

7TH Grade Course Description Booklet 2020-2021



Silver Creek Middle School
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Main Number: 240-740-2200



**Course Offerings Booklet
2020-2021
Welcome to Seventh Grade**

Registration

Building upon the knowledge and skills acquired in previous years, students are encouraged to pursue a rigorous program of studies based on their individual interests and abilities. The **2019-2020** Course Description Booklet contains information on the instructional program that will be offered. It is designed to be a guide for parents and students as they register for the next year.

The Course Description Booklet contains a complete listing of courses available, information on academic grouping and student placement criteria, descriptions for courses offered, and any specific course requirements. Some classes may require nominal laboratory, project, or materials fees. Please note: the classes offered next fall for **ELECTIVE COURSE OFFERINGS** are determined during the summer and **are based on student enrollment and staffing availability**.

Parents and students should give special attention to the selection of courses during registration. **The master schedule of classes and the allocation of staff is based on your initial registration. After the registration period, schedule changes will be made in exceptional cases only.** Requests for changes by a student or parent must be for educationally sound reasons and submitted in writing. A parent/counselor/ team meeting will then be scheduled to discuss the request. Course selections must be done with great care and preplanning.

Course Descriptions

~ Mathematics ~

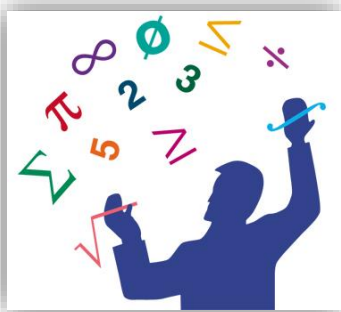
Math 7

Mathematics 7 extends students' understanding of mathematical concepts developed in Mathematics 6. Instruction at this level will focus on four areas: (1) developing understanding of and applying proportional relationships; (2) developing understanding of operations with rational numbers and working with expressions and linear equations; (3) solving problems involving scale drawings and informal geometric constructions and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and (4) drawing inferences about populations based on samples. Students who successfully complete this course will be ready for Mathematics 8 in Grade 8, strengthening their foundation for the Common Core State Standards Algebra 1 in Grade 9. Mathematics 7 focuses on the Standards for Mathematical Practice to build a climate that engages students in the exploration of mathematics. The Standards for Mathematical Practice are habits of mind applied throughout the course so that students see mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. Through this course, students will—

- Develop an understanding of proportionality to solve and graph single- and multi-step real-world and mathematical problems.
- Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide positive and negative rational numbers.
- Create and interpret numerical and algebraic expressions and equations in one variable.
- Reason about geometric relationships among twodimensional and three-dimensional figures.
- Compare two data distributions and generate data sets by random sampling.
- Investigate chance processes and develop, use, and evaluate probability models.

Investigations into Mathematics

Investigations into Mathematics (IM) extends students' understanding of mathematical concepts developed in Mathematics 6 and accelerates the pace of instruction to prepare for Algebra 1. This course compacts all of the Grade 7 Common Core State Standards (CCSS) and much of the Grade 8 CCSS into a single year. Students who successfully complete IM are prepared for Algebra 1 in Grade 8. The remaining Grade 8 CCSS are compacted into the Algebra 1 course. Instruction for IM will focus on four critical areas: (1) developing a unified understanding of number, recognizing fractions, decimals (including both those that have a finite or a repeating decimal representation), and percents as different representations of rational numbers; (2) using linear equations and systems of linear equations to represent, analyze, and solve a variety of problems; (3) comparing two data distributions and reasoning about differences between populations; and (4) analyzing geometric relationships in order to solve real-world mathematical problems.



Algebra 1 (High School Credit Course)

Algebra 1 is designed to analyze and model real-world phenomena. Exploration of linear, exponential, and quadratic functions form the foundation of the course. Key characteristics and representations of functions—graphic, numeric, symbolic, and verbal—are analyzed and compared. Students develop fluency in solving equations and inequalities. One- and two-variable data sets are interpreted using mathematical models. C2.0 Algebra 1 focuses on the Standards for Mathematical Practice to build a climate that engages students in the exploration of mathematics. The Standards of Mathematical Practice are habits of mind applied throughout the course so that students see mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. Through this course, students will do the following:

- Develop fluency and master writing, interpreting, and translating between various forms of linear equations and inequalities in one variable, and using them to solve problems.
- Solve simple exponential equations that rely only on the application of the laws of exponents.
- Interpret functions (graphically, numerically, symbolically, verbally), translate between representations, and understand the limitations of various representations.
- Use regression techniques to describe approximately linear relationships between quantities and look at residuals to analyze the goodness of fit and use more formal means of assessing how a model fits data.
- Compare the key characteristics of quadratic functions to those of linear and exponential functions and select from among these functions to model phenomena.
- Explore more specialized functions—absolute value, step, and those that are piecewise-defined and select from among these models to model phenomena and solve problems.

~Language Arts: English, Reading & ESOL

Advanced English 7

The goal of the Secondary English Language Arts program is to cultivate literate, thoughtful citizens who are capable of communicating effectively as they negotiate an increasingly complex and information-rich world. This class directs students to refine specific skills and strategies in writing, speaking, reading, viewing, and listening through the study of language and literature. The course is divided into four thematic units: Identity, A Sense of Place, Perspectives, and Expressions. Each unit includes lesson sequences and materials structured to meet the Common Core State Standards in meaningful ways and to provide flexibility for teachers to extend and support learning. Formative assessments in each unit are designed to measure student progress towards mastering focus indicators for the processes and content of English. Students write to discover and clarify what they think, to explore their ideas and communicate with others, to express themselves effectively and develop their own individual voices. They learn to view grammar, usage, and sentence construction as integral parts of the drafting and revision process. Students read a variety of novels, short stories, poems, plays, and nonfiction works to become more facile with both written and spoken language. In addition to participating in Literature Circles and Shared Inquiry discussions, students explore characterization and develop various aspects of voice through narrative, argument, and explanatory writing. Vocabulary development is also an important outgrowth of literature and language study. The goal in integrating all of these components is to help students learn to think critically, question what they read and view, and express their original ideas with confidence and clarity.

Digital Literacy 2

The Digital Literacy 2 curriculum focuses on increasing critical and creative thinking through reading, writing, speaking, listening, and viewing through an integrated approach. By participating in a problem-based process, students learn to define, analyze, and evaluate real world problems of interest related to standards-based curriculum topics. Students will use research skills to investigate problems using real-time global texts and then create solutions to address the problems. Students will participate in sustained inquiry, analysis, and evaluation of text through reading complex informational, expository, and argumentative texts in a technology-rich medium. Students will hone their communication, collaboration, research, and problem-solving skills and learn to give, receive, and use feedback to improve their process and products during complex tasks. Digital Literacy creates authentic work for students to engage in by allowing for presentation of their solutions beyond the walls of the classroom.



Middle School Reading Interventions

Silver Creek Middle School is committed to improving the reading ability of all students. Reading is the most basic skill that adolescents need to develop for success in school and in preparation for life. Reading interventions support and improve the performance of students who are reading below the proficient level. Students are placed into a reading course based on data and recommendations.

READ 180

Read 180 is an intensive reading intervention program designed to meet the needs of students whose reading achievement is below the proficient level. The program directly addresses individual needs through adaptive and instructional software, high-interest literature, and direct instruction in reading and writing skills. Students rotate between a small-group, teacher-directed lesson, a computer station for reinforcement and practice, and an independent reading center where students read books at his/her reading level. Since this is a single period class, it will take two class periods for students to participate in all four components of the small group rotation. The program is designed to rapidly accelerate student achievement, with the goal of bringing them to grade level.

MS Academic Literacy

This course is for students who are reading below grade level and need to work on the critical areas of literacy - decoding, fluency, vocabulary, comprehension, and writing. Through direct, systematic instruction, in a standardized reading intervention, students use informational text to practice decoding skills, increase their fluency, and focus on vocabulary, comprehension, and writing. Students follow a consistent routine which allows them to prepare for reading by practicing decoding skills on multisyllabic words. Students increase their knowledge of Tier 2 and Tier 3 vocabulary words, which helps to increase their background knowledge. They develop close reading skills and enhance their critical thinking skills. This program teaches students to restate questions and include key vocabulary in short answers. It also teaches them to plan and then write a paragraph which include evidence from text to support a claim. The lessons are all taught for mastery with the intention of bringing students up to grade-level.



Basic Reading

This course is for students reading far below grade level, who need to focus on phonemic awareness, phonics, decoding, and encoding. Basic Reading provides explicit and systematic instruction in a standardized reading intervention. The program used is aligned with the foundational reading skills in the Common Core State Standards. Students participate in small groups that follow a consistent routine which provides repeated practice and immediate corrective feedback. Students are assessed prior to the start of the program to determine which of the three levels they place into. Each level has its own unique focus, with the higher books incorporating skills from the lower books. Lessons are taught to mastery.



English for Speakers of Other Languages (ESOL)

The goal of the ESOL program is to have English language learners (ELLs) develop proficiency in the academic English needed to be successful in school, college, the work place, and as citizens.

Level 1

This course is designed to teach English as a new language to *Entering* ESOL students. The four skill areas of reading, writing, listening, and speaking are integrated as they practice oral and written language in an academic context. Students have various learning activities that emphasize vocabulary development and oral fluency. This course meets for a double period every day.

Level 2

This course is designed to teach English as a new language to *Emerging* ESOL students. Students continue to develop proficiency in four skill areas of reading, writing, listening, and speaking and are integrated as they practice oral and written language in a variety of academic contexts. Learning experiences are provided to support students as they read informational and literary texts. Students also learn to respond to factual questions and write paragraph summaries about their readings. This course meets for a double period every day.

Level 3

This course is designed to teach English as a new language to *Developing* ESOL students. The four skill areas of reading, writing, listening, and speaking are integrated as students practice oral and written language in an academic context. Students at this level of language proficiency understand basic vocabulary dealing with everyday home and school life. Students learn to analyze reading passages and respond to both factual and inferential questions as they read and discuss both literary and informational texts. Students practice speaking fluency, applying editing skills to their writing, and composing different types of paragraphs using grammatical structures that have been taught. This course meets for a single period every day.



Level 4





This course is designed to teach English as a new language to *Expanding* ESOL students. The four skill areas of reading, writing, listening, and speaking are integrated as students practice applying language using a variety of academic functions, academic vocabulary, and grammatical structures in context, both orally and in writing, for a variety of academic purposes in discourse. Students practice using various reading strategies while reading a variety of literary and informational texts. Students practice writing single-text and multiple paragraph essays. In this course, they review known text structures (problem and solution, sequence, main idea and detail, comparison and contrast); study text structure as a guide to increased comprehension; and focus on cause and effect as a structure. Students study poetry, its elements, and its interpretation as they read, analyze, and respond to poetry. They discuss and write comparisons of related ideas in two forms—poetry and prose. This course meets for a single period every day.

~ Science ~

Investigations in Science 7

Welcome to Investigations in Science for grade 7. This curriculum is a unique problem/project based curriculum. The learning is student-centered with the teacher acting as a facilitator. Instruction is woven around one main problem within each unit of study, and students will be presented a request for proposal (RFP) at the start of each unit. Students engage in science, technology, engineering and mathematics (STEM) in order to propose solutions to identified problems. They will then use a design-folio throughout the quarter to research, develop, design and evaluate their proposal

UNITS OF STUDY

Unit	Title	Content Focus
1	<p><i>Cellular Structure and Processes</i></p> 	Plants grown by the hydroponics method will be used to introduce structure and function of living organisms. The plants grown will be used to learn about the characteristics of living things, parts of the cell, and cellular processes. Students will also learn what materials are required by living things, how the materials are delivered, and how these products sustain life.
2	<p><i>Matter and Energy Flow in Organism</i></p> 	What do organisms need to live and grow? Students will be asked to propose a menu for use in the school cafeteria. To develop a healthy menu, students will learn that elements combine to form the building blocks necessary to grow and develop. Students will relate structure and function of body systems to nutritional requirements and disease prevention.
3	<p><i>Inheritance and Variation of Traits</i></p> 	Students will study some genetic disorders, as well as their own genetic characteristics. They will learn about heredity and be able to explain how characteristics get passed on from generation to generation. Biotechnology processes will be used, such as DNA extractions and micro arrays.
4	<p><i>Earth's History and Evolution</i></p> 	Students will study Earth's history and learn how organisms have changed over time. They will explore geologic time, mass extinctions, the fossil record, similarities between organisms, natural selection, and adaptations. Biotechnology processes will be used, such as DNA fingerprinting.

~ World Studies ~

Advanced World Studies 7

In Grade 7, the focus of study is on the history and culture of Europe in the Middle Ages, Africa, and Latin America. Students build understanding of the modern world by applying concepts of geography, economics, political systems, and culture to present day scenarios as well as reflecting and investigating the past scenarios of these ancient worlds. Analysis of primary source texts and visuals is a central method for learning about the past and the challenges of historical interpretation.

There are four units in seventh grade:

Unit 1: *Foundations of Modern Political Systems*

- Political Systems; Now and Then
- The Feudal Political System
- Political Systems Change: Outside Europe
- Political Systems: Developing Nation States

Unit 2: *The Influence of Culture in Africa*

- Characteristics and Principles
- Geography Trade & Culture
- The Kingdom of Mali
- Defining National Cultures Today



Unit 3: *Geography Shapes Latin America*

- Geography Shapes Modern Latin America
- Geography Shapes the Aztecs
- Geography Shapes the Incas

Unit 4: *The Impact of Economics: One World Past and Present*

- The Market at Work
- The Market Changes Europe
- New Markets, New Worlds
- The Market Changes the World
- One World Market Today

Historical Inquiry into Global Humanities 7

This course is built around the core Grade 7 social studies curriculum, Historical Inquiry in World Studies 7, that includes historical content from civilizations of Latin America, Africa, and medieval Europe as well as global interactions following Columbian Exchange. Cohort students will go beyond this core as they learn additional content, explore deeper connections to today, engage in investigative inquiry to strengthen their writing through Document Based Questions, and enhance their learning through relevant literature connections. They will also participate in the National History Day (NHD) competition to research historical topics related to a NHD annual theme.

***Note:** Student performance data will be used to determine placement in this course. Once winter testing is complete and further direction is provided by the MCPS Office of Curriculum and Instructional Programs, student data will be analyzed to determine placement. Letters will be sent home informing students and parents of the recommendation to participate in this new course.*

~ Physical Education ~

The middle school physical education program focuses on health-related fitness, movement skills and concepts, and personal and social responsibility. Each physical education unit challenges students to better understand the development and implementation of long-term fitness and physical activity goals, the application of tactics and movement skills in physical activities and sport, and the relationship between teamwork and achievement. The learning tasks in physical education emphasize and teach problem-solving and decision-making skills. Students are challenged to utilize strategies that deepen understanding and promote self-efficacy in learning concepts of movement, fitness, and responsibility.

By the end of Grade 7, students should know and be able to do the following:



■ Health-related fitness

- Apply exercise principles to the health-related fitness components to develop and modify a personal fitness plan.
- Calculate and apply methods for measurement of target heart rate and healthy fitness zone.
- Compare the relationship between nutrition and physical activity.

■ Movement Skills and Concepts

- Apply basic movement concepts related to defense and offense in personal development and tactical games activities.
- Design and demonstrate creative skill combinations.
- Develop and modify a personal movement (practice) plan.

■ Personal and Social Responsibility

- Identify conflict resolution skills and negotiation tactics to promote a healthy physical activity setting.
- Perform tasks effectively with others in physical activity settings.
- Apply effective time-management strategies to improve movement skills and fitness level.

~Health Education~

Comprehensive Health Education promotes positive health-related attitudes and behaviors that support self-reliance and self-regulation while developing health literacy and lifelong wellness. The health skills emphasized throughout the program include analyzing influences, accessing information, interpersonal communication, decision-making, goal-setting, self-management, and advocacy. This nine-week course includes the following five units of instruction: mental and emotional health; alcohol, tobacco, and other drugs; personal and consumer health; family life and human sexuality; and disease prevention and control.

Parents of Grade 7 students will receive information about the family life and human sexuality unit and the disease-prevention and control unit of instruction prior to the start of classroom instruction. Information about responsibilities of families, components of healthy relationships, responsible decision-making are included in the family life and human sexuality unit. The disease unit includes information about sexually transmitted diseases and infections, including HIV/AIDS. Parents will receive a permission form for their child to participate in these units of instruction. If the permission slip is not returned, the student

will receive instruction on family life and disease prevention concepts. Parents who object to the content of this instruction will check “No” on the parent permission form and the child will be excused from that unit. If excused, the child will complete an independent-study alternative unit of health education that does not include information about human sexuality or disease prevention, including HIV/AIDS.



~ World Languages ~



The goal of the world languages program in Montgomery County Public Schools (MCPS) is to prepare students to be linguistically and culturally competent in languages other than English. The ability to communicate in a culturally appropriate manner with speakers of other languages is the key to success in the increasingly diverse global community of the 21st century. As students develop proficiency in world languages and an understanding of the underlying values and beliefs of other cultures, they gain the skills that are essential to meaningful communication.

All world languages courses are **designated high school level courses**. Students are required to take quarterly assessment to determine their progress in speaking, reading, and writing in the target language they are studying. World language grades earned at Silver Creek Middle School will appear on student’s high school transcript.

Level 1A/B (Full Year Course)

Spanish, French, or Chinese

This is a high school credit-bearing course. Students begin to learn to communicate orally and in writing in a culturally appropriate manner about topics related to daily life. They interpret basic information when listening and reading. Vocabulary and basic grammatical structures are taught within the context of these familiar topics. Culture is embedded throughout the course. Students who successfully complete both semesters of 1A/B earn one foreign language credit toward graduation.

Level 2A/B (Full Year Course)

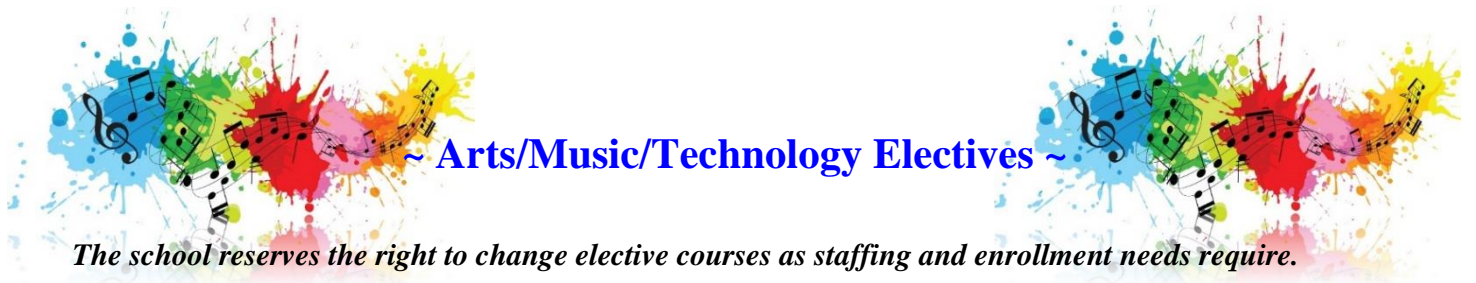
Spanish, French, or Chinese

This is a high school credit-bearing course. Students expand their ability to communicate orally and in writing in a culturally appropriate manner about topics related to daily life. They interpret information when listening and reading. Vocabulary and grammatical structures are taught within the context of these topics. Culture is embedded throughout the course. Students who successfully complete both semesters of 2A/B earn one foreign language credit toward graduation.

Level 3A/B (Full Year Course)

Spanish or French

This is a high school credit-bearing course. Students continue to expand their ability to communicate orally and in writing in a culturally appropriate manner about a variety of familiar topics. They interpret detailed information when listening and reading. Vocabulary and more complex grammatical structures are taught within the context of these topics. Culture is embedded throughout the course. Students who successfully complete both semesters of 3A/B earn one foreign language credit toward graduation.



The school reserves the right to change elective courses as staffing and enrollment needs require.

Middle School Art 2

Students will explore how the theme of *RELATIONSHIPS* can be used to create artworks that communicate personal meaning and individual ideas. Students will gain a deeper understanding of how artists generate and conceptualize ideas, refine craftsmanship through practice and persistence, and intentionally arrange compositional elements to effectively communicate meaning. Creativity, innovation, critical thinking, communication, and collaboration continue to be developed throughout the course.

Middle School Studio Art 2 (Semester course paired with MS Digital Art & Photography 2)

Students will refine their ability to use traditional studio media and techniques including drawing, painting, printmaking, sculpture, ceramics, and crafts to create artworks. Students will continue to build their visual literacy and design skills by using the art elements and design principles to analyze the environment and artworks. Students with no previous art experience may begin at Level 2 with permission of the visual art teacher.

Middle School Digital Art & Photography 2 (Semester course paired with MS Studio Art 2)

This course will provide students with active learning experiences related to computer animations and the use of animation software applications. Students will design art using both vector and raster-based software, and/or manually operate a digital camera and utilize photo editing software to create artwork.

Music



MS Chorus 2 (Full year course)

Students will create, perform, and respond to music in a variety of styles/genres. Students will continue to develop the fundamentals of proper vocal technique and choral singing in relation to posture, breath control, tone, intonation, diction, blending, singing in harmony, music literacy, and sight-singing. **Students will primarily sing state level 2-3 music.** There will likely be a minimum of two school concerts as well as the opportunity to participate in other festivals/performances and students are expected to participate in all performances. An audition and/or a prerequisite of MS Chorus 1 may be required.

Middle School Band II/Orchestra II (Full year course)

Students develop and refine their technical skills in order to perform music at the Grade 2 Level of difficulty. Emphasis is placed on developing formal rehearsal decorum, following a conductor and developing pitch and rhythmic security in preparation for performing an independent part in the traditional band or orchestra ensemble. Students learn the social, cultural, and intellectual influences reflected in the musical works they are studying and discuss performance styles and musical forms of corresponding historical periods. The study of music theory includes performance and recognition of major scales, diatonic and chromatic intervals, and simple melodic dictation. The critical listening skills that are developed as a result of preparation for instrumental performance are used to help the student formulate criteria for effectively evaluating his/her own performance as well as the



performance of others. This band or orchestra represents middle schools at public performances.

Prerequisite: Attainment of outcomes for Middle School Band I or Orchestra I. Students may also audition to qualify for this course or be placed by the instrumental music teacher.

Technology

Principles of Information Technology, Cyber Security & Engineering

(Semester course paired with Invention and Engineering)

- Cyber SAFE
- Computer Literacy—Hardware and Software
- Cyber Safety and Software Applications
- Invention & Innovations
- Development and Use of Technology
- Engineering Design Process



~Additional Classes~

Alternative 1 – *Placement is determined by individual need in consultation with student's grade level administrator, counselor, and teachers..*

The vision of Alternative 1 is to provide students with the skills necessary to achieve excellence in all areas of their personal and educational development, including attendance, behavior and academics. Alternative 1 provides a comprehensive program to meet the needs of the student in a secure emotional and physical environment, where each individual is treated with fairness, dignity, and respect. Students develop short and long term goals and learn to recognize the connection between their efforts in the present and their opportunities in the future.

~ Special Education ~

Resource Class - *Placement is determined by individual academic needs in consultation with student's grade level administrator, counselor, and teachers or IEP team as appropriate.*

Students who need intensive support keeping up with grade level work may be recommended to take a resource class. The purpose of the class is to help students to develop and improve education skills such as organization, study skills, and test taking strategies.



Placement determined by the Individualized Education Program (IEP) team.

The Special Education Department services students who are identified with an educationally related disability. Services are provided based on the IEP for each student. The main focus is to use the curriculum for each grade and subject to address goals and objectives. Classes are offered as a continuum of services including self-contained and inclusion classes. A variety of strategies and accommodations are incorporated into the program.

The Hours - Based Model

The Hours Based Model program serves students who qualify for Special Education services for a variety of reasons including, Specific Learning Disabilities, Speech Language Impairments, or Other Health Impairments. Students in the program receive support in the setting that best meets their academic needs, including self-contained and/or inclusion classes. Special Education staff is trained in strategy based teaching and focus on incorporating the strategies as the students access the general education curriculum.