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# Tilden Middle School



Grade 8 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

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## GRADE LEVEL SUPPLEMENT 2017-2018

### INTRODUCTION

Welcome to 8<sup>th</sup> Grade! In eighth grade, our goal is to help make the transition from middle school to high school smooth and productive. In addition to focusing on subject matter, eighth grade teachers emphasize the process of learning and the development of basic skills in the various content areas. We provide more in-depth learning experiences for those students who master the basic course objectives and additional assistance for students who require academic support. 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.

#### 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)  
Guitar (FY)  
General Chorus (FY)  
Foundations of Art A/B\* (FY)

Yearbook (FY)  
Ceramic Studio (S) / Foods and Nutrition (S)  
TV Studio (S) / Theater 8 (S)  
Intro to Computer Art (S) / Drawing and Composition (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, Latin, 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 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 Spanish 1B is successful completion of 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 1A/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 the course and passes the final exam. **The final grade for each semester and credit are automatically placed on a student's high school transcript.**

### **Chinese 2 A/B (1873, 1874) / 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.**

### **French 3 A/B (1613, 1623) / Spanish 3 A/B (1713, 1723) (Full Year)**

This course is for students who have completed the corresponding 2 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 before signing up for band or orchestra. Please contact Mr. Shaw at 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 8<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 recommendation/audition with the director.** Please email Mr. Patrie, 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 by recommendation/audition with 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. 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 recommendation/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 recommendation/audition with the director.** Please email Mr. Patrie at Timothy\_S\_Patrie@mcpsmd.org to arrange an audition.

### **Guitar Ensemble (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**

### **Foundations of Art A/B (6055, 6056) (Full Year)**

Students enhance their experience working with the principles of color, texture, and form using a variety of media, including drawing, painting, and digital art. Students apply the principles as they create original pieces in both 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 continue to evaluate and critique personal artwork and the artwork of others.

### **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.

## 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

#### **Ceramics Studio (6024) (Semester)**

In this course, students learn the fundamentals of creating ceramic pieces from clay. Students demonstrate strong basic ceramics skills, with an understanding of the clay in each stage of the process, from recycling to the final firing of glaze ware. In between the stages of the ceramics process, students will create additional two and three dimensional artwork to build their knowledge of general art skills and techniques.

#### **Foods and Nutrition 8 (4845) (Semester)**

This course is designed for those who have a strong interest in foods. Students learn and practice advanced techniques for preparing nutritious and creative foods. By the end of the course, they will be skilled in preparing such foods as special breads, steamed and stir-fried vegetables, and an assortment of main dishes. Emphasis will be on each student developing "chef-like" skills for successful cooking and presentation. Community service opportunities will give students training in quantity food preparation. Students will learn to be better consumers of all foods. A featured individual project will be research on foods from a country or region selected by the student. The object is to practice deductive reasoning and develop an appreciation of foreign cultures as reflected in their cuisine. Students are encouraged to explore new cooking techniques and tastes as they learn to make some of these international foods. Introduction to personal finance and budgeting will be presented into the curriculum as well. 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 B

#### **Intro to Computer Art (6005)**

This digital art course will focus on 21<sup>st</sup> century learning skills. Students use the computer as a tool to create portraits, illustrations, commercial/advertising, 3D modeling, and animations. Students will develop their understanding of technology and its application in creating original works of art. A student portfolio of digital art will be produced.

By the end of this course, students will be able to do the following:

- Work on PC computers and learn the software applications of Adobe Photoshop, Illustrator, Google SketchUp, and Windows Live Movie Maker.
- Use a video or digital camera to import a photograph.
- Identify the unique features of art created on the computer.
- Use the computer to create original artwork.
- Discuss the use of the computer in fine art, photography, illustration, and commercial art.
- Critique computer art in terms of technique, aesthetic criteria, and communication.
- Use computer equipment safely and maintain equipment and facilities properly.
- Discuss ethical and safety issues in the use of computers as an instructional tool.

#### **Drawing and Composition (6022) (Semester)**

Students explore a variety of drawing media such as pencil, charcoal, marker, ink, and pastel to develop observational and rendering skills. Creative problem solving is emphasized as students explore the relationships between the elements of art and the principles of design in original compositions. Artwork from history and multiple cultures are examined and analyzed.



## OPTION C

### **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.

### **Theater 8 (6903) (Semester)**

Experiencing Theatre 8 is a one-semester, performance-oriented course in which students investigate and experience aspects of production, aesthetics, criticism, theatre genre, and history within the framework of classroom presentations. Students develop the fundamental techniques of performance through activities involving stage movement, pantomime, voice, oral interpretation, theatre games, role-playing, improvisation, and scene study.

## **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 8 (1011) (Full Year)**

The Reading 8 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.

**Student Assistant in Special Education Program (0600) (Full Year)**

The student assistant is assigned to work with students in the Learning for Independence or Learning Center program. The student assistant will perform some or all of the following duties: assist individual students in their academic, arts rotation, or PE classes, monitor the progress of the student, develop adaptations to help a student work on a particular skill, consult with the classroom teacher about ways to be of assistance during the classroom activities. While this is a fun activity, students need to be aware that this is a responsibility. Each person's job varies and the individual teacher determines the tasks needed to be done. Students may be assigned to the main office or the counseling office. Main office and counseling office aides assist administrators, counselors, and their secretaries with many office functions such as answering telephones, delivering messages, and other general office duties. Students may use unassigned time to work on class assignments. Instruction is provided in proper business etiquette and office responsibilities. Office assistants are not permitted to work with student records for reasons of confidentiality. Assistants assigned to resource teachers aid the chairpersons in many functions related to the instructional programs. Students interested in being office aides should indicate this at the bottom of the registration form. Students may not list this elective as a first choice or as an alternate choice.