A** (90-100%)
  indicates performance that consistently exceeds Washington County standards & requirements
- **B** (80-89%)
  indicates performance that consistently meets & occasionally exceeds Washington County standards & requirements
- **C** (70-79%)
  indicates performance that meets Washington County standards & requirements
- **D** (60-69%)
  indicates performance that minimally meets Washington County standards & requirements
- **F** (0-59%)
  indicates failure to meet Washington County standards & requirements

CORE ACADEMIC COURSES

In Washington County Public Schools (WCPS), middle school students experience a structured and comprehensive curriculum designed to build upon elementary education and prepare them for high school. Each middle school operates on an eight-period day, with double periods allocated for Mathematics and English Language Arts (ELA) to ensure in-depth instruction in these critical subjects. Students are enrolled in the following core subjects:

- **English Language Arts (ELA):** Focuses on enhancing reading, writing, speaking, and listening skills. WCPS offers Merit ELA courses for students demonstrating advanced abilities, providing more rigorous curricular pacing to challenge and develop their skills
- **Mathematics:** Covers fundamental concepts and problem-solving techniques. Advanced learners have access to Merit Math courses, which delve deeper into mathematical theories and applications
- **Science:** Includes life, earth, and physical sciences, encouraging students to engage in scientific inquiry and develop a deeper understanding of the natural world
- **Social Studies:** Explores history, geography, economics, and political systems to help students understand societal structures and global cultures

ELECTIVE COURSES

Beyond core subjects, students can choose from various electives to explore their interests:

- **Fine Arts:** Courses in visual arts, music, and theater to foster creativity and artistic expression
- **Career and Technology Education (CTE):** Introduces students to technical skills and knowledge applicable to various careers, laying the groundwork for future vocational studies
- **Physical Education and Health:** Promotes physical fitness and educates students on health and wellness topics

ENGLISH LANGUAGE ARTS (ELA) PATHWAYS

The WCPS English Language Arts (ELA) curriculum follows the Maryland College and Career-Ready Standards. The skills and knowledge in the ELA/Literacy standards are designed to prepare students for life outside the classroom. They include critical-thinking skills and the ability to read texts closely and attentively in a way that will help them understand and enjoy complex works of literature and informational texts. Students will learn to use content reasoning and evidence collection skills that are essential for success in college, career, and life. These standards also lay out a vision of what it means to be a literate person who is prepared for success in the 21st century. Student progress toward grade-level standards is assessed each year using the MCAP (Maryland Comprehensive Assessment Program) English Language and Literacy assessment.

THREE (3) COURSES REQUIRED			
	6TH GRADE	7TH GRADE	8TH GRADE
	MUST CHOOSE 1 CLASS	MUST CHOOSE 1 CLASS	MUST CHOOSE 1 CLASS
ON GRADE LEVEL	English Language Arts 6	English Language Arts 7	English Language Arts 8
MERIT / PRE-AP	Merit English Language Arts 6	Merit English Language Arts 7	Merit English Language Arts 8
MAGNET / PREAP	Magnet English Language Arts 6	Magnet English Language Arts 7*	Magnet English Language Arts 8*

** upon approval into a magnet program*

NOTE:

Students entering middle school will be recommended for placement according to multiple criteria of ability/aptitude, performance, and potential as reviewed by the current elementary school, the Office of Advanced Programs, and the Middle School ELA Content Specialist. Students in the on-grade level pathway in Grade 6 may advance to Merit in Grades 7 and/or 8 based on performance data. Placement in the more advanced Merit course is not guaranteed.

WANT TO LEARN MORE?
FOR MORE INFORMATION, VISIT:

bit.ly/psm-ela

MATHEMATICS PATHWAYS

The WCPS mathematics curriculum follows the Maryland College and Career-Ready Standards. The standards concentrate on a clear set of math skills and concepts that students need to be prepared for mathematics in college, career, and in life. Students learn concepts in an organized way both during the school year and across grade levels. The standards provide opportunities for students to not only determine how to solve a problem, but also why a solution makes sense and when it is appropriate to use various methods to solve real-world problems.

THREE (3) COURSES REQUIRED			
	6TH GRADE	7TH GRADE	8TH GRADE
	MUST CHOOSE 1 CLASS	MUST CHOOSE 1 CLASS	MUST CHOOSE 1 CLASS
ON GRADE LEVEL	Grade 6 Mathematics	Grade 7 Mathematics	Grade 8 Mathematics
MERIT / PRE-AP PATHWAY / MAGNET	Grade 6 Accelerated & Enriched Mathematics	Grade 7 Accelerated & Enriched Mathematics	Grade 8 Integrated Algebra I

High School Credit

NOTE:

Students entering middle school will be recommended for placement according to multiple criteria of ability/aptitude, performance, and potential as reviewed by the Office of Advanced Programs and the Middle School Mathematics Department. Students may be considered for Merit based on performance data when they move from Grade 6 to Grade 7. They would move from Grade 6 Mathematics to Grade 7 Accelerated and Enriched Mathematics.

Placement in the more advanced Merit course is not guaranteed.

WANT TO LEARN MORE?
FOR MORE INFORMATION, VISIT:

bit.ly/psm-math

SOCIAL STUDIES PATHWAYS

The Middle School Social Studies curriculum emphasizes instruction in Maryland's core disciplinary standards: Civics, Peoples of the Nations and World, Geography, Economics, and History. The WCPS curriculum is built on the foundations of Maryland's State Standards in Social Studies Frameworks and places a heavy emphasis on the development of Social Studies Skills and Processes as identified in Maryland's Standard 6.0. These skillsets include contextualization, corroboration, sourcing, chronological thinking, claim development, and close reading. The combination of content and skills standards provide opportunities for students to engage deeply with history, to effectively integrate valuable thinking processes, and to make meaning of the past in the context of the present. Student progress on social studies standards is assessed during the 8th grade year using the MCAP (Maryland Comprehensive Assessment Program) Social Studies Grade 8 assessment.

THREE (3) COURSES REQUIRED			
	6TH GRADE	7TH GRADE	8TH GRADE
	MUST CHOOSE 1 CLASS	MUST CHOOSE 1 CLASS	MUST CHOOSE 1 CLASS
ON GRADE LEVEL	Ancient World History	Geography and World Cultures	United States History I
MERIT / PRE-AP	Merit Ancient World History	Merit Geography and World Cultures	Merit United States History I
MAGNET / PREAP	Magnet Ancient World History*	Magnet Geography and World Cultures*	Magnet United States History I*

** upon approval into a magnet program*

NOTE:

Students entering middle school will be recommended for placement according to multiple criteria of ability/aptitude, performance, and potential as reviewed by the current elementary school and the Office of Advanced Programs. Students in the on-grade level pathway in Grade 6 may advance to Merit in Grades 7 and/or 8 based on performance data. Placement in the more advanced Merit course is not guaranteed

WANT TO LEARN MORE?
FOR MORE INFORMATION, VISIT:

bit.ly/psm-socialstudies

SCIENCE PATHWAYS

Each middle school science course contains standards called “Performance Expectations” (PEs) from the Next Generation Science Standards (NGSS). Each PE is written to include a science and engineering practice, crosscutting concept, and disciplinary core idea. This 3-dimensional approach to science learning is the key innovation of the NGSS. Instruction with the NGSS should engage students in the science and engineering practices, along with the crosscutting concepts, in order to learn the disciplinary core ideas. Each middle school grade level science course contains disciplinary core ideas from life, earth and physical science. Student understanding of science content and practices should grow increasingly more sophisticated as concepts build throughout the middle school science curriculum.

THREE (3) COURSES REQUIRED			
	6TH GRADE	7TH GRADE	8TH GRADE
	MUST CHOOSE 1 CLASS	MUST CHOOSE 1 CLASS	MUST CHOOSE 1 CLASS
ON GRADE LEVEL	Science 6	Science 7	Science 8
MERIT / PRE-AP	Merit Science 6	Merit Science 7	Merit Science 8
MAGNET / PREAP	Magnet Science 6*	Magnet Science 7*	Magnet Science 8*

** upon approval into a magnet program*

NOTE:

Students entering middle school will be recommended for placement according multiple to criteria of ability/aptitude, performance, and potential as reviewed by the current elementary school and the Office of Advanced Programs. Students in the on-grade level pathway in Grade 6 may advance to Merit in Grades 7 and/or 8 based on performance data. Placement in the more advanced Merit course is not guaranteed.

WANT TO LEARN MORE?
FOR MORE INFORMATION, VISIT:

bit.ly/psm-science

WORLD LANGUAGE PATHWAYS

World language instruction enables students to communicate in a second language in a culturally appropriate manner by integrating communication skills. World language instruction and assessment use a proficiency based approach, which focuses on what students can do with the language and to what degree they are able to function in the language. Instruction and assessment use authentic tasks that are performance-based. The study of culture is an integral part of the curriculum; it sets the stage for language use and heightens students' sensitivity to and appreciation for diverse groups of people, cultures, and customs.

The University Systems of Maryland Completer program requires that students study a minimum of two years of the same language, while some colleges prefer three to four years of language study.

	6TH GRADE	7TH GRADE	8TH GRADE
	MUST CHOOSE 1 CLASS	MUST CHOOSE 1 CLASS	MUST CHOOSE 1 CLASS
HONORS	World Language 6	Level I Level IA	Level I Level II Level IB
MAGNET	Level I	Level II A	Level II/IIB

NOTE:
Please speak with your School Counseling Office for your school's language offerings.

WANT TO LEARN MORE?
FOR MORE INFORMATION, VISIT:
bit.ly/psm-worldlanguage

PHYSICAL EDUCATION/HEALTH PATHWAYS

The WCPS middle school Physical Education and Health Education programs are aligned with the Maryland State Department of Education's Health and Physical Education Standards. Classes and units are designed so students will learn decision-making skills and techniques that will assist in promoting responsible and safe behaviors. Through Health and Physical Education classes students will develop and modify skills and strategies to assist them in employing behaviors that promote healthy, active lifestyles.

GRADE LEVEL PATHWAY	6TH GRADE	7TH GRADE	8TH GRADE
	Grade 6 Physical Education	Grade 7 Physical Education	Grade 8 Physical Education
	Grade 6 Health	Grade 7 Health	Grade 8 Health

WANT TO LEARN MORE?
FOR MORE INFORMATION, VISIT:

bit.ly/psm-pehealth

CAREER & TECHNOLOGY EDUCATION COURSES

In Career and Technology Education (CTE), students develop an understanding of the progression and scope of technology. Through group and individual activities, students will develop an awareness of the designed (human-made) world. Through analyzing technological products and processes, students will assess the impacts of technology. Students will begin to identify that core technologies are the building blocks to all technological systems. Problem-solving skills are enhanced throughout the course using hands-on activities.

	6TH GRADE	7TH GRADE	8TH GRADE
ON GRADE LEVEL	Grade 6 Technical Education	Grade 7 Technical Education	Foundations of Technology OR Foundations of Computer Science
HIGH SCHOOL LEVEL	Principles of Digital Communication Principles of Graphic Arts Introduction to Agriscience	Digital Communication – Software Exploration Graphic Arts Design Introduction to Animal Systems	Digital Communication Capstone Graphic Arts Capstone Introduction to Plant Systems

High School Credit

WANT TO LEARN MORE?
FOR MORE INFORMATION, VISIT:

bit.ly/psm-cte

COMPREHENSIVE (FINE) ARTS

WCPS offers exceptional arts opportunities for middle school students, including visual arts, band, chorus, orchestra, and theater. These programs provide creative outlets for self-expression while fostering problem-solving, teamwork, and perseverance. Research shows that participation in the arts enhances academic performance, builds confidence, and cultivates a lifelong appreciation for creativity. Whether students are passionate about painting, singing, playing an instrument, or performing on stage, middle school is the ideal time to explore their artistic talents.

The arts encourage critical thinking, self-expression, and a deeper understanding of different cultures and perspectives. Through these experiences, students gain skills that support both academic success and personal growth.

By participating in WCPS arts programs, students develop valuable skills that extend beyond the classroom, shaping well-rounded, creative, and confident individuals.

REQUIREMENT

Students grades 6-8, must take one or more fine arts courses.

Since offerings may vary by school, parents are encouraged to check with their child's school for specific program availability.

In addition to the specialized Western Heights Middle School Avenue B Magnet Arts Program (page 15), WCPS provides a variety of arts courses across its middle schools.

WHY THE ARTS MATTER

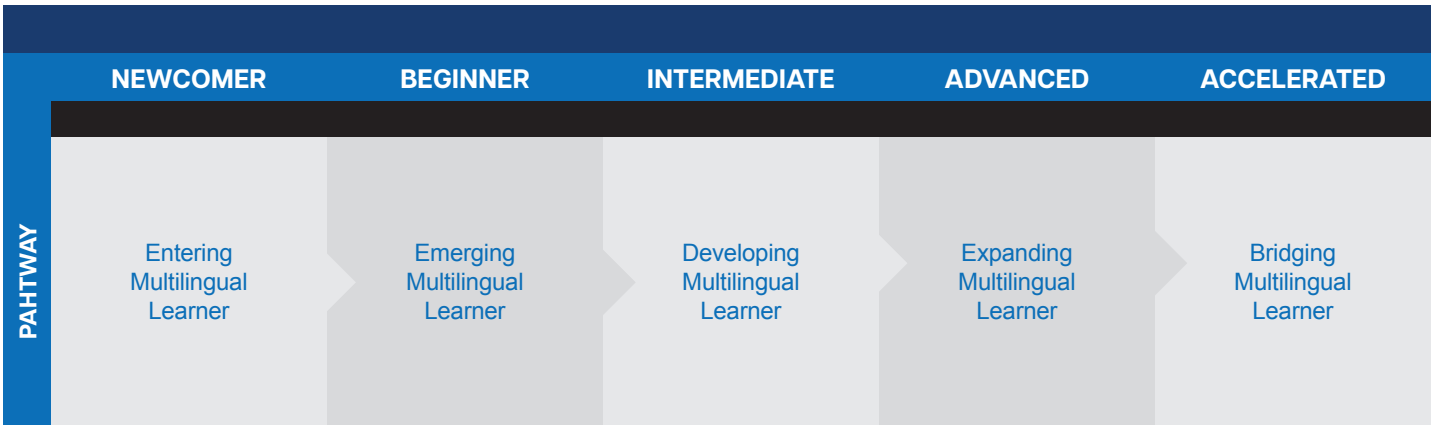
- **Enhances Cognitive Skills:** Engaging in the arts strengthens memory, attention, reasoning, and essential academic skills like discipline, concentration, and time management
- **Supports Emotional & Social Growth:** The arts serve as a powerful outlet for emotional expression while fostering empathy, collaboration, and social skills
- **Builds Confidence & Self-Esteem:** Learning to create, perform, or present artistic work encourages risk-taking, goal-setting, and resilience, boosting students' confidence and self-worth

WANT TO LEARN MORE?
FOR MORE INFORMATION, VISIT:

bit.ly/psm-thearts

MULTILINGUAL LEARNER SERVICES

Multilingual Learner (ML) courses develop academic English language proficiency by narrating, explaining, arguing, and informing content from a variety of sources from English language arts, mathematics, science, and social studies. Guided by WIDA English Language Development Standards and Maryland College and Career-Ready Standards, the WCPS ML program adjusts instruction to students' strengths and needs in order for MLs to communicate effectively in English with cultural proficiency, to achieve in academic subjects, and to fully acquire English. Proficiency in reading, writing, listening and speaking is measured annually on the Maryland Comprehensive Assessment Program (MCAP), ACCESS assessment.



MULTILINGUAL LEARNER (ML) SERVICES

Multilingual Learner (ML) services are available to students who speak a language other than English at home and require support to develop English language proficiency. WCPS has a dedicated team of highly qualified ML teachers who work with students in various instructional settings, including English Language Development classes, push-in support, and co-taught classrooms. The ML program serves students across all grade levels, from kindergarten through 12th grade.

The primary goal of the ML program is to help students acquire the language skills necessary for academic and social success in an English-speaking environment. In addition to language instruction, the program offers cultural and social support to help students adapt to their new surroundings and build connections within their school community. WCPS is committed to delivering high-quality ML services to all students who need them.

ADDITIONAL RESOURCES OF SUPPORT

The International Welcome Center is a vital resource for students and families who are new to the district and come from diverse cultural and linguistic backgrounds. This center provides a welcoming and supportive environment where families can access assistance with enrollment, registration, Multilingual Learner screening, and other academic needs.

The staff at the center is dedicated to student success by offering resources such as translation services, academic counseling, and cultural orientation programs. The International Welcome Center plays an essential role in fostering a more inclusive and supportive learning environment for all students in the district.

WANT TO LEARN MORE?
FOR MORE INFORMATION, VISIT:

bit.ly/psm-mlservices

SPECIAL EDUCATION

Reaching Independence through Structured Environments (RISE) Program (6-8)
The Rise Program is designed to address the educational needs of students (K-12) with multiple acute needs, including sensory, communication, and executive functioning impacts. Students with a wide range of educational disabilities, including Autism Spectrum Disorder, working towards achieving a high school diploma attend the RISE Program.

As appropriate, and with the assistance of special education staff, students participate in regular classroom activities with their non-disabled peers. The utilization of expressive and receptive language skills is a particular area of emphasis in these programs. Staff work to increase the development of social skills for students and promote the establishment of positive peer relationships. By growing socially and emotionally, the goal is for students to reach independence through tiered instruction and access to the most appropriate educational setting.

Summit Program (6-8)
The Summit Program is a specialized, therapeutic classroom designed for students with an emotional disability or behaviors significantly impacting their progress in the general education setting. Summit Programs allow students to participate in the general education environment with non-disabled peers to the maximum extent possible. The program's overall goal is to improve the level of behavioral functioning of each student so that he or she can obtain the skills necessary to participate successfully in general education classrooms.

Each student in the Summit Program has access to a classroom with a low student-to-staff ratio and therapeutic services, as needed, by a licensed social worker. Counseling may be in the form of individual, group, or crisis intervention/support. Social workers also provide linkages and referrals for services to students and their families.

Connections Program (6-8)
The Connections Program is designed for students with significant cognitive disabilities who have met eligibility criteria through the IEP process to participate in the Alternate Education Framework. Students in the Connections programs are pursuing a Certificate of Program Completion.

Marshall Street School (6-8)
Marshall Street School is a public separate day school for students with significant cognitive, physical, sensory, and/or medical needs. Marshall Street School is designed for students with significant cognitive disabilities who have met eligibility criteria through the IEP process to participate in the Alternate Education Framework.

Residence School Model (RSM) Program (6-8)
The Residence School Model, where the majority of a student's day is spent in the same setting with non-disabled peers, is available in all WCPS schools, with the exception of Marshall Street. Students who receive specialized instruction in the Residence School Model may have a variety of disabilities with Individualized Education Programs (IEP) goals and objectives that target their academic, functional, and/or social, emotional, or behavioral goals and objectives. Related services, including but not limited to speech and language, occupational therapy, and physical therapy, are provided based on each student's individual needs and documented through their IEP.

PLAN YOUR WAY *forward!*

INNOVATED LEARNING CENTER

The InnovatED Learning Center (ILC) is designed to meet the needs of students looking for an alternative to traditional school.

THE ILC OFFERS THE FOLLOWING PROGRAMS TO SECONDARY STUDENTS:

connectED

- A fully virtual option for grades 6-12
- Students attend classes Monday–Friday from 8:35AM–3:30PM using Google Meet
- Applications for the 2026-2027 school year are due by August 3, 2026
- Open seats will be filled from the waitlist at the beginning of marking periods 2, 3, & 4

extendED

- An in-person and virtual option for grades 9-12
- Students attend classes Monday–Thursday between 4:00PM–7:30PM at the ILC
- Semester 1 Applications Due: August 21, 2026

electED

- A fully in-person option for grades 10-12
- Students attend classes Monday–Friday from 9:00AM–3:00PM at the ILC
- Semember 1 Applications Due: August 3, 2026
- Semester 2 Applications Due: January 4, 2027

supportED

- A fully in-person behavior intervention option for grades 6-12
- Students attend classes Monday–Friday from 9:00–3:00PM at the ILC
- Transfers to this program are initiated by WCPS school-based administrators or CES supervisors. Families may NOT apply.

If you are interested in the connectED, electED, or extendED programs, please complete the application found on the ILC webpage listed below. Once you have submitted the application, you will receive an email from the ILC regarding the status of your application.

WANT TO LEARN MORE?
FOR MORE INFORMATION, VISIT:

bit.ly/innovatEDapp

HERE ARE MY FUTURE GOALS...

-
-
-
-
-

6th grade

7th grade

8th grade

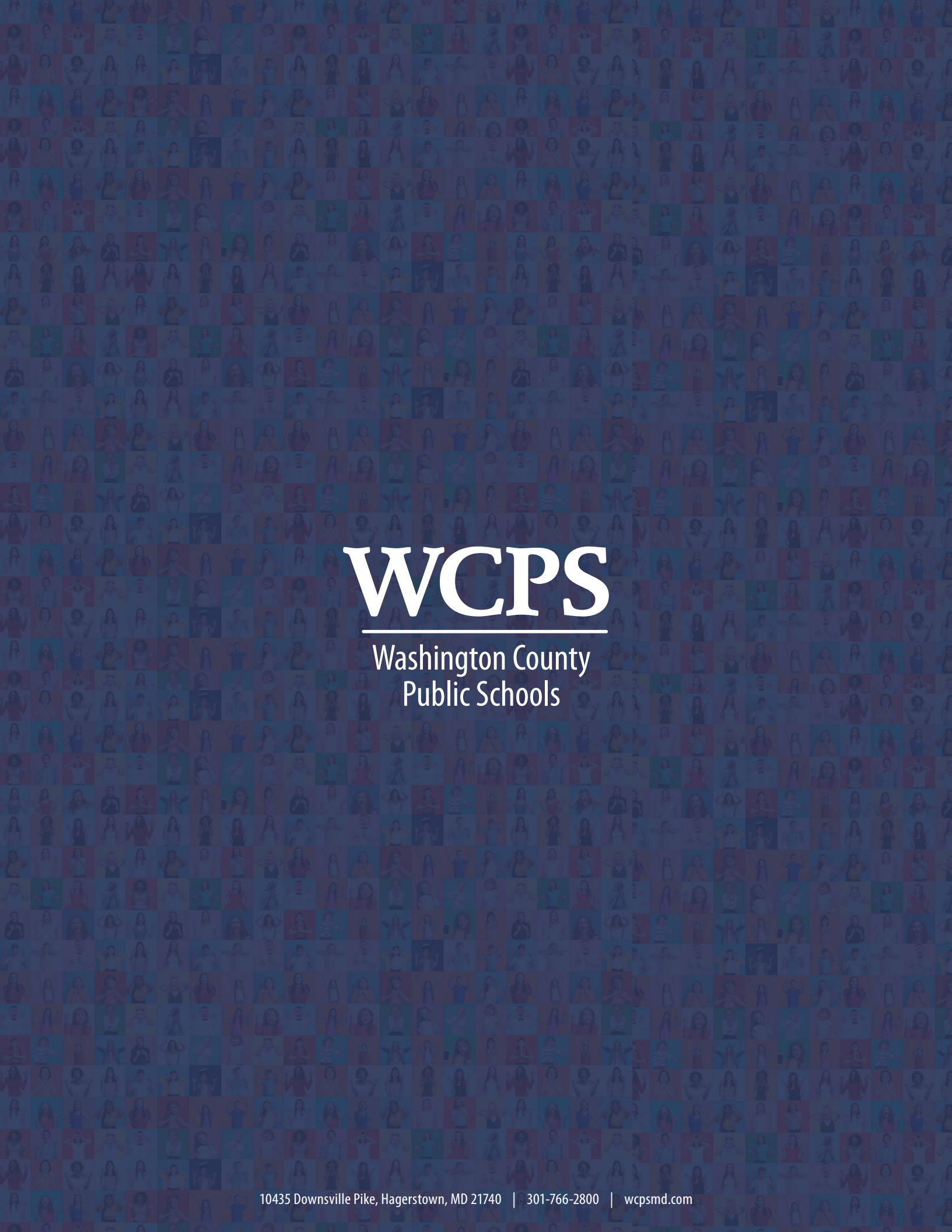
high school + beyond!

high school check list

CREDITS REQUIRED — CHECK-OFF COURSES AS COMPLETED

ENGLISH **4 CREDITS**	☐ English 9 ☐ English 10 ☐ English 11 ☐ English 12	
MATHEMATICS **4 CREDITS**	☐ Algebra I ☐ Geometry I ☐ *(additional math course)* ☐ *(additional math course)*	***MUST enroll in a math course each year of high school***
SCIENCE **3 CREDITS**	☐ Biology ☐ *(additional science course)* ☐ *(additional science course)*	
SOCIAL STUDIES **3 CREDITS**	☐ United States History ☐ Local, State, & National Government ☐ World History	
PHYSICAL EDUCATION **1 CREDIT**	☐ Physical Education I	
HEALTH/ FINANCIAL LITERACY **1 CREDIT**	☐ Health WITH Financial Literacy	
FINE ARTS **1 CREDIT**	☐ Comprehensive (Fine) Arts	
TECHNOLOGY EDUCATION **1 CREDIT**	☐ Foundations of Technology OR Foundations of Computer Science	
ELECTIVES **6 CREDITS**	☐ *(elective course)* ☐ *(elective course)* ☐ *(elective course)* ☐ *(elective course)* ☐ *(elective course)* ☐ *(elective course)*	
SSL HOURS **75 HOURS**	☐ 75 hours OF Student Service Learning	
STATE TESTING **PASSED**	☐ English 10 (MCAP) ☐ Life Sciences (MISA) ☐ Algebra I (MCAP) ☐ Government (MCAP)	

WCPS
Washington County Public Schools



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