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# Tilden Middle School



Grade 7 Supplement  
2017 - 2018

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Dear Tilden Students and Parents\Guardians:

At Tilden Middle School we view the education of our students, your children, as a partnership between the school and the community. We strive to ensure a well-rounded and rigorous education for everyone. Critical thinking skills are emphasized and developed over all three years of middle school in order to begin to prepare students for the demands of high school and beyond. Additionally, we help facilitate the development of adolescent organizational and social skills.

Our school vision and mission, which were developed jointly with parents, staff and students, speak directly to the importance of providing every child with as many opportunities to explore their unique gifts as possible.

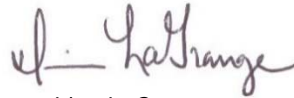
### Vision

We envision a **happy, safe, and caring** educational culture in which our community is committed to the ongoing **success** of all students.

### Mission

By providing our students with a rigorous and engaging education that builds their confidence and meets their social-emotional needs, the Tilden community will prepare students to become successful, responsible, and respectful global citizens.

The course offerings in this booklet vary widely to provide multiple opportunities for students to be challenged at all levels. Your child's counselor offers valuable guidance and assistance for both students and their parents/guardians. We wish all Tilden students an excellent 2017-2018 school year.



Irina LaGrange  
Principal

# Tilden Middle School

11211 Old Georgetown Road  
Rockville, MD 20852

(301) 230-5930 Main Office (301) 230-5940 Counseling

## GRADE LEVEL SUPPLEMENT 2017-2018

### INTRODUCTION

Welcome to 7<sup>th</sup> Grade! Seventh grade is a pivotal year for students in middle school and we are committed to providing the best possible instruction for your child. While student needs change often, and the curriculum may appear to be set, the programs developed in each content area are indeed flexible. If you are thinking about applying to Walter Johnson's APEX program while in 8<sup>th</sup> grade, you will need to look at their course website and look at the criteria to help inform you about their selection process. As you read this Grade Level Supplement, please keep in mind that the course descriptions provide only a brief summary of the various courses. When school begins in the fall, students will receive the specific objectives for each course. If your child has not received the directions on how to access the electronic registration, please visit the Tilden website. Your job will be to identify the remaining courses your child would like to take. Not all elective courses will be offered; what is offered depends on student interest. If you need assistance please contact the counseling department at (301) 230-5940.

### REGISTRATION

Students and parents are encouraged to read the course descriptions very carefully. All students will be scheduled for seven courses; required courses are listed under each grade below.

#### 7th GRADE

##### REQUIRED COURSES

Advanced English or ESOL  
Advanced World Studies 7  
Mathematics  
Investigations in Science 7  
Physical Education/Health  
Reading by recommendation only

#### 8th GRADE

##### REQUIRED COURSES

Advanced English or ESOL  
Advanced US History 8  
Mathematics  
Investigations in Earth/Space Systems  
Physical Education/Health  
Reading by recommendation only

### PLANNING FOR THE FUTURE

All MCPS high schools offer a variety of instructional program models to meet the needs of their students. As a middle school student, it is important to become aware of special program options that may be available to you in high school so that you can make the best choices based on your academic talents, interests, needs, and career goals.

Early investigation of these programs is important so that you can be sure you are selecting courses while in middle school that meet any academic eligibility requirements. For more information about the programs, please contact the Division of Consortia Choice and Application Program Services at (301) 592-2040 or visit the website, [www.montgomeryschoolsmd.org/departments/schoolchoice](http://www.montgomeryschoolsmd.org/departments/schoolchoice), for detailed information on high school special programs, such as those for International Baccalaureate (IB) programs, Advanced Placement (AP) course, Career and Technology Education (CTE) career pathway programs, or special internships.

## ELECTIVES

When choosing an elective class, please be aware that this decision might not be able to be changed at a later date. It is essential that students and parents read the descriptions carefully and make a choice that reflects a **final decision**. Course offerings will be determined by student interest and staff availability. FY = Full Year S = Semester

World Language choices (FY)  
Instrumental Music choices (FY)  
General Chorus (FY)  
Guitar (FY)  
Yearbook (FY)  
Fundamentals of Visual Art (FY)  
Digital Literacy 2 (FY)  
TV Studio (S) / Exploring Theater (S)  
Art 7 (S) / Family and Consumer Science (S)  
Lights, Camera, Literacy! (S) / Family and Consumer Science (S)

## FULL YEAR (FY)

### WORLD LANGUAGES

The world language program at Tilden teaches reading, writing, listening, speaking and cultural awareness. Vocabulary and grammatical structures are taught through a variety of contextual themes. These are challenging high school classes which will appear on a student's high school transcript. High school credit will be given if the student successfully completes the course and passes the high school county final exam. **The final grade for each semester and credit are automatically placed on the students' high school transcript.** Please consult with a representative of the World Language Department for further guidance in this matter if you're unsure of the appropriate selection. The world language courses are accelerated courses, designed for the student with a high degree of academic self-discipline. \*Please note that Walter Johnson offers World Language courses in Chinese, French, and Spanish. If your child is planning on attending a magnet high school program, or another high school altogether, please check with that high school to ensure alignment with the proper language.

At Tilden we encourage students with experience and/or knowledge in one of the languages we offer to either choose a different language or to continue their language studies in their native or heritage language with a view to biliteracy. However, it is very important to make sure our students are placed in the correct level. Please contact our World Languages Content Specialist, Karen Kulpinski, to schedule a placement assessment. [Karen.G.Kulpinski@mcpsmd.org](mailto:Karen.G.Kulpinski@mcpsmd.org).

Once a student has selected a language and level at registration, it may be very difficult to change that once the school year starts so it is imperative that any student with a background in a language be evaluated prior to registering for a class.

#### **MS FY Chinese 1A (1869) / MS FY French 1A (1600) / MS FY Spanish 1A (1700)**

These full-year semester courses provide double the time and practice to set a foundation for a new language. Students must pass the full year of 1A, the full year of 1B, and the 1B final exam to earn credit.

#### **MS FY Chinese 1B (1870) / MS FY French 1B (1601) / MS FY Spanish 1B (1701)**

This course is meant to provide double the time and practice to set a foundation for a new language. The prerequisite for Chinese 1B/French 1B/Spanish 1B is successful completion of Chinese 1A/French 1A/Spanish 1A. Students must pass the full year of 1A, the full year of 1B, and the 1B final exam to earn credit. The final grade and half a credit are automatically placed on a student's high school transcript.

#### **French 1 A/B (1611, 1621) / Spanish 1 A/B (1711, 1721) (Full Year)**

**This is an accelerated course in which 1A is taken first semester and 1B is taken second semester**, and students taking it should have a high degree of academic self-discipline. These students will be offered French or Spanish 2A/B, if they complete the level 1 course with a C or better. This course qualifies for **high school credit**. High school credit is given for World Language when the student successfully completes both semesters and passes the final exam. **The final grade for each semester and credit are automatically placed on a student's high school transcript.**

## French 2 A/B (1612, 1622) / Spanish 2 A/B (1712, 1722) (Full Year)

This course is for students who have completed the corresponding 1 A/B course with a C grade or better. This course qualifies for high school credit and will be on the high school transcript. **\*Depending on enrollment, students registering for this course may attend Walter Johnson HS for class.**

## MUSIC

(Open to 6th, 7th & 8th grades as described)

Students who have never played an instrument before are welcome to join the program. Please contact Mr. Patrie at [Timothy\\_S\\_Patrie@mcpsmd.org](mailto:Timothy_S_Patrie@mcpsmd.org) before signing up for band or orchestra. Please contact Mr. Shaw at [Tory\\_C\\_Shaw@mcpsmd.org](mailto:Tory_C_Shaw@mcpsmd.org) if you have any questions about chorus or guitar.

### Beginning Wind Percussion (6815) (Full Year)

This course is offered to all 7<sup>th</sup> grade students and is designed to give young musicians a strong technical foundation and to improve tone production, note and rhythm reading, and performance of music in a variety of styles. **Students who have never played an instrument before are encouraged to join the band by selecting this course ("Beginning Band") with the understanding that they must meet with the director during MAP and/or after school at least once per week until they are proficient enough to be incorporated into the full ensemble.** Students may have the opportunity to explore "color" instruments (tuba, French horn, oboe, bassoon, bass clarinet, tenor and baritone saxophones) in order to achieve a balanced instrumentation. The goal for each student in this class is to, qualify for advancement into the intermediate band the next year by the end of the spring semester, **a minimum of 30 minutes of DAILY at-home practice is required.** Some larger instruments (such as French horn, tuba, bassoon, and percussion) are available through the school on a first-come, first-served basis. All students will perform at evening school concerts in the winter and spring. Other performance opportunities may arise throughout the year. Honors county groups are available to promising students in this class.

### Intermediate Band (6880) (Full Year)

This course is offered to students who demonstrate intermediate skill on their instrument. **Admission is by recommendation/audition with the director.** The course continues development of a strong technical foundation, with emphasis on improving personal tone production, note and rhythm reading, and performance skills. Students have an opportunity to explore "color" instruments in this group (tuba, French horn, oboe, bassoon, bass clarinet, tenor & baritone saxophones) in order to achieve a more balanced instrumentation. The goal for each student in this class is to qualify for advancement into the advanced band the next year by the end of the spring semester, **a minimum of 30 minutes of DAILY at-home practice is required.** All students will perform at evening school concerts in the winter and spring. Other performance opportunities may arise throughout the year. Honors county groups are available to promising students in this class. **Again, admission is by audition with the director.** Please email Mr. Patrie, [Timothy\\_S\\_Patrie@mcpsmd.org](mailto:Timothy_S_Patrie@mcpsmd.org), to arrange an audition.

### Advanced Band (6830) (Full Year)

This course is open to students with at least two years of prior experience who demonstrate advanced skill on their instrument. **Admission is through audition or with the permission of the director.** The course continues the development of tone and technical facility with emphasis on advanced note and rhythm reading and the performance of music in a variety of styles. There is an opportunity to explore "color" instruments in this group (tuba, French horn, oboe, bassoon, bass clarinet, tenor & baritone saxophones) in order to achieve a more balanced instrumentation. **A minimum of 30 minutes of DAILY at-home practice is required.** All students will perform at evening school concerts in the winter and spring. Other performance opportunities may arise throughout the year. MCPS All-County Junior groups are available to promising students in this class.

### Beginning Strings (6845) (Full Year)

This course is offered to all violin, viola, cello, and string bass students and is designed to give students a strong foundation in proper string techniques, and to improve bowing, tone production, note and rhythm reading, and performance of music in a variety of styles. **A minimum of 30 minutes of DAILY at-home practice is required.** All students will perform at evening school concerts in the winter and spring. Other performance opportunities may arise throughout the year. Honors county groups are available to promising students in this class. **Beginners must sign up for Beginning Strings (6845) with the understanding that they must meet with the director during MAP and/or after school at least once a week until they are proficient enough to be incorporated into the full**

ensemble; this normally takes 6-8 weeks. Violin and viola students **must** supply their own instruments. The school can provide cellos and basses on a limited basis to students that need them for **in-school use**. Before purchasing an instrument, renting is suggested for beginners for at least the first semester.

### **Advanced Orchestra (6860) (Full Year)**

This course is offered to all violin, viola, cello, and string bass students who have **at least two years** of prior experience and demonstrate advanced skill on their instrument. **Admission is by audition with the director.** The course is designed to continue developing foundations in string techniques while providing opportunities to perform the great string literature. Advanced bowing, tone production, note and rhythm reading, and performance of music in a variety of styles are explored. **A minimum of 30 minutes of DAILY at-home practice is required.** All students will perform at evening school concerts in the winter and spring. Other performance opportunities may arise throughout the year. Honors county groups are available to promising students in this class. Violin and viola students **must** supply their own instruments. The school can provide cellos and basses on a limited basis to students that need them for **in-school use**. Advanced orchestra students must be able to play in 3rd position and tune their own instruments. **Again, admission is by audition with the director.** Please email Mr. Patrie at Timothy\_S\_Patrie@mcpsmd.org , to arrange an audition.

### **Guitar (6589) (Full Year)**

This class is open to students in grades 7-8 who are interested in learning how to play the guitar. No experience is necessary! School-owned instruments are available to students who need them. Emphasis will be on basic techniques of music-reading skills, playing melodic lines, chords, and guitar ensemble performance. This class performs music of many different styles. If numbers permit, Guitar will be divided into sections: a Beginning Guitar class for first-time players and an Advanced Guitar class for those with experience who look forward to working on a more challenging repertoire.

### **General Chorus (6690) (Full Year)**

Chorus is offered to students in grades 6-8 who want to sing and develop both their individual and ensemble musicianship skills. Emphasis is on refining raw vocal technique; therefore mastery of breath control, vocal production, diction, intonation, tone blending, singing in harmony and sight-singing are important. Special emphasis on ENSEMBLE performance skills, as well as music appreciation and dramatic technique within performances. Individual voices are carefully monitored for the natural development of a healthy vocal sound. While rehearsing and presenting chosen literature, students learn about musical styles, historical periods, and the cultures from which the music originated. As a result, students are introduced to many new genres and styles of music. Chorus is a fun music ensemble where students work together toward a common goal. The Chorus performs at evening concerts, MCPS Music Festival, and WJ Cluster concerts to meet the course objectives and complete the learning process. If numbers permit, Chorus will be divided into sections: a beginning chorus for 6th grade and first-time singers and an advanced chorus for those with experience who look forward to working on a more challenging repertoire.

## **OTHER FULL YEAR COURSES**

### **Yearbook (0304) (Full Year)**

This course is designed for students who want to develop their writing skills, work on the school newspaper, and produce the school yearbook. Students will learn how to write news stories, features, editorials, sports stories, and book & movie reviews. Students will also develop interviewing, proofreading, copy editing, and publication layout and design skills. In addition to writing and publishing four issues of *The Tilden Howl* (using Microsoft Publisher), students will use their creative skills to produce the annual yearbook. Students will take photographs, write copy, and layout pages to create a timeless memory book for their peers. They'll develop graphic design skills by using software designed especially for yearbook production. In addition, guest speakers will provide insights into the careers of professional writers, reporters, and photographers. The class will also take a field trip to a news-related institution such as The Newseum or The Washington Post.

### **Fundamentals of Visual Art (6006) (Full Year)**

This course is a prerequisite, and must be completed prior to enrollment in Foundations of Art A/B in Grade 8 in order for a student to be eligible for one Fine Arts High School Credit. Students are introduced to the principles of color, texture, and form using a variety of media, including drawing, painting, and digital art. Students will apply the basic principles as they create original pieces in both the traditional and digital formats. Historically significant and contemporary art examples representing a variety of

cultures are investigated and represented in the creative-production process. Students will learn to evaluate and critique personal artwork and the artwork of others. **Successful completion of ICT 6, Fundamentals of Visual Art, and Foundations of Art A/B result in one (1) Fine Arts high school credit.**

### **SEMESTER ELECTIVES (S)**

Electives will consist of two courses paired together, with each course offered on a semester basis. When selecting semester electives, you must select both courses paired below the particular option.

#### **OPTION A**

##### **TV Studio (7863) (Semester)**

This course offers students opportunities to participate in activities that will allow them to develop an understanding of the fundamentals for TV and Film production. Students will learn the proper techniques in the use of studio equipment and perform the various technicians' jobs. They will write, produce, direct, edit, and perform their own original films. Students will create and produce several video projects, including original films, movie trailers, and public service commercials that will air on Timberwolves TV. Each student will gain significant hands-on experience in producing, directing, and editing a video/film production.

##### **Exploring Theater Grade 7 (6902) (Semester)**

Exploring Theatre 7 is an activity-oriented course designed to introduce students to the basic elements of the theatre experience. These include the fundamental techniques of performance; self-expression and confidence-building; group interaction and cooperation; and the appreciation of the aesthetic aspects of theatre. These elements are the foundation for future study of dramatics and the basis for exploration of theatre as an art form.

#### **OPTION B**

##### **Art 7 (6001) (Semester)**

Students in Grade 7 expand on their knowledge of materials and techniques. Students also use their own personal reactions and responses as a focus in their artwork. Creativity, innovation, critical thinking, communication, and collaboration continue to be developed throughout the course. Grade 7 units include design, drawing, painting, ceramics, sculpture, printmaking, collage. Design, printmaking, and collage units require students to express personal identity, make aesthetic choices, and initiate social action. Drawing and painting units allow students to compare built structures with the natural environment using properties of value and color. Working three dimensionally, students use additive and subtractive techniques to personalize a ceramic coil vessel. Working in relief sculpture, students inventory their interests and illustrate them to convey movement through line and form.

##### **Family and Consumer Sciences (FACS) Grade 7 (4510) (Semester)**

Today's students live in a diverse and changing world, requiring many decisions associated with daily living and carrying out the complex process of personal resource management. These decisions involve interacting with family, friends, and community members; making food choices that will optimize health; learning to be an informed consumer; and exploring education and career options. Family and Consumer Sciences (FACS) focuses on all of these components of personal resource management, which need to be addressed throughout the life cycle. The FACS program helps students develop critical and creative thinking skills and utilize current technology in order to achieve individual, family, and societal goals. An inquiry-based curriculum enables students to explore the various components of personal resource management in preparation for a more specific area of study in high school. FACS supports students in preparation for the Middle School Assessments by applying academics to real-world issues, and provides students with skills to maintain a balance between their work and family life throughout their lifetime. Through a project-based approach, students will be introduced to the knowledge, skills, attitudes, and behaviors associated with successful management of personal finances. Students will explore the benefits of making informed decisions; setting financial goals; using electronic banking and credit safely; creating a spending plan, and understanding values, needs, and wants. Hands-on activities and multidisciplinary projects are designed to be fast-paced and engaging as students get ready to take charge of their own personal finances.



## OPTION C

### **Lights, Camera, Literacy! (1041) (Semester)**

This course increases literacy in both written and visual text, improves collaboration skills, builds confidence and motivation, and provides opportunities for high-level thinking via specific strategies. Students transfer their skills as viewers of film to skills on the written page, as well as learn how to read visual text and create effective visual communications. The course focuses on all three areas of the MCPS Moving Image Education: integrating, deconstructing, and creating the moving image. Students transfer reading skills such as inference from screen to script page to book. They use critical thinking skills and explore new vocabulary in the areas of lexicography, chess, and film. Students deconstruct information at the literary, dramatic, and cinematic levels. Throughout the course, students reflect on their learning through student-to-student discourse and journal writing. They work collaboratively to apply the various skills and use technology to produce an authentic product, a short film.

### **Family and Consumer Sciences (FACS) Grade 7 (4510) (Semester)**

See description under Option B.

## COURSES BY RECOMMENDATION ONLY

### **Developmental Reading (1008) (Full Year)**

Developmental Reading is designed for students who are currently reading two or more years below grade level and need additional instruction and practice in word identification skills, fluency, vocabulary development, reading comprehension strategies, and written responses to text. This course is intended for those students reading books below a 350 Lexile level who are not yet eligible for the READ 180 intervention program. **If recommended, this course replaces an elective and is considered essential to the future academic success of the student.**

### **READ 180/READ 180 FLEX (1012) (Full Year)**

READ 180 is an intensive reading intervention program designed to help students who are reading more than one year below grade level, make measurable gains in reading achievement. The program directly addresses individual needs through instructional software, high-interest fiction and nonfiction, and direct instruction in reading and writing skills. Within the 90-minute instructional block, students are engaged in whole-group teacher led instruction, followed by 20-minute rotations in instructional software with individualized skills practice, modeled and independent reading and/or writing, and small-group instruction. The program is designed to build background knowledge, vocabulary, spelling, fluency, writing, grammar, and reading comprehension skills about a variety of topics. READ 180 FLEX is a second year of the READ 180 program for those students who need it. Students who are assigned to this course will not have electives. Student placement is based on a variety of assessments, including MAP-R, MSA, and teacher recommendations. **If recommended, this course replaces an elective and is considered essential to the future academic success of the student.**

### **Reading 7 (1010) (Full Year)**

The Reading 7 curriculum extends the reading strategies framed in previous reading courses. This curriculum is designed for readers who have a foundation in decoding skills but experience difficulty comprehending grade-level material. The goal of this course is to build reading comprehension of expository texts that students will encounter in secondary-content classes, including periodicals, trade books, textbooks, and reference materials. Students also develop vocabulary, fluency rate, and motivation for reading. Students learn research-based reading strategies and apply them to the content texts of science, social studies, English, and mathematics. During the year of study, students work with increasingly more difficult materials as they become more independent and efficient readers.

### **Alternative Program (8058) (Full Year)**

Time management, organizational skills, effective study techniques, and essential elements of note taking are a few of the skills taught and put into action in this class; daily homework and class work assignments are used to reinforce these skills. Through constant communication, teachers, parents, and students will work TOGETHER to improve the overall outcome of the student's efforts. Related Studies takes the place of one elective; students are assigned to this class by the recommendation process.

**Resource (0005) (Full Year)**

This class, taught by a special educator, is designed specifically for special education students who have Individual Education Plan goals. Students are placed in this class solely by a recommendation process. This class takes the place of the elective option in the sixth grade.