



Middle School
**EDUCATION
PLANNING GUIDE
2026-2027**



Cecil County Public Schools

MISSION STATEMENT

CCPS serves equitably through positive relationships as a safe, collaborative community. We will ensure all learners acquire the knowledge, skills, and qualities to be responsible, caring, and ethical citizens.

STRATEGIC PRIORITIES

- Safe Schools
- Equitable Rigorous Learning Opportunities
- Communication and Trust
- Operational Efficiencies
- Recruitment and Retention of a High-Quality Workforce
- Community and Engagement

VALUES

- Equity-We promote fairness, access, opportunity, and inclusion.
- Integrity -We practice honesty, trust, and transparency.
- High Standards -We meet each learner with expectations for growth and accountability.
- Collaboration -We work together to strengthen our communities.
- Whole Learner -We address the academic, behavioral, and social-emotional needs for each learner.

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A MESSAGE FROM THE SUPERINTENDENT



Dear Middle School Students and Families,

Welcome to an exciting school year! Middle school is a time of exploration, growth, and new possibilities, and this guide is designed to help your family navigate these years with clarity and confidence. Within these pages, you will find comprehensive information about our academic programs, extracurricular opportunities, and the essential resources available to ensure a smooth transition and a fulfilling middle school experience.

Consider this guide your roadmap for both the present and the future. In addition to outlining what to expect in middle school, you will find information available to assist you whenever you need guidance. This book also provides valuable insight into high school pathways and College and Career Readiness. Using this resource together as a family will help you set clear goals, track academic milestones, and build a strong foundation for high school and beyond.

I encourage you to explore this book thoroughly and keep it accessible throughout the school year. Our dedicated team of educators, counselors, and staff are fully committed to supporting your success every step of the way.

Sincerely

Dr. Jeffrey A. Lawson

Superintendent of Schools

College and Career Readiness

Maryland's Blueprint for the Future is a statewide commitment to giving every student, beginning as early as middle school, access to a world class, equitable education that prepares them for success in high school, college, career, and life. It sets clear expectations for what students should know and be able to do, and it ensures schools have the resources, partnerships, and pathways needed to help every learner thrive.

What This Means for Middle School Families

As your child enters middle school, they are stepping into the first phase of Maryland's College and Career Readiness (CCR) pathway. The Blueprint establishes a new CCR standard designed to ensure all students are ready for credit-bearing college coursework or high-demand careers by the end of 10th grade. Middle school is where that journey begins through exploration, skill-building, and early planning.

Students engage in activities that help them discover their strengths and interests, learn about future academic and career options, and begin shaping a long-range plan for high school and beyond. These experiences lay the foundation for the Six-Year Plan, a Blueprint-required roadmap that follows each student from middle school through their first two years after graduation.

Why It Matters

The Blueprint ensures that every student, regardless of background, has access to rigorous learning, meaningful career pathways, and the support needed to make informed choices. By starting early, middle school families can help students build confidence, explore possibilities, and enter high school with a clear sense of direction and opportunity.

CCR Information for Middle School Students

College & Career Readiness  Grades 6 – 8 GPA Requirement Achieve a 3.0 for this school year. Math Success Must pass Math class with a C or higher.	 	How To Stay On Track to Become CCR?
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Why Should I Be On Track to Be CCR?		Be on Track To take Advanced Placement Courses by 9th grade.
		Be on Track to take College Courses in high school.
		Be on Track to earn a spot in CCST.

How Does CCR Benefit You?



Increase your chances to make honors because of the weighted courses.

Enroll in Advanced Placement classes in 9th grade typically reserved for 11th and 12th graders.



Be eligible to take classes that teach practical workforce skills such as welding, computer science, or cosmetology.

Want To Know More Information?

Speak to your teacher, school counselor, and/or principal to take advantage of this amazing opportunity!



Student Support Services

CCPS offers a comprehensive network of specialized services designed to remove barriers to learning and ensure every student can succeed. These coordinated student support services strengthen the instructional program by addressing academic, behavioral, social-emotional, and mental health needs while promoting the development and well-being of all learners.

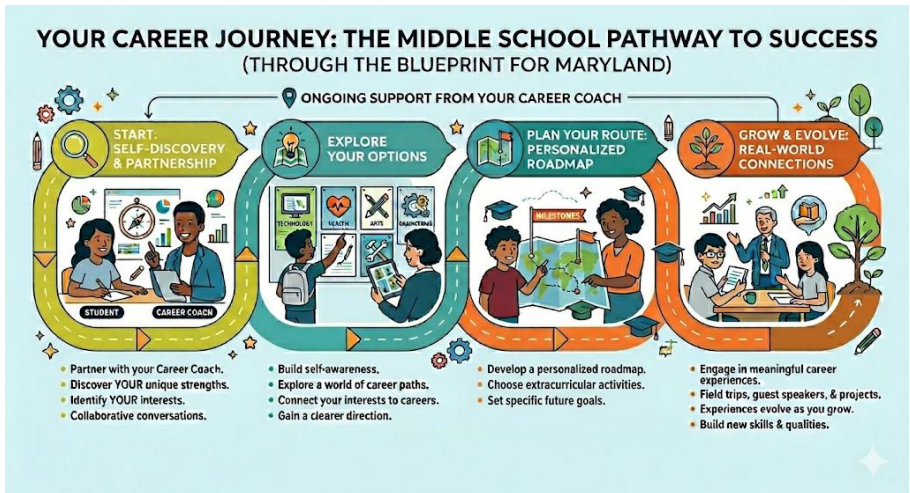
School Counselors

Middle school counselors guide students through the academic, social-emotional, and developmental transitions that define the middle grades. They provide individual and small-group counseling, support academic planning, teach core skills such as organization and problem-solving, and collaborate with families and staff to address emerging needs. They also lead prevention programs, coordinate interventions, and help create a safe, inclusive school climate where students feel connected and ready to learn.



Career Coaches

Through the Blueprint for Maryland initiative, students partner with Career Coaches to identify their unique strengths and interests. This collaborative process helps students build self-awareness, explore career paths, and develop a personalized roadmap. With ongoing support, students will set future goals and engage in meaningful career experiences that evolve as they grow.



Career Clusters

Go to Naviance for more information:

<https://clever.com/in/cecilcounty>

	Agriculture, Food and Natural Resources
	Architecture and Construction
	Arts, Audio/Video Technology and Communications
	Business Management and Administration
	Education and Training
	Finance
	Government and Public Administration
	Health Science
	Hospitality and Tourism
	Human Services
	Information Technology
	Law, Public Safety, Corrections and Security
	Manufacturing
	Marketing
	Science, Technology, Engineering and Mathematics
	Transportation, Distribution Logistics

Naviance

Naviance is the district's college, career, and life-readiness platform that helps middle school students begin exploring who they are and where they're headed. Through interest surveys, goal-setting tools, and guided activities, students learn about their strengths, discover future pathways, and start building the foundation for their long-term academic and career plans.

6th Grade Introduction

Naviance helps 6th graders begin discovering who they are as learners and individuals. Through short interest surveys and reflection activities, students explore their strengths, preferences, and emerging goals. This early exposure builds confidence and curiosity, as they begin to think about their future.

7th Grade Introduction

In 7th grade, Naviance becomes a tool for deeper exploration. Students use it to connect their interests and strengths to possible careers, understand the skills different pathways require, and begin thinking about the courses and experiences that will support their growth.

8th Grade Introduction

By 8th grade, students use Naviance to prepare for the transition to high school. They review their interests, explore programs and pathways, and begin outlining goals that will guide their course selections and long-term planning.

Sample Middle School Schedules

	Grade 6	Grade 7	Grade 8
Math	Math 6 or Accelerated Math 6	Math 7 or Accelerated Math 7	Math 8, Algebra I, or Algebra I/Geometry
English	Reading/English 6 or Honors Read/Eng 6	Reading/English 7 or Honors Read/Eng 7	Reading/English 8 or Honors Read/Eng 8
SS	Social Studies 6	Social Studies 7	Social Studies 8
Science	Science 6	Science 7	Science 8
FAPE	Physical Ed 6	Physical Ed 7	Physical Ed 8
	Health and Human Services 6	Health and Human Services 7	Health and Human Services 8
	Art 6	Art 7	Art 8
	Music 6, Band 6, Chorus 6, or Orchestra 6	Music 7, Band 7, Chorus 7, or Orchestra 7	Music 8, Band 8, Chorus 8, or Orchestra 8
	AVID 6	AVID 7	AVID 8
	Technical Education I	Technical Education II	Technical Education III
	Computer Science 6	Computer Science 7	Computer Science 8
	World Language 6	World Language 7	Spanish I 8
Intervention	Strategic Reading 6	Strategic Reading 7	Strategic Reading 8
ELD	ELD	ELD	ELD

The maximum number of courses a student may take each marking period is six (6).

If a student is in an intervention or an ELD course, the student will have one (1) FAPE course each marking period.

Course Descriptions

Mathematics

Math 6

Grade 6 Mathematics is a rigorous, college-preparatory course aligned with Maryland's updated College and Career Readiness Standards (MCCRS) and Numeracy Development Framework. Students will fluently divide multi-digit whole numbers, explore absolute value, and represent positive and negative numbers in various contexts. In Algebraic Thinking, learners will write algebraic expressions, represent linear expressions in equivalent forms, and build a foundation in proportional relationships by finding unit rates and using ratio tables. Geometric reasoning focuses on finding the area of polygons through decomposition and calculating the surface area of three-dimensional figures using nets. In Statistics, students will distinguish statistical questions, represent data using histograms and box plots, and analyze distributions using measures of center and variability. Students will strengthen their mathematical literacy by using precise vocabulary to write justifications. Near the end of the course, students will take MCAP to measure their progress on the MCCRS.

Accelerated Math 6

Accelerate Grade 6 Mathematics is a rigorous, fast-paced course aligned with Maryland's updated College and Career Readiness Standards (MCCRS) and Numeracy Development Framework. Designed for students aiming for Algebra 1 in 8th grade, it covers all Grade 6 concepts and the first half of Grade 7. Students master multi-digit division, absolute value, algebraic expressions, geometric area, and data distributions. Building on this, they tackle Grade 7 skills, including rational number operations, formal proportional reasoning, and solving linear equations. Students strengthen mathematical literacy by using precise vocabulary to justify reasoning. Near the end of the course, students will take MCAP to measure their progress on the MCCRS. *Students may be placed in Accelerated 6 by demonstrating outstanding achievement in elementary mathematics and other proficiency data markers.*

Math 7

Grade 7 Mathematics is a rigorous, college-preparatory course aligned with Maryland's revised College and Career Readiness Standards (MCCRS). This year, proportional reasoning serves as a unifying lens connecting

numbers, algebra, and geometry. Students will strengthen fluency with rational numbers and apply proportional thinking to diverse contexts. Topics include linear equations and inequalities, structural properties of 2D and 3D geometric shapes, and exploring variability and chance through data and probability. Students will develop mathematical literacy by using precise vocabulary to write explanations and justifications. Near the end of the course, students will take the MCAP assessment to measure their progress.

Accelerated Math 7

Accelerated Grade 7 Mathematics is a rigorous, fast-paced course aligned with Maryland's updated College and Career Readiness Standards (MCCRS) and Numeracy Development Framework, preparing students for Algebra 1 in 8th grade. Students master the remaining Grade 7 concepts, including solving linear equations and inequalities, and calculating circle area and circumference. They then complete the entire Grade 8 curriculum, exploring scientific notation, modeling functions, applying the Pythagorean Theorem, and analyzing bivariate data with scatter plots. Students strengthen literacy using precise vocabulary to write justifications. Near the end of the course, students will take the MCAP assessment to measure their progress. *Students may be placed in Accelerated 7 after successfully completing the Accelerated Math 6 topics.*

Math 8

Grade 8 Mathematics is a rigorous, college-preparatory course aligned with Maryland's updated College and Career Readiness Standards (MCCRS) and Numeracy Development Framework. As a culminating middle school year, students consolidate quantitative reasoning to prepare for Integrated Algebra. Students will explore scientific notation, irrational numbers, and exponents. In Algebraic Thinking, they model linear and nonlinear functions and solve systems of equations. Geometric concepts focus on the Pythagorean Theorem and deductive reasoning with angle relationships. Students will also analyze bivariate data and compound probabilities. Students practice mathematical literacy by using precise vocabulary to write justifications and read complex texts. Near the end of the course, students take the MCAP to measure progress. *Successful completion is required before taking Algebra 1 in ninth grade.* Unsuccessful students must take Pre-Algebra, potentially impacting future opportunities like attending the School of Technology in grade 11.

Algebra I Grade 8

Algebra 1 is a rigorous, high-school level mathematics course aligned with Maryland's College and Career Readiness Standards (MCCRS). Students develop a deep understanding of algebraic relationships by analyzing patterns, representing situations mathematically, and using equations, functions, graphs, tables, and other representations to solve complex problems. Students study linear, quadratic, and exponential relationships; solve equations, inequalities, and systems; and interpret key features of functions with mathematical and real-world contexts. Throughout the course, students are expected to reason quantitatively, make connections among multiple representations, construct mathematical arguments, and use algebraic models to analyze and solve problems. Students take the Algebra 1 MCAP near the end of the course to demonstrate progress toward the MCCRS.

The two 8th-grade options are summarized below:

- **Grade 8 Semester Algebra I:** Students complete the full Algebra I curriculum during the first semester at an accelerated pace and complete Geometry during the second semester. Prerequisite: successful completion of Accelerated Grade 7 Mathematics.
- **Grade 8 Yearlong Algebra I:** Students complete the full Algebra I curriculum across the academic year, allowing additional time for investigation, application, mathematical modeling, and development of conceptual understanding. Students who successfully complete the course continue to Honors Geometry in Grade 9.

Geometry Grade 8

Geometry is a rigorous, high-school level mathematics course aligned with Maryland's College and Career Readiness Standards (MCCRS). Students develop geometric reasoning by analyzing relationships among figures, construction logical arguments, and applying geometric concepts to mathematical and real-world problems. Major areas of study include transformations, similarity, congruence, geometric constructions, circles, coordinate geometry, and right-triangle trigonometry. Students use both inductive and deductive reasoning to explore patterns, justify conclusions, and develop formal and informal proofs. Throughout the course, students make connections between algebra and geometry, use multiple representations to solve problems, and communicate their mathematical

reasoning with precision. This Grade 8 Geometry course is offered as the second semester of the accelerated Algebra I/Geometry pathway

English

Reading/English 6

This course bridges the gap between elementary literacy and secondary analysis by focusing on explicit writing instruction and evidence-based reading strategies. Students explore narrative elements, central ideas, and author's purpose through texts within the 925-1070 Lexile band. Writing instruction is highly structured, utilizing spiraling tasks and graphic organizers to help students build toward multi-paragraph essays and argumentative responses. Most reading is completed in class to ensure students receive direct support in analyzing how plot and character responses reveal universal themes.

Honors Reading/English 6

Designed for students who have earned proficient scores on the Maryland Comprehensive Assessment Program (MCAP), this course accelerates the pace of literary analysis and requires a high level of student independence. While covering foundational standards, Honors students engage with complex texts at the higher end of the grade-level Lexile band and are required to complete supplemental enrichment reading. Writing instruction is grounded in inquiry, challenging students to produce extended compositions that analyze how authors use language to create meaning and how life experiences shape a narrator's point of view.

Reading/English 7

In 7th Grade, the curriculum focuses on the interactions between individuals, events, and ideas within a text. Students analyze how the choice of setting influences character development and explore how authors of fiction may alter historical facts to create compelling narratives. The course emphasizes informational and explanatory writing, where students learn to cite the textual evidence that most strongly supports their analysis. Most reading occurs during the school day, supported by teacher-led strategies to help students synthesize information from multiple sources.

Honors Reading/English 7

This high-rigor course is intended for students with proficient MCAP scores who are ready to engage in deep research and the synthesis of complex information. Honors students move beyond basic comprehension to discern subtle themes by noticing repeated symbols and ideas across diverse literary

genres. Writing tasks are extensive and analytical, often requiring students to take positions on contemporary issues through argumentative essays supported by independent research. Enrichment reading is a requirement, and students are expected to manage substantial reading assignments outside of the classroom to prepare for inquiry-based discussions.

Reading/English 8

As the final preparation for high school, 8th Grade ELA focuses on how dialogue propels action and how writers convey universal ideas through figurative language. Students evaluate the validity of reasoning in non-fiction and analyze how different character perspectives affect a reader's understanding. The writing curriculum continues a structured approach, spiraling small tasks into complex argumentative and informative essays that include formal counterclaims and rebuttals. Instruction provides a framework for students to evaluate evidence and develop clear claims using texts within the 1010-1185 Lexile stretch band.

Honors Reading/English 8

Honors 8th Grade ELA is designed for students with proficient MCAP scores who are ready to engage in advanced literary criticism and complex argumentative discourse. The curriculum pushes students to analyze the interplay between rhetoric and literature, requiring them to evaluate how literary devices like dramatic irony create effects such as suspense or humor. Students are expected to produce sophisticated narrative and analytical works grounded in inquiry and stylistic maturity. With a requirement for enrichment reading and an accelerated instructional pace, students explore nuanced concepts such as "nature versus nurture" through intensive study and independent reading.

Strategic Reading 6-8

Strategic Reading is a supplemental intervention course designed to provide intensive instruction for students who are well below grade level in phonics skills. The course offers direct structured literacy instruction to develop reading skills that support students in completing coursework aligned with the Maryland College and Career Ready Standards (MCCRS). Instruction focuses on phonics, fluency, and comprehension using research-based strategies delivered in a small group setting to maximize student growth. This course serves as an intervention alongside grade-level English coursework, and students may continue for additional years if recommended.

Foundations of Reading 6-8

Foundations of Reading is a supplemental intervention course designed to support students who require intensive instruction in developing essential foundational reading skills. Using evidence-based strategies, students will engage in targeted instruction to improve decoding, fluency, vocabulary, and comprehension. The course utilizes a multisensory, structured literacy program based on phonological-coding research. This course serves as an intervention alongside grade-level English coursework, and students may continue for additional years if recommended.

Foundational Transition Reading 6-8

Foundational Transition Reading is a supplemental intervention course designed for students with complex learning needs. Through visual learning activities and repetitive practice students will develop mastery of sight words to build foundational reading skills. The course incorporates errorless learning techniques through multisensory instructional methods. Students may continue for additional years if recommended.

Social Studies

Social Studies 6

Students will investigate how ancient civilizations were created and why they changed over time. The course will investigate the time period of early humans through the Middle Ages. Throughout the year, students will investigate civics, history, geography, economics, and the people from the time period.

Social Studies 7

Students will investigate physical and cultural geography to understand the interactions of people in a global society. Students will analyze government and economic systems, factors that impact the transfer for ideas and settlement patterns, how humans adapt their environment to meet the needs and the impact of those adaptations, and the impact of global conflicts. Throughout the year, students will investigate civics, history, geography, economics, and the people of the world from a global perspective.

Social Studies 8

Students will investigate the history of the United States from 1754-1877. Students will analyze how the U.S. was created, grew as a nation, and endured a civil war. Throughout the year, students will investigate civics, history, geography, economics, and the people from the time period. In the spring, all students will take Maryland's Social Studies Assessment.

Science

Science 6

This course engages students in the study of Earth’s systems through hands-on laboratory investigations, data analysis, and evidence-based writing. Students explore natural resources, human impacts on the environment, Earth’s internal and surface processes, weather and climate patterns, and Earth’s place in the universe. Through phenomenon-based lessons, modeling activities, and structured scientific inquiry, students develop foundational skills in graphing, interpreting data, forming scientific explanations (CER), and applying crosscutting scientific concepts.

Science 7

This course develops students’ understanding of life science through hands-on investigations, laboratory experiences, data analysis, and evidence-based writing. Students explore the interactions of organisms and their environments, the structure and function of cells, the organization of living systems, and the principles of heredity, genetics, natural selection, and biological evolution. Through phenomenon-driven lessons and structured inquiry, students apply scientific practices to analyze real-world data, construct models, and develop scientific explanations using the Claim-Evidence-Reasoning (CER) framework.

Science 8

This course builds a strong foundation in physical science and engineering through hands-on investigations, simulations, and evidence-based writing. Students examine the structure and properties of matter, chemical and physical changes, the conservation of mass, and patterns in the periodic table. They apply the kinetic molecular theory to thermal energy and heat transfer, then analyze forces and motion using vectors, graphs, and Newton’s laws. Students explore electricity and magnetism—circuits, electromagnets, and applications—before studying mechanical waves, sound, light behavior, and the electromagnetic spectrum. Throughout, students use the Engineering Design Process (EDP) to plan, build, test, and iterate solutions to real-world problems (e.g., insulation design, maglev systems, catapults, and solar ovens).

Physical Education & Health

Physical Education 6

Physical Education Grade 6 is a standards-based program designed to educate the whole child by fostering the knowledge, skills, and dispositions

necessary for a lifetime of healthful activity. Throughout the course, students develop a variety of foundational motor skills across different environments to support their personal physical literacy journey. By applying movement concepts, tactics, and strategies, learners become more versatile movers while gaining a deeper understanding of health-related and skill-related fitness. The curriculum also emphasizes the development of social skills, teaching students to exhibit empathy, respect, and effective communication within diverse physical activity settings. Finally, students are empowered to develop personal skills like goal setting and reflection, helping them identify and choose activities that offer meaningful self-expression and appropriate physical challenges.

Physical Education 7

Physical Education Grade 7 is a standards-based program dedicated to educating the whole child by providing the tools necessary for a lifetime of meaningful and healthful physical activity. Students will refine a variety of motor skills across multiple environments, building a strong foundation for physical literacy and everyday movement. The curriculum challenges learners to apply complex movement concepts, tactics, and fitness strategies to become more versatile and efficient in their physical pursuits. Beyond physical performance, the course emphasizes social development by fostering empathy, respect, and effective leadership skills through collaborative activity settings. Finally, students are encouraged to develop personal skills like goal setting and reflection, enabling them to identify and choose activities that provide personal meaning and health benefits.

Physical Education 8

Physical Education Grade 8 offers a comprehensive, standards-based experience designed to prepare students for a lifetime of meaningful and healthful physical activity. Throughout the course, students refine diverse motor skills that serve as a foundation for daily movement and individual physical literacy. Learners are challenged to apply advanced movement concepts and fitness strategies to enhance their efficiency and overall well-being across various environments. A significant focus is placed on social development, where students practice leadership, conflict resolution, and empathy to build respectful relationships during activity. Finally, the program empowers students to develop personal skills like reflection and goal setting, helping them choose physical pursuits that offer personal meaning and long-term health benefits.

Health and Human Services 6

Health 6 is a comprehensive 45-day course designed to provide middle school students with the essential knowledge and skills needed to maintain a lifelong healthy lifestyle. Throughout the term, students engage in three core units of study: Healthy Eating, Substance Abuse Prevention, and Personal Health. The curriculum utilizes a structured sequence of evidence-based topics and indicators while allowing for flexible "buffer days" to ensure deep understanding through reteaching and extension. By exploring the functional role of nutrition and the importance of daily self-care routines, students learn to make informed decisions about their physical well-being. Additionally, the course empowers students with critical refusal skills and factual information to navigate the complexities of substance abuse prevention effectively.

Health and Human Services 7

Health 7 is a dynamic 45-day course designed to empower middle school students with the practical skills and knowledge necessary for maintaining optimal wellness. The curriculum is strategically divided into three essential pillars of health: Healthy Eating, Substance Abuse Prevention, and Personal Health. Using a structured sequence of evidence-based lessons, students will explore nutritional choices, the science of self-care, and strategies for avoiding high-risk behaviors. The course design features built-in "buffer days" to allow for personalized instruction, ensuring every student has the time needed to master key indicators and participate in enrichment activities. Ultimately, this course prepares students to make informed, health-conscious decisions as they navigate the unique challenges of their adolescent years.

Health and Human Services 8

Health 8 is a specialized 45-day course designed to equip middle school students with advanced strategies for maintaining physical, mental, and social well-being. The curriculum focuses on three critical pillars of development: Healthy Eating, Substance Abuse Prevention, and Personal Health. Through a structured sequence of evidence-based indicators, students will analyze nutritional habits, develop refusal skills, and master self-care routines. The course structure includes intentional "buffer days," providing the flexibility for deep-dive extensions or targeted reteaching to ensure every student masters the material. By the end of the term, students will have built a robust toolkit of health-conscious behaviors to support them through their transition into high school.

Fine Arts

Art 6

Art 6 course invites students to explore the creative process by investigating, planning, and refining original works across mediums like drawing, painting, and sculpture. Through the study of the Elements of Art—including color theory, line, and 3D form—students develop the technical vocabulary and skills needed to convey personal meaning and artistic intent. By analyzing diverse historical and cultural resources, learners will connect their own experiences to the broader art world while building a professional portfolio of their reflections and creations.

Art 7

Art 7 course empowers students to engage in the complete artistic process by investigating, planning, and creating original works while refining their techniques through reflection and presentation. Students explore diverse forms such as pottery, landscapes, and portraits, utilizing the Principles of Design—including balance, emphasis, and rhythm—to convey meaning. By connecting their projects to societal and historical contexts and analyzing peer work through formal vocabulary, students deepen their understanding of how art relates to the world around them.

Art 8

Art 8 course invites students to investigate, plan, and create original works while exploring a diverse range of media, from traditional painting and ceramics to contemporary digital photography. Students will develop a sophisticated artistic vocabulary and refine their technical skills through the application of the Principles of Design and critical analysis of modern and postmodern art. By synthesizing personal experience with global cultural contexts, learners will gain the tools to interpret complex meanings and share their unique creative voices with the community.

Music 6

General Music 6 course is designed to spark curiosity about how music is created, heard, and organized. Students will dive into the intersection of art and physics, exploring everything from the Science of Sound to the cinematic world of Foley Art. By the end of this course, students will be able to decode the language of music through staff reading and rhythm, while also using their creativity to compose original soundscapes using everyday objects.

Music 7

General Music 7 course is designed to take students beyond just "hearing" music to truly understanding and creating it. Throughout the course, we will dive into how music is built, who makes it, and how it connects cultures across the globe. Topics such as Musical Theater, careers, musical families, and some theory may be touched on during the course.

Music 8

General Music 8 course provides an immersive, hands-on experience. Building on the foundations of 7th grade, this year is all about active creation. Students will learn to expand on musical genres to learn how to create music on instruments such as the ukulele, keyboards, and/or bucket drums

Band 6-8

Middle school band courses are an instrumental music offering for students who play standard wind and percussion instruments. Instrumentation is set by the middle school director. This is a continuation of skills mastered in elementary school and moves beyond basic exercises to become skilled ensemble players and independent musicians. This course focuses on refining technique, performing diverse repertoire, and developing ensemble skills through collaborative performing. Students must have the appropriate level of previous experience and skill attainment or the approval of the middle school director before enrolling

Chorus 6-8

This performance-based course is open to all students interested in singing, regardless of previous experience. Students will develop their musical abilities through the study of diverse choral repertoire, spanning various styles, cultures, and time periods. The curriculum focuses on building healthy vocal technique, improving music reading skills (sight-singing and notation), part-singing independence, and developing ensemble performance etiquette. Students will perform in 2 - 3 evening concerts per year.

Orchestra 6-8

Middle school orchestra courses are an instrumental music offering for students who play violin, viola, cello, or double bass. This is a continuation of skills mastered in elementary school and moves beyond basic exercises to become skilled ensemble players and independent musicians. This course focuses on refining technique, performing diverse repertoire, and developing ensemble skills through collaborative performing. Students must have the

appropriate level of previous experience and skill attainment or the approval of the middle school director before enrolling.

Career & Technology Education

Technology Education I

In this course, students explore the dynamic intersection of creativity and technical precision through the lens of the engineering design process. By engaging in collaborative "instant challenges" and individual prototyping, students develop a deep awareness of how the human-made world is constructed and refined. The curriculum emphasizes the vital relationships between technology, mathematics, and science, challenging students to apply critical thinking to real-world issues like accessibility and systems interaction.

As they progress from technical sketching and 3D modeling in Tinkercad to physical fabrication, students enhance their ability to communicate complex ideas and solve problems with accuracy. A strong focus on Maryland CTE standards ensures that students learn to select and safely operate the appropriate tools and equipment needed to bring their concepts to life. The course culminates in a comprehensive capstone project, where students demonstrate mastery by applying the full design cycle to create a functional, tangible solution to a modern design problem.

Technology Education II

In 7th Grade, students explore the evolution and mechanics of transportation and aerospace technologies through an immersive, project-based curriculum. By integrating the engineering design process with core physical sciences, students develop a sophisticated understanding of flight mechanics, including Newton's Laws and Bernoulli's Principle. The course emphasizes the interconnectedness of disciplines, linking physics and mathematics to real-world applications in aviation and space exploration.

Throughout the course, students enhance their technical literacy by transitioning from theoretical research to high-performance simulation and drone operations. They learn to apply troubleshooting and research-and-development strategies to complex systems, moving from foam board gliders to advanced rocket construction. Adhering to Maryland CTE standards, students gain hands-on experience in selecting appropriate materials and maintaining technological systems. The curriculum culminates in a rocket launch and iteration phase, where students analyze the impact of their designs and refine their inventions to meet specific performance criteria.

Technology Education III

In 8th Grade, students analyze the complexity of automated systems and the integration of mechanical components within modern technology. Through a combination of collaborative builds and individual research, students explore the evolution of robotics and its profound effects on society and the environment. The curriculum emphasizes core engineering concepts, such as gear ratios, optimization, and trade-offs, as students move from theoretical mechanical systems to physical construction.

Technical skills are advanced through hands-on challenges, including the design and fabrication of pull toys and aerodynamic dragsters. Students bridge the gap between physical hardware and digital logic by utilizing VEXcode VR to master fundamental programming and computer-based tools. Aligned with Maryland CTE standards, the course prioritizes resource management and the systematic maintenance of technological equipment. The experience concludes with a student-selected Capstone Challenge, requiring the application of the full engineering design process to solve complex, multi-stage tasks and demonstrate mastery of the "maker" toolkit.

Computer Science 6

This course follows the first three units of the Code.org CS Discoveries curriculum, turning students from digital consumers into digital makers. We begin by blending art and logic in the Music Lab, where students use code, including loops and functions, to compose and remix original songs. The journey continues as we dive into Problem Solving and Computing. Students will explore how computers "think" by mastering the Input-Output-Store-Process model and eventually design their own app concept to solve a real-world problem. Finally, students step into the role of a Web Developer, learning HTML and CSS to build and publish their own multi-page websites. Throughout the year, we focus on computational thinking, teamwork, and digital citizenship. Whether your student is a future engineer or a creative artist, they will walk away with the confidence to debug challenges and the skills to build a digital future. Join us as we explore how code can solve problems, express creativity, and connect the world!

Computer Science 7

Moving into the next phase of the Code.org CS Discoveries curriculum, students shift from learning the basics to building complex, user-focused technology. We begin with Interactive Animations & Games, where students use code to bring "sprites" to life. By mastering variables and conditionals, you'll progress from drawing simple shapes to designing and programming your very own high-quality video games. The course then

shifts focus to The Design Process, challenging students to think like professional software engineers. You'll work in teams to identify a real-world need, create paper prototypes, and build functional app models in App Lab. Finally, we explore Data & Society, uncovering how computers use data to solve global challenges. Students will learn to represent information digitally and even collect their own data to create an automated problem-solving tool. From logic and animation to data ethics and teamwork, this course empowers students to design technology that makes a difference. Whether you want to be a game designer or a data scientist, the journey starts here!

Computer Science 8

Take your code off the screen and into the real world! In this final installment of the Code.org CS Discoveries series, students bridge the gap between software and hardware. We begin with Creating Apps with Devices, where students use a "maker" mindset to program physical hardware like the micro:bit or Circuit Playground. You will learn how smart devices—such as fitness trackers and thermostats use sensors to interact with the environment, and how to build your own prototypes that react to light, touch, and sound using everyday materials. The course then moves into the cutting-edge world of AI and Machine Learning. Students will move beyond traditional programming to explore how computers learn from data to make decisions. You'll get hands-on experience training your own machine learning models using real-world data and conclude the unit by designing an AI-powered app to solve a problem you care about. By the end of this course, students will understand the technology powering our modern world, from physical gadgets to artificial intelligence. It's the perfect capstone for any young innovator ready to build the next big thing!

AVID 6-8

AVID Elective provides academic, social and emotional support to help students succeed in rigorous high school courses and to prepare for and succeed in college. Students participate in activities that familiarize them with college experiences and expectations. This program targets students who have the desire to attend college but may need extra support in the college preparation and application processes. Students must apply to be accepted in the AVID program and maintain the required GPA.

World Language

World Language Connections 1 Grade 6

This course is an introduction to the study of French and German. Students discuss strategies used to learn language and analyze its culture. Students also explore the connection between language/communication and culture while engaging in conversations in the target languages. The content focuses on the students' lives and experiences and includes an exposure to everyday cultural customs and lifestyles.

World Language Connections 2 Grade 7

This course is an introduction to the study of Spanish and Mandarin Chinese. Students discuss strategies used to learn language and analyze its culture while focusing on contributions and communities. Students also explore the connection between language and culture while engaging in conversations in the target languages. The content focuses on the students' lives and experiences and includes an exposure to everyday cultural customs and lifestyles.

Level I: Spanish

This course is an introduction to the study of the target language and its culture. Emphasis is placed on communication through the development of the four skills of listening, speaking, reading, and writing within a given context. The content focuses on the students' lives and experiences and includes an exposure to everyday cultural customs and lifestyles. Students acquire some insight into how languages and cultures work by making comparisons to their own. Students identify the culture's products and practices to better understand different perspectives and learn to interact with cultural awareness in everyday, familiar contexts.

English Language Development

English Language Development A

This course supports the early stages of English language development (proficiency levels 1.0 – 2.5) for Multilingual Learners (MLs), building foundational proficiency in social, cultural, and academic contexts. Through a content-based, interactive curriculum and a functional approach to language, students develop beginning-level skills in listening, speaking, reading, and writing. MLs engage with rigorous, grade-level-aligned academic content while gaining confidence and competence in using English for a variety of purposes.

English Language Development A/B

This course supports the intermediate stages of English language development (proficiency levels 2.5 – 3.5) for Multilingual Learners (MLs), cultivating proficiency in social, cultural, and academic contexts. Through a content-based, interactive curriculum and a functional approach to language, students advance English skills in listening, speaking, reading, and writing. MLs engage with rigorous grade-level aligned academic content while fostering competence in using English for a variety of purposes.

English Language Development B

This course supports the high-intermediate stages of English language development (proficiency levels 3.0 – 4.4) for Multilingual Learners (MLs), advancing proficiency in social, cultural, and academic contexts. Through a content-based, interactive curriculum and a functional approach to language, students refine English language skills in listening, speaking, reading, and writing. MLs engage with rigorous grade-level aligned academic content while furthering competence in using English for a variety of purposes.

Extracurricular Activities

Families can expect a vibrant menu of opportunities for students to get involved beyond the classroom. Our middle schools offer a wide range of **clubs, activities, and athletic programs** that help students explore interests, build confidence, and connect with peers. Whether your child is drawn to academic clubs, creative arts groups, leadership organizations, or school sports, there are welcoming spaces for every learner. Participation in these programs encourages teamwork, responsibility, and school pride. For specific offerings at your school, please contact the main office for more information.



Accelerated Courses in Middle School

Placement into accelerated middle school courses is a deliberate, data-informed process designed to ensure that students are matched with learning experiences that appropriately challenge and support them. Schools review multiple data points to build a comprehensive picture of each learner's readiness, growth, and potential.

The process begins with an examination of current and historical course grades, with particular attention to patterns of mastery in core content areas. Consistent high performance, evidence of rapid skill acquisition, and strong work habits signal that a student may be ready for more rigorous coursework.

Next, teams review attendance data, recognizing that consistent attendance is closely tied to academic success. Students who demonstrate strong engagement and reliable participation are more likely to thrive in accelerated settings where pacing and expectations are elevated.

A third key component is MCAP performance, which provides standardized evidence of a student's proficiency and readiness for advanced content. High achievement or notable growth on MCAP assessments helps validate classroom performance and supports equitable identification across schools.

Counselors, teachers, and administrators then bring these data points together during collaborative review meetings. Rather than relying on any single measure, the team looks for convergence across indicators—grades that show mastery, attendance that reflects engagement, and MCAP scores that demonstrate readiness. This multi-measure approach ensures that decisions are fair, transparent, and aligned with each student's academic trajectory.

Families are informed of placement decisions and provided opportunities to ask questions or discuss supports. Ultimately, the goal is to place students in courses where they can be challenged, successful, and confident as they continue to grow.

High School Credit in Middle School

High school credit will be granted for the following mathematics courses taken in middle school: Algebra I and Geometry. The grade earned will not be used in the calculation of the high school grade point average. Students must still complete one (1) credit of mathematics per year in the high school.

High school credit will also be granted for Spanish I course taken in middle school. The grade earned will not be used in the calculation of the high school grade point average. The credit will count toward one of the two sequential courses needed for the world language completer program.

Students planning to attend college should note that most colleges do not recognize high school credits earned in middle school. These students should complete at least two (2) sequential world language credits while in grades 9 through 12 in order to meet college admission requirements.

Grade Recoup

Students who earn between a 50% to 59.9% as their final grade for a marking period are eligible to participate in the CCPS Grade Recoup program. Students are made aware of their eligibility in writing on the day report cards are issued. Students will be provided with assignments that must be completed to successfully recoup their grades. Students will be given ten (10) school days to complete the assignments after the notification of their Grade Recoup status. The highest marking period grade a student can earn from successfully completing Grade Recoup is a D.

Twilight Program

The Twilight Program is an educational program designed to help students with behavioral and academic concerns. The primary focus of the program is to support students and provide opportunities for academic and behavioral growth and success.

Six-Year Plans

A Six-Year Plan is a comprehensive, student-centered academic and career roadmap that students begin developing in middle school and utilize throughout high school and the post-secondary transition. The plan is designed to ensure that every student engages in intentional preparation for post-secondary success with the guidance of supportive adults. It provides a

structured framework for aligning coursework, career exploration, extracurricular activities, and supportive services with students' identified interests and aptitudes to support personal, learning, and career goals.

Six-Year Plans allow students to:

- **Identify aptitudes and interests early**, leaving time for skill development, career exploration, purposeful course enrollment, and engagement in related learning experiences in and out of the classroom.
- **Understand the pathways available to them before, during, and after high school**, enabling students to make informed choices and seize opportunities before they pass.
- **Connect coursework to personal career goals**, building confidence, increasing motivation, and fostering ownership of their learning and growth.
- **Leverage a coordinated system of support**, including families, teachers, administrators, school counselors, career coaches, and other supportive adults who can readily access students' plans to guide progress toward goals.
- **Grow and evolve** by serving as a fluid document that is regularly updated as student interests develop, goals shift, and new opportunities emerge in a rapidly changing economy and world.
- **Graduate prepared to pursue postsecondary goals**, by successfully identifying, planning for and completing the steps necessary to achieve individualized academic and career aspirations.

Six-Year Plans allow supportive adults to:

- **Identify students' interests and aspirations early**, allowing for programmatic decisions to be made in time to support students' goals.
- **Know what career exploration activities** best align with students' interests, strengths, and needs.
- **Effectively provide students guidance during transition** by ensuring that a student's history and progress are preserved when a student transfers schools or when staffing changes occur.
- **Work collectively to foster student growth and success**, by coordinating supports, sharing information and thoughtfully partnering across roles and teams.

Middle School Required Classes

- Reading/English – Full Year Course - three (3) classes*
- Math – Full Year Course - three (3) classes*
- Science – Full Year Course - three (3) classes*
- Social Studies – Full Year Course - three (3) classes*
- Physical Education – three (3) classes*
- Health – three (3) classes*
- Fine Arts- three (3) classes*
- Career Technical Education (Technology Education or Computer Science)
(1) class taken in Grades 6-8

Based on student interest and career goals the following courses may be taken:

- Art
- Music
- Band
- Orchestra
- AVID
- Technology Education
- Computer Science
- World Language
- Spanish I

*Students must take one (1) class each year.

NOTE: If a student is in an intervention or an EDL course, the student will have one (1) FAPE course per marking period.

Band, Chorus, Orchestra, and AVID are full year courses.

Students will take at least two FAPE courses each marking period.

Course offerings may vary at each middle school.

Service Learning Requirements

The requirement will be met by successful completion of infused service learning units in grades 6 through 9. Transfer students entering grades 6, 7, 8, or 9 will be required to complete the subsequent units upon enrollment in the Cecil County Public Schools.

Middle School Tested Courses

Standardized assessments serve as a vital benchmark in middle school, offering a uniform metric to track academic growth. These evaluations allow educators to pinpoint specific learning gaps and strengths, enabling them to refine their teaching strategies for better results. Furthermore, early exposure to these exams helps students cultivate necessary test-taking endurance, building a foundation for the high-stakes assessments they will encounter in high school and higher education.

Maryland Comprehensive Program is required for English 6, 7 and 8.

Maryland Comprehensive Program is required for Mathematics 6, 7, 8 and Algebra I.

The Maryland Integrated Science Assessment (MISA) is administered to grade 8 students.

Grade 8 Social Studies assessment is required by Maryland State Law.

Middle School Promotion

Middle school students are expected to pass all academic subjects and maintain regular attendance as foundational requirements for promotion to the next grade level. These expectations are not only essential for academic progress but also for establishing the habits and skills necessary for success in high school. Students who develop strong attendance patterns and demonstrate academic responsibility in middle school are more likely to earn the credits required for high school graduation. Furthermore, these habits contribute to college and career readiness by fostering discipline, time management, and a commitment to learning.

To be promoted from one grade level to another, students must meet the following criteria:

- Pass at least 3 out of 4 core subjects: Mathematics, English Language Arts, Social Studies, and Science.
- Year-long attendance record of missing fewer than 16 days of school.
- Students who do not earn a grade C or higher in Algebra I, or who have not achieved proficiency on the Maryland Comprehensive Program, will be scheduled into Algebra I in ninth grade.

Empowering Middle School Students: Guidance for Families

Middle school is a time of rapid growth, new responsibilities, and expanding opportunities. Families play a vital role in helping students navigate these changes with confidence. By fostering independence, building strong routines, and staying connected to the school community, parents and caregivers can help their child develop the skills and mindsets needed for success in middle school and beyond.

The Family Role in a Successful Middle School Transition

Families help set the foundation for academic engagement, healthy development, and future readiness. When students feel supported at home and at school, they are more likely to stay motivated, build resilience, and take ownership of their learning.

How Families Can Support Their Middle School Student

- **Establish consistent routines** for organization, homework, and sleep to strengthen responsibility and time-management skills.
- **Encourage self-advocacy** by prompting students to communicate with teachers, ask questions, and seek help when needed.
- **Stay engaged in school life** by connecting with counselors, teachers, and activity leaders to monitor progress and celebrate growth.
- **Promote healthy habits** that support well-being, including balanced screen use, physical activity, and positive peer relationships.
- **Talk about goals and interests** to help students see how their strengths and choices connect to future opportunities.
- **Normalize challenges** as part of learning, reinforcing resilience, problem-solving, and a growth mindset.

Building Future Readiness

Middle school is a key time for students to explore interests, develop study habits, and build confidence in their abilities. Families can nurture this growth by encouraging curiosity, celebrating effort, and helping students understand how their daily choices contribute to long-term goals.

A Strong Partnership

When families and schools work together, students benefit from a consistent, supportive network that helps them thrive academically, socially, and emotionally. CCPS is committed to partnering with families to ensure every middle school student feels prepared, connected, and ready for the future.

High School Information

Graduation Requirements

Credit Requirements

A minimum of 25 credits must be earned in grades 9 through 12 to receive a Maryland High School Diploma. Students must be enrolled at least four years beyond grade 8 unless a formal waiver is granted by the Superintendent of Schools.

English – 4

Mathematics – 4

Social Studies – 4

Science – 3

Physical Education - .75

Health Education – 1

Technology Education – 1

Electives – 6

Completion of the following:

- World Language (2) and/or
- Career & Technical Education Completer Program (3-10)

Assessment Requirements

To meet the graduation requirement, students enrolled in the courses highlighted below must:

- Government: pass the course AND participate in the MCAP (end of course exam which counts as 20% of the final grade).
- Science: pass the courses AND participate in LS MISA (end of course exam which counts as 20% of the final grade).
- Algebra I: pass the course AND pass the MCAP test.
- English 10: pass the course AND pass the MCAP test.

Service Learning Requirements

The requirement will be met by successful completion of infused service learning units in grades 6 through 9. Transfer students entering grades 6, 7, 8, or 9 will be required to complete the subsequent units upon enrollment in the Cecil County Public Schools.

High School Promotion

Cecil County Public Schools requires the following minimum number of accumulated credits to advance from one grade to another at the end of each school year.

Grade 9 to 10 - 5 Credits (2nd year in high school) (Four in core subjects.)

Grade 10 to 11 - 11 Credits (3rd year in high school) (Six in core subjects.)

Grade 11 to 12 - 17 Credits (4th year in high school) (Eight in core subjects.)

25 Credits are needed to Graduate.



We need each other!



College and Career Readiness Standard

The Blueprint for Maryland's Future has a central goal of ensuring that all Maryland public school students are College and Career Ready (CCR) before graduation, thus signifying an ability to transition successfully to post-secondary coursework at a two- or four-year institution or to the workforce. All instruction and assessments in public schools should work toward this goal of preparing students to be ready for college and career. To actualize this vision, the standard of what it means to be College and Career Ready needs to be defined and then set as the north star for PreK-12 education. The Blueprint set the preliminary CCR standard to be measured by meeting or exceeding the content standards (earning a score of 4 or 5 on the PARCC) on high school assessments.

The Maryland State Board of Education (SBOE) reinforced this standard by adopting a policy stating students are considered college and career ready by meeting the following criteria:

COLLEGE AND CAREER READINESS (CCR) STANDARD
 2025-2026


Maryland
 STATE DEPARTMENT OF EDUCATION



INITIAL DETERMINATION

GPA: 10th Grade

At the end of 10th grade, cumulative unweighted high school GPA: ≥ 3.00

+

Algebra I Course:
Grade of A/B/C

— OR —

MCAP Algebra I:
Proficient

Assessment: 9th-12th Grades

English Proficiency
MCAP ELA 10:
Proficient
or
SAT: EBRW ≥ 480
or
ACT: English ≥ 18
or
PSAT NMSQT/PSAT 10:
EBRW ≥ 480

+

Math Proficiency
MCAP Algebra I:
Proficient
or
SAT: Math ≥ 530
or
ACT: Math ≥ 22
or
PSAT NMSQT/PSAT 10:
Math ≥ 530

Alternate Assessment
DLM ELA: $\geq$ At Target

+

Alternate Assessment
DLM Math: $\geq$ At Target



DEMONSTRATING READINESS: 11TH & 12TH GRADE

GPA: 11th/12th Grade

At the end of 11th or 12th grade, one-year unweighted GPA: ≥ 3.00

+

High school level math course: Grade of A/B/C

Career & Technical Education

Complete the high school level of a registered apprenticeship

— OR —

Earn a State-Approved Industry Recognized Credential (IRC)

College Courses

Dual Enrollment math course: Grade of A/B/C

+

Dual Enrollment ELA/ Science/Social Studies Course: Grade of A/B/C

Advanced Academics Exams

Advanced Placement (AP) Exam in Math: ≥ 3

+

Advanced Placement (AP) Exam in ELA/Science/ Social Studies: ≥ 3

Career Aptitude

Armed Services Vocational Aptitude (ASVAB): AFQT ≥ 50

— OR —

ACT Workkeys Assessment: Silver/Gold/Platinum

For more information about Maryland public schools, visit our website at marylandpublicschools.org

College & Career Readiness



9th & 10th Grade

GPA Requirement – 3.0

Achieve this by the end of 10th grade.

Algebra Success

Must pass with a C or higher.



College Credits

Up to 8 FREE Courses

Total value of \$6,500 for your future.

Advanced Placement

Up to 8 FREE AP Exams

Total value of \$800.

Trade Certifications

Certifications valued between \$100 and \$800 available for FREE.



Post College and Career Readiness Pathway Options

Post-CCR pathways provide students with the opportunity to develop in-depth knowledge in a subject area of their choosing. Pathways also enable high school students to earn a specific certificate, license, or other credential that is recognized and valued by the higher education and industry communities. There are three Post-CCR pathways: College Preparatory Pathway, Dual Enrollment or Early College Pathway, and Career and Technical Education (CTE) Pathway.

College Preparatory Pathway

The Blueprint for Maryland's Future includes a comprehensive College Preparatory Pathway designed to enhance college readiness and provide students with advanced placement opportunities. The College Preparatory Pathway is part of the Post-CCR Pathways, available to students who meet the College and Career Readiness (CCR) standard by the end of 10th grade. This ensures that students are well-prepared for the rigors of college-level coursework. Under the College Preparatory Pathway, students have access to Advanced Placement (AP) courses following the Maryland AP Option.

Dual Enrollment/Middle College Academy Pathway

The Blueprint for Maryland's Future includes robust provisions for dual enrollment and early college programs, aimed at providing students with advanced educational opportunities. This alignment ensures that students are well-prepared for the rigors of college-level coursework.

Career and Technical Education (CTE) Pathway

The Blueprint for Maryland's Future includes a comprehensive Career and Technical Education (CTE) Pathway designed to prepare students for high-demand careers and further education. Here are the key components:

- **Industry-Aligned Curriculum:** The CTE system is aligned with industry needs, ensuring that students gain relevant skills and credentials that are valued in the job market
- **Early Exposure and Career Counseling:** Students are introduced to meaningful and well-paying careers early on, with regular career counseling to help them explore various career options
- **Apprenticeships and Credentials:** The CTE Pathway includes apprenticeships that lead to industry-recognized credentials, licensure, or postsecondary certificates, providing hands-on experience and job readiness

Career & Technical Education Completer Programs

Program offerings vary by school

Business, Management, & Finance/Marketing CTE Program
Computer Science CTE Program
Hospitality and Tourism Management CTE Program
Junior Reserve Officers' Training Corp (JROTC)
PLTW ® Biomedical Sciences CTE Program
Residential Construction CTE Program

School of Technology CTE Completer Programs

Agricultural Sciences Program*
AHP - Certified Nursing Assistant Program
AHP - Certified Clinical Medical Assistant Program
American Culinary Federation - Professional Cooking Program
Automotive Technology Program
Commercial Vehicle & Heavy Equipment Repair Program
Construction Trades Program
Cosmetology Program
Criminal Justice & Law Enforcement Program
Electrical Trades Program
Fire Science/Emergency Medical Services Program
Heavy Industrial Maintenance Program
Homeland Security & Emergency Preparedness Program* (For
Class of 2027 Only)
Interactive Media Production Program*
IT Networking Academy (Cisco Academy) Program
Landscaping & Horticulture Production
Manual Machining/CNC Programming & Operations
Plumbing/HVAC Technology Program
Project Lead The Way: Biomedical Sciences Program*
Project Lead the Way: Pre-Engineering Program*
Teacher Academy of Maryland Program*
Welding & Metals Technology Program

* Capstone project required

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