

# Ridgeview Middle School 2009-2010

## **Vision Statement**

*A model middle school that actively engages and empowers students to become life-long learners and critical thinkers.*

## **Mission Statement**

*To instill in students a life-long love of learning through consistent messages of respect and high expectations.*

# Important Dates to Mark on your Calendar

- Parent Information Night – for incoming 6<sup>th</sup> graders



Thursday, January 15, 2009 7:00 p.m.

- Ridgeview Counselors to classes to explain registration process to current 6<sup>th</sup> and 7<sup>th</sup> grade students



Tuesday, January 28, 29, 2009 - all day

- Registration forms due from current 6<sup>th</sup> and 7<sup>th</sup> grade students to Social Studies teacher



Friday, February 6, 2009

- Dr. Levine and Ms. Cromie visit elementary feeder schools to talk to 5<sup>th</sup> graders



|                   |                   |
|-------------------|-------------------|
| Jones Lane        | 2/3 @ 1:30 p.m.   |
| Thurgood Marshall | 1/30 @ 11:30 a.m. |
| Fields Road       | 1/29 @ 12:45 a.m. |
| Diamond           | 1/30 @ 2:00 p.m.  |
| Fox Chapel        | 1/28 @ 2:00 p.m.  |

- Registration forms due to 5<sup>th</sup> grade teachers from 5<sup>th</sup> grade students



Friday, February 6, 2009 - end of day

# Ridgeview Middle School



16600 Raven Rock Drive  
Gaithersburg, Maryland 20878-2054  
(301) 840-4770

January, 2009

Dear Parents and Families:

Welcome to the 2009-2010 school year at Ridgeview Middle School. At Ridgeview our teachers, staff and community are committed to the high achievement of every child in a rigorous, supportive, and safe learning environment. At Ridgeview our teachers, staff and community members strive to live our mission every day "To instill in students a life-long love of learning through consistent messages of respect and high expectations." We work to achieve our vision of "A model middle school that actively engages and empowers students to become life-long learners and critical thinkers." Our Core Values are embedded in the Bobcat ROAR: We build **R**elationships, create **O**pportunities, we **A**chieve. We are **R**espectful, **R**esponsible, and **R**eady to Learn." Ridgeview Bobcats **ROAR!**

Please review this course booklet with your child and help him/her make course selections that fit his or her particular needs. Ridgeview teachers and staff look forward to working with you and your child for an outstanding school year.

Sincerely,

A handwritten signature in cursive script that reads "Carol K. LeVine".

Dr. Carol K. LeVine  
Principal

## *Did You Know.....*

- **Registration Process / Course Recommendations**

Parents and students will receive the registration form for the 2009-2010 school year in late January or early February. Based on each student's grades, test scores, study skills, participation, and interests, teachers make recommendations for the appropriate class placement for the coming year.

Recommendations are already indicated on the registration form itself for English, math, and foreign language. If a parent or student would like to request a different class level than that recommended by the teacher, this request can be made on the lower portion of the form. Ridgeview teachers and counselors will consider the request and work with families to make the best decision for each child.

- **Academic Progress Reports**

Ridgeview offers parents an opportunity to view their students' performance on a daily basis through the use of Edline. Parents and students are able to access students' grades and monitor their progress with an activation code and password. In addition, report cards for marking periods 1, 2, and 3 are distributed in school on the dates listed on the master calendar. The fourth marking period report card is mailed home in June.

- **After School Programs**

A variety of after school activities are available for student enrichment. Extracurricular opportunities change from year to year based on students' and sponsors' interests. The following are some of the clubs and programs which are taking place this year: Ridgeview Academy, Yearbook, Newspaper Club, Step Team, Homework Clubs, Math Center, Art Club, Media Center, Student Government, Chess Club, Choral and Instrumental groups, Intramural Sports, and Drama. Students in all grades may participate in any after school intramural club or activity. Inter-mural sports teams, such as the girls' and boys' soccer, softball, and basketball teams, are open to 7<sup>th</sup> and 8<sup>th</sup> grade students only and are selected through a try-out process.

- **Gifted and Talented Programming and Instruction**

Gifted and talented (GT) classes offer high achieving students an opportunity to pursue rigorous and challenging classes in English, math, foreign language and sixth grade reading. Cluster groups of GT students are created through the scheduling process in all science and social studies classes. Adjustments in complexity and pacing are practices used in advanced classes and large cluster groups of gifted students in the regular classroom. Teachers provide opportunities for challenge and success in every class through differentiated teaching strategies and a variety of instructional activities.

Students are expected to maintain at least a "B" average. Students receiving a grade of "C" at the end of the first marking period will be counseled about ways to improve their performance and will be supported in that effort by school staff. Students receiving a grade of "D" or "E" for consecutive marking periods may be considered for removal from gifted and talented programming.

- **Counseling Department**

Ridgeview Middle School counselors work with students and collaborate with parents and staff to foster students' academic success and personal growth. Counselors are available to meet with students individually and in groups regarding personal or school related concerns. Our counseling department provides classroom guidance lessons in bullying, organization, and career planning and works continually to promote the development of interpersonal skills.

- **High School Credit for Middle School Courses**

Students and parents should be aware that grades and credits for high school courses taken in middle school, such as foreign language, algebra, and geometry, are posted on students' high school transcripts after they complete the first semester of grade 9. In order to receive credit, the student must pass each semester of the course and pass the county final exam. If the student meets those criteria, the credit is posted to the high school transcript and cannot be removed. Students who take algebra in middle school are also required to take the High School Assessment (HSA) at the end of the school year. The HSAs are a State of Maryland diploma requirement for all students.

- **Media Center**

Ridgeview's media center program is designed to help students locate, use, and evaluate information independently and to foster a love for reading and learning. Our media center houses 15,000 materials, 32 networked computers, and subscriptions to 21 on-line databases for student use.

In addition to teaching students research skills through print and electronic reference tools, the media center program guides students in achieving literacy skills and supports different curricular areas and instructional needs. The media specialist works closely with the classroom teachers to plan lessons that focus on student learning so that students learn to analyze, process, and communicate effectively.

In order to encourage lifelong learning and a love for reading, our media center participates in Teen Read Week and the Maryland State Reading Incentive Program called Black Eyed Susan. Ridgeview's media center is open after school until 4:00 p.m. Tuesdays, Wednesdays, and Thursdays for research and homework opportunities.

- **Parent Participation**

At Ridgeview we encourage parents to take an active role in the school and in their child's education. All families will receive a Ridgeview Parent Handbook at the beginning of the school year which contains a wealth of information about the school program and procedures. We are very fortunate to have an energetic and supportive PTSA and a large contingent of parent volunteers. Parents may also participate in the NAACP Parent Council, the Hispanic Parent group, the School Improvement Team, the Guidance Advisory and the Principal's Advisory Committees. Parents are also encouraged to stay abreast of their child's grades, communicate with the teachers, and if needed request a team meeting at any point during the school year. Requests for parent conferences are made through the guidance counselor.

- **Special Education**

Special Education services are available for identified Ridgeview students. This program addresses the educational needs of students as specified by their Individual Education Plan (IEP). These needs may be addressed in general classes or in classes co-taught by a special educator in the least restrictive environment. Staff recognize that students with IEPs require a differentiated approach to instruction, and as a result, special educators and regular educators collaborate regularly to provide consistent and appropriate instruction.

- **Student Service Learning**

Middle school students will earn a minimum of 30 of the 75 hours needed for the high school diploma through infusion of service-learning experiences into the middle school curriculum. Middle school students may complete all or part of the remaining 45 hours of this graduation requirement by participating in school, interdisciplinary team, class-sponsored or community projects. Some of the activities that students may participate in are: environmental projects, neighborhood clean-up activities, mentoring or tutoring projects and senior citizen programs. A list of approved sites is available on the MCPS website: <http://www.montgomeryschoolsmd.org/departments/ssl/>.

In order to receive credit, students must keep in mind the following requirements:

1. All SSL must be done with nonprofit, tax exempt organizations. For a non-approved activity, the Special Activity Application Form must be completed and approved prior to community service being performed.
2. The Verification Form must be filled out completely, with particular attention given to the Student Reflection statement.
3. Parents cannot sign as the activity supervisor for their own children's service.
4. Verification forms must be handed in by September 30 for summer service or by the end of each semester in which service is done for SSL hours to be reflected on your report card.

- **Website and Information Resources**

Parents can take advantage of several resources in order to stay informed about the school calendar, testing schedules, assemblies, activities and events. Several sources of information are available. The monthly school calendar and upcoming events are posted on the Ridgeview web page: <http://www.montgomeryschoolsmd.org/schools/ridgeviewms/index.aspx>. The PTSA/School Newsletter, *The Key*, is available on line or a parent may request a copy monthly. Finally, there is a parent Yahoo group list serve which also serves as a source of information and upcoming events. All families are welcome to join the Yahoo list serve. Additionally, Ridgeview's Edline allows parents to stay informed of their child's progress in each class.

## Maryland School Assessments and the Maryland High School Assessments

### Maryland State Assessments

In accordance with the federal *No Child Left Behind Act*, the state of Maryland has developed statewide assessments to track the progress of all children, grades 3 through 8, in reading (administered annually), mathematics (administered annually), and science (administered once in elementary school, once in middle school, and once in high school), and to guide their future educational program. These tests are administered each year in March to ensure that test results will be reported by the end of the current school year. Eighth grade students will take and be expected to pass a science MSA, in addition to the current reading and math assessments. (The high school MSA requirement is addressed through English 10 and Biology.)

What does this data tell us? It shows us how every student is progressing, both as a school as a whole and in each of the targeted subgroups.

What is the goal? It is expected that all children reach or exceed reading, mathematics, and science proficiency by the year 2014.

What is MCPS, as a whole system, and Ridgeview as an individual school, doing to stay aligned and focused? Ridgeview is implementing the new curricular structure that is designed to hold students to standards with consistency across the state of Maryland. These indicators are designed to answer the following questions: “*What do we want students to know and be able to do?*” The consistency allows children to demonstrate mastery of content and process, in addition to providing a method for comparison to their peers.

### Maryland High School Assessments

In addition to the Maryland School Assessments (administered from grades 3 through 8) there are the Maryland High School Assessments which are end of course assessments designed to indicate student mastery of specific content. Currently, students will take one high school assessment at the conclusion of each of the following courses: Algebra/Data Analysis, English 10, Government and Biology. Beginning with the class of 2009, students must take AND PASS each of the four tests by achieving the following scores: Algebra (412), English 10 (396), Government (394), and Biology (400).

In preparation for these tests, the students at Ridgeview Middle School are exposed to the structure and function of the tests through every day instruction and implementation of the county’s curricula. The increasing emphasis on reading and writing in all content areas will support student success on these assessments.

#### *Looking for more information?*

For more information related to these assessments, please visit the following websites:

- Maryland School Improvement Website: <http://mdk12.org>
- MCPS High School Assessment Website: <http://mcps.k12.md.us/curriculum/hsi>
- MCPS Testing Information Websites: <http://mcps.k12.md.us/info/assessments.shtm> and <http://www.montgomeryschoolsmd.org/departments/sharedaccountability/testing/>

# Ridgeview Middle School

## PROGRAM OF STUDIES: 2009 – 2010

The Ridgeview Middle School instructional program follows the Montgomery County Public Schools Middle Schools curriculum, with an ongoing focus on increasing the level of challenge for all students. Students are assigned to balanced interdisciplinary teams of approximately 125 students, five academic teachers, a counselor, and an administrator. The 6<sup>th</sup> grade guidance counselor and the administrator follow the students through grades 7 and 8, allowing them to establish strong relationships and communications with both students and families. The team structure enhances the school's ability to provide a coordinated instructional program to meet the learning needs of each child, effectively monitor a student's academic and social progress, and to facilitate communication with parents.

### Sixth Grade Courses

#### REQUIRED SUBJECTS

- English or ESOL
- Reading (or Spanish 1A/B GT)
- Mathematics
- Science
- World Studies
- Physical Education/Health

#### ELECTIVE COURSES (*Choose one*)

- Arts Rotation
- Chorus
- Band
- Strings

### REQUIRED COURSES

#### ENGLISH / ESOL

(Please note: All Ridgeview students are required to complete a summer reading assignment before the first day of school)

#### English 6

This course integrates the four English/Language arts processes (reading, writing, listening, and speaking) and the two contents (language and literature) in four thematic units: Foundations, Challenges and Adventures, Barriers, and Choices. Students read, analyze, and study a variety of different genres related to each of the themes and complete required common tasks. The common tasks focus primarily on the writing process, highlighting the informative, persuasive, narrative, and procedural intents. Students have many opportunities to present their work orally and through the medium of technology. Instruction in reading and writing strategies, grammar, and vocabulary is imbedded in every unit. Development of literary and interdisciplinary connections is encouraged. Language instruction,

including grammar study, is based on individual student needs. Vocabulary is developed through reading and a variety of relevant activities. Teachers use differentiation techniques in order to meet the needs of students of varying ability levels. All students develop portfolios and revisit their compositions as they work to strengthen their writing skills. English 6 prepares students through activities integrated into each thematic unit for state and local assessments. All sixth graders participate in the independent reading program called The Accelerated Reader.

### **English 6 GT**

A rigorous curriculum and differentiated content and instruction challenge highly able students in English 6 GT. Special emphasis is placed on in-depth analysis of narrative literature, continued development of higher level thinking skills, experience with all forms of writing, and a variety of vocabulary building activities. This rigorous program requires independent reading of several books and the ability to reflect and write critically about them. All sixth graders participate in the independent reading program called The Accelerated Reader.

### **English for Speakers of Other Languages (ESOL)**

In ESOL classes students learn basic English language skills: listening, speaking, reading, and writing. ESOL students move through three levels of instruction, advancing through levels 1, 2, and 3 as their skills increase. Students learn communication and literacy skills to become independent learners. Students are pre-selected for ESOL classes using a county assessment process.

**ESOL Level I:** The introductory course for non-English speakers is designed to teach beginners English including reading, writing, listening, and speaking. The students learn about each other, themselves, and the world they live in. There is an emphasis on content area vocabulary development, pronunciation, and everyday conversational English. Students practice the present, past, and future tenses. They learn about their new country and compare new experiences with old ones. Several novels are read that tie in with personal growth.

**ESOL Level II:** The intermediate course is designed to help the student to understand and comfortably use intermediate vocabulary dealing with home and school life. Many novels are read that tie into interesting themes such as cultural roots and communities. Grammar in context is an important component of this level. Students continue to explore the world around them and identify their role and place in it using academic language.

**ESOL Level III:** The advanced course is designed to expand the basic and academic English language knowledge of the students. Increased fluency, expanded vocabulary, complex grammar functions, research and report skills, and a variety of writing styles and forms are emphasized.

Placement is based on scores received on a standardized test of English, teacher and ELL committee decision and ESOL grades.

## **READING**

### **Reading 6**

The Reading 6 curriculum focuses on building, refining and extending reading strategies learned in elementary school. Students learn to personalize effective reading strategies for understanding while they read increasingly more complex and challenging middle school texts. Students apply strategies to expository materials such as textbooks, newspaper articles, biographical essays and studies of mythology. Vocabulary strategies are developed to incorporate etymologies, word parts, synonyms and antonyms. Reading 6 prepares students for the demands of middle and high school courses and assessments. Comprehension is a key focus, including reading beyond the literal level.

### **Reading 6 GT**

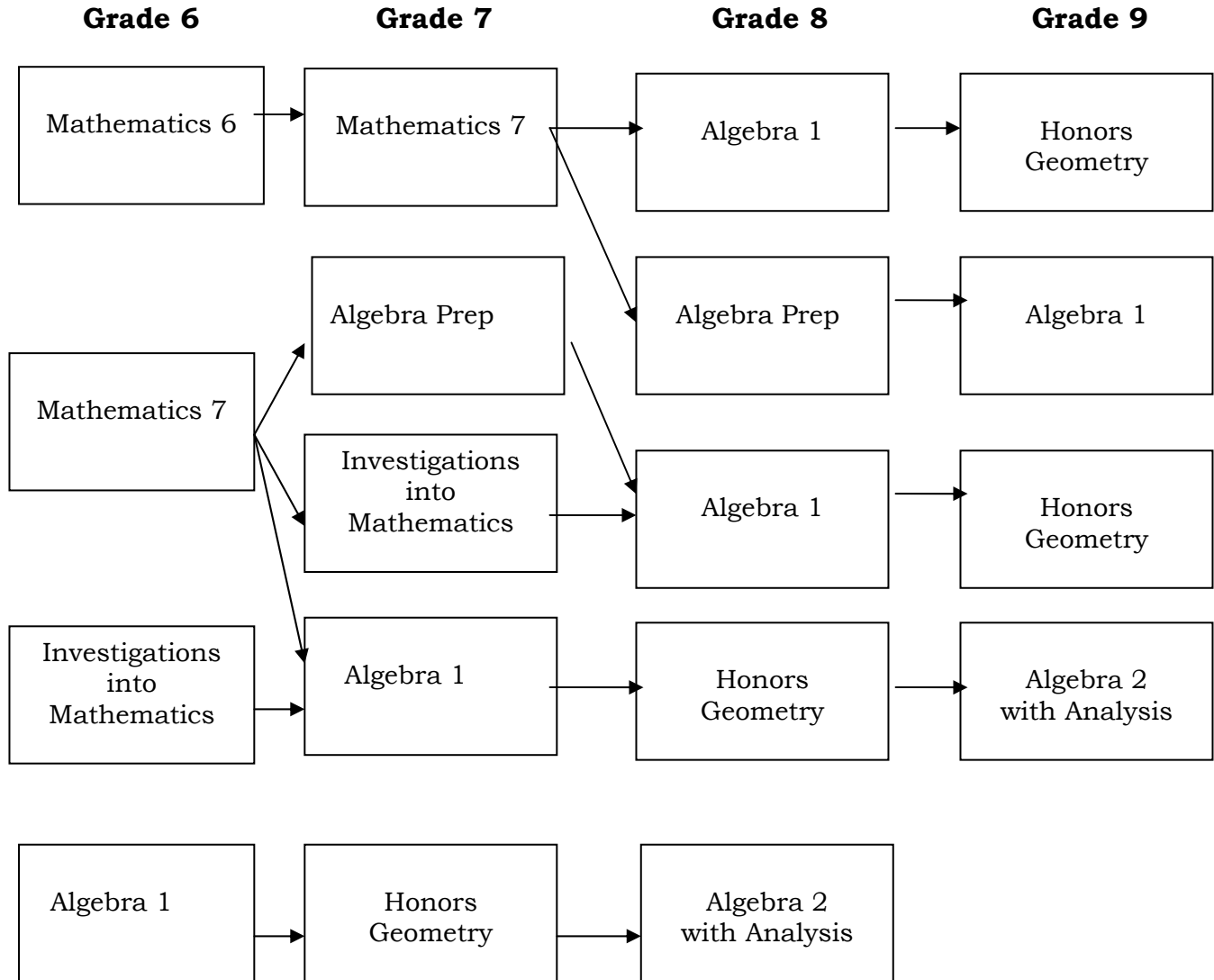
The Reading 6 GT program incorporates all aspects of the Reading 6 curriculum. However, it expands the regular program to include a more in-depth study of strategies, fast paced projects, and activities, independent learning, and accelerated instruction. Rigorous and differentiated content and instruction challenge highly able students. Reading 6 GT texts themselves are more challenging. Comprehension is a key focus, including reading beyond the literal level. It includes expository comprehension strategies to help students organize, synthesize and extend their understanding of increasingly difficult content related texts.

### **Reading Intervention**

MCPS is committed to improving the reading ability of all students. Reading is the most basic skill that young adolescents need to develop for success in school and in preparation for life. **Read 180** and **Corrective Reading** are research based reading intervention programs that support and improve the performance of students who are reading below the proficient level.

# MATHEMATICS

## Montgomery County Public Schools Middle School Mathematics Sequence Flow Chart



(Please note: All Ridgeview students are required to complete a Math Review Packet before the first day of school.)

## **Mathematics 6**

Math 6 is the on-level course for students in grade 6. This course is designed to extend students' understanding of numbers and computation to include fractions, decimals, and percents. All concepts are presented in a problem solving context requiring the use of reasoning and communication. Areas of focus include data representation and analysis, circle graphs, customary and metric measurement, geometric relationships, transformations, algebraic patterns, probability, fractions, decimals, and percents. Students in this course will go on to Middle School Math 7 or Investigations of Mathematics depending on demonstration of their mastery of the concepts. The course is designed to prepare students for Algebra I by Grade 8.

## **Mathematics 7**

Math 7 is the above-level, GT math class for students in grade 6. Math 7 is designed to extend students' understanding of numbers and computation, to include integers and proportional reasoning. All concepts and skills are presented in the contexts of problem solving requiring the use of reasoning and communication. Areas of focus include functional relationships, arithmetic and geometric sequences, geometric precision, and data analysis. This course is designed for students who have successfully completed the Kindergarten to Grade 5 curriculum as well as the indicators in Mathematics 6. Students in Math 7 will go on to Algebra Prep, Investigations of Mathematics, or Algebra I the following year, depending on demonstration of their mastery of the concepts.

## **Investigations into Mathematics (IM)**

This is an enriched course for mathematically accelerated students who have successfully completed the Kindergarten to Grade 5 curriculum, the indicators of the Middle School Math 6 course, and a majority of the Math 7 course indicators by the end of grade 5 or 6. Students successful in this course will take Algebra I the following year. The units of study include Patterns and Set Theory, Relations and Finite Operational Systems, Algebra Foundations, Real Number System, Data Analysis, Language of Algebra, Functions and Graphs, and Investigation of Three Dimensional Geometry. One of the goals of this class is to provide a theoretical view of the world to students while preparing them for Algebra I. Students learn both concrete and abstract mathematical concepts while improving their communication, thinking, and reasoning skills.

## **Algebra 1A/1B**

Algebra 1A/1B is a high school level course. Students who successfully complete Algebra 1A/1B will receive high school credit. The Algebra 1A/1B grade will appear on a student's high school transcript. Algebra 1 A/B examines the basic structure of real numbers, algebraic expressions, data analysis, probability, and elementary properties of functions. Mathematical modeling of real-life problems and problem solving are major themes. A graphing calculator is used throughout the year. Students who complete Algebra in the 7<sup>th</sup> grade will take Honors Geometry in grade 8. **Students in Algebra will take the MCPS 2-hour Final Exams for Algebra 1A in January and Algebra 1B at the end of the school year. Students are also required to take the Algebra High School Assessment (HSA) at the end of the school year.\***

*\*Please see general information section on high school credit requirements.*

## **SCIENCE**

### **Science 6**

The middle school science program allows students to investigate both the content and processes of science focusing on rigorous academic instruction. At each grade level, topics in earth science, biology, chemistry, and physics are interconnected to show students the relationships that exist among the sciences and the natural world. Inquiry and laboratory investigations are an integral part of the program. Problem solving and online investigations are used continually to allow students to investigate authentic problems and reinforce science concepts. The middle school science program was developed through a National Science Foundation grant and reflects the Maryland and National Science Content Standards. During the course, students study diversity and adaptations of organisms, Chesapeake Bay populations and ecosystems, force and motion, and energy and magnetism.

Cluster groups of identified high ability students are scheduled into each class. Teachers use a variety of instructional strategies to address the need for acceleration and enrichment and to provide all students with challenging and engaging science instruction. Adjustments in complexity and pacing are used to meet the needs of highly able students in the regular classroom.

## **WORLD STUDIES**

### **World Studies 6**

The revised middle school social studies curriculum is designed to provide students with a firm foundation in the structures and concepts of the systems of geography, economics, politics, and culture that exist in today's world as well the historical basis of those systems. Included in this foundation are the requisite skills necessary for students to independently acquire, interpret, evaluate, and communicate information. This foundation will help students build a more complex and comprehensive understanding of the systems and history of the United States and world in high school. There are two major strands that run through each unit. The first strand is specific present-day content in geography, economics, government, or culture. The second strand is always history. The history strand progresses chronologically by unit with ancient history to approximately 1000 CE in grade six. However, history is sometimes studied from the "present content" perspective. The four units of study include: Patterns of Settlement in the Ancient and Modern Worlds; Citizenship and Governance in Classical and Modern Times; The Impact of Economics: Change and Continuity in China; Cultural Systems Past and Present.

Cluster groups of identified high ability students are scheduled into each class. Teachers use a variety of instructional strategies to address the need for acceleration and enrichment and to provide all students with challenging and engaging world studies instruction. Adjustments in complexity and pacing are used to meet the needs of highly able students in the regular classroom.

## **PHYSICAL EDUCATION / HEALTH**

### **Physical Education 6**

Middle school students participate in a daily program of physical education that emphasizes team building, accountability, and positive interaction with the diverse population that surrounds them. By the end of Grade 6, students should be able to do the following:

- Demonstrate basic strategic concepts and psychomotor skills in team and individual activities.
- Demonstrate competency in rhythmic and creative movement activities.
- Work as a member of a group to accomplish a common goal.
- Display positive behavior and apply appropriate decision-making skills.
- Understand and practice proper safety habits and use of equipment and supplies.
- Participate in a variety of activities that can be applied to leisure hours throughout life.
- Set realistic personal fitness goals.

### **Health Education 6**

All students receive nine weeks of health education in place of the nine-week physical education classes during one quarter of the school year. Instruction focuses on personal and social skill development and emphasizes the following key topics: Mental Health, Safety and Injury Prevention, and Project TNT (Towards No Tobacco Use).

## **SPECIAL EDUCATION**

Please refer to **Special Education** information in *“Did You Know”* on page 5.

# ELECTIVES

(Electives may not be changed after the second week of school.)

## FOREIGN LANGUAGE

### Spanish 1A/1B GT Grade 6

Spanish GT 1A/1B is an accelerated and intensive course that allows highly able students to complete a full level of foreign language study in one year, the equivalent of one year of high school Spanish. Students master the Spanish IA objectives in the first semester of sixth grade and continue to the Spanish IB curriculum in the second semester. Students develop the skills to communicate orally and in written form and derive meaning from written and spoken language. There is an emphasis on vocabulary development and mastery of grammatical structures needed for meaningful communication. Students learn to communicate about topics that involve them on a daily basis: new classes, new friends, getting acquainted, school, food, and are introduced to the culture of Spanish-speaking countries in relation to the theme areas they are studying. Students who successfully complete Spanish 1 A/1B GT in grade 6 will go on to Spanish 2A/2B G/T in grade 7, and Spanish 3A/3B in grade 8. **Students will take the MCPS 2-hour Final Exam for Spanish 1A in January, and the Spanish 1B exam at the end of the school year.\***

*\*Please see general information section on high school credit requirements.*

## ARTS ROTATION

The arts rotation is a 9, 12, or 18 week rotation in which students explore various subjects offered in the rotation sequence. Students will have an opportunity to broaden their experience and determine which areas they might like to study in greater depth in the future. **The elective courses offered will depend on enrollment and staffing, to be determined in the late spring. Elective courses in the arts rotation may include:**

### Art

Students explore the discipline of visual art examining processes used by various cultures. Students learn how art is related to culture and how it has been used historically for functional and spiritual purposes. Students learn by experimenting with similar techniques used by artists. Students study artistic connections to contemporary societies and develop their understanding of the vocabulary of the art processes in units such as creating sculpture, fabric dyeing, and collage.

### Awareness of Language and Culture (AOLC)

This course offers students a wide range of learning experiences to introduce them to the skills and strategies required for Foreign Language study in grade 7. The six themes of the course are Languages around the World, Communication with and without Words, Relationships between Languages, Building Blocks of Languages, Experiencing Languages, and Understanding Culture.

## **Introduction to Computers**

Introduction to Computers uses prepared computer programs. The focus of study is on the use of application software such as database system, spreadsheet, presentation, and word-processing packages. Students can develop skills in recognizing the potential of application software by completing several individual and group projects related to academic programs and personal interest.

## **MUSIC**

### **Chorus**

In 6th grade chorus students explore the fundamentals of singing. Students learn basic sight-reading and musicianship skills while singing and performing a wide variety of music. Students also work toward objectives listed in the National Standards for Arts Education, such as analyzing and evaluating music, and understanding music in relation to history and culture. Students enrolled in this course receive instruction daily for the entire school year. Participation in all performances is mandatory.

### **Band**

In band students have the opportunity to begin or continue learning a band instrument. Instruction includes basic tone production, note reading, the development of performance skills, and the development of good practice habits. Participation in all performances is mandatory. Students enrolled in this course receive instruction daily for the entire school year.

### **Strings**

In this course students have the opportunity to begin or continue learning an orchestral string instrument: violin, viola, cello, or bass. Instruction includes basic tone production, note reading, proper bowings and hand positions, and the development of performance skills and good practice habits. Participation in all performances is mandatory. Students enrolled in the course receive instruction daily for the entire school year.

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## PROGRAM OF STUDIES: 2009 – 2010

The Ridgeview Middle School instructional program follows the Montgomery County Public Schools Middle Schools curriculum, with an ongoing focus on increasing the level of challenge for all students. Students are assigned to balanced interdisciplinary teams of approximately 125 students, five academic teachers, a counselor, and an administrator. The 6<sup>th</sup> grade guidance counselor and the administrator follow the students through grades 7 and 8, allowing them to establish strong relationships and communications with both students and families. The team structure enhances the school's ability to provide a coordinated instructional program to meet the learning needs of each child, effectively monitor a student's academic and social progress, and to facilitate communication with parents.

### Seventh Grade Courses

#### REQUIRED COURSES

- English or ESOL
- Mathematics
- Science
- World Studies
- Foreign Language/Language Arts
- Physical Education/Health

#### ELECTIVE COURSES (*Choose one*)

- Arts Rotation
- Music  
(Chorus/Band/Orchestra)

## REQUIRED COURSES

### ENGLISH / ESOL

(Please note: All Ridgeview students are required to complete a summer reading assignment before the first day of school.)

#### English 7

This course integrates the four English/Language Arts processes (reading, writing, listening, speaking) and the two contents (language and literature) in a thematic organization of four units. It builds on the students' experiences in English 6 but involves greater rigor and challenge in its approach to the study of English. Students in English 7 examine language and literature in the context of the challenges people face. The themes studied are: Identity, Sense of Place, Voices from the Past and Imagination. Students read, analyze, and study a variety of different genres related to each of the themes and complete required common tasks. The common tasks focus primarily on the writing process, highlighting the informative and persuasive intents, and include the use of information, word processing, and

presentation technology to address a variety of language skills. Instruction in reading and writing strategies, grammar, and vocabulary is imbedded in every unit.

All students develop portfolios and revisit their compositions as they work to strengthen writing skills. Teachers use the various techniques of differentiated instruction to meet the needs of students at all ability levels. English 7 prepares students for state and local assessments by offering a diverse and enriching scope of activities.

### **English 7 GT**

A rigorous curriculum and differentiated content and instruction challenge highly able students in English 7 GT. The English 7 GT program incorporates all aspects of the English 7 curriculum and expands the curriculum to include in-depth analysis of materials, fast-paced projects/activities, independent learning and accelerated instruction. The environment is one in which highly able students will thrive on challenges. Selected anchor and supplementary texts will provide challenging experiences for the students.

### **English for Speakers of Other Languages (ESOL)**

In ESOL classes students learn basic English language skills: listening, speaking, reading, and writing. ESOL students move through three levels of instruction, advancing through levels 1, 2, and 3 as their skills increase. Students learn communication and literacy skills to become independent learners. Students are pre-selected for ESOL classes using a county assessment process.

**ESOL Level I:** The introductory course for non-English speakers is designed to teach beginners English including reading, writing, listening, and speaking. The students learn about each other, themselves, and the world they live in. There is an emphasis on content area vocabulary development, pronunciation, and everyday conversational English. Students practice the present, past, and future tenses. They learn about their new country and compare new experiences with old ones. Several novels are read that tie in with personal growth.

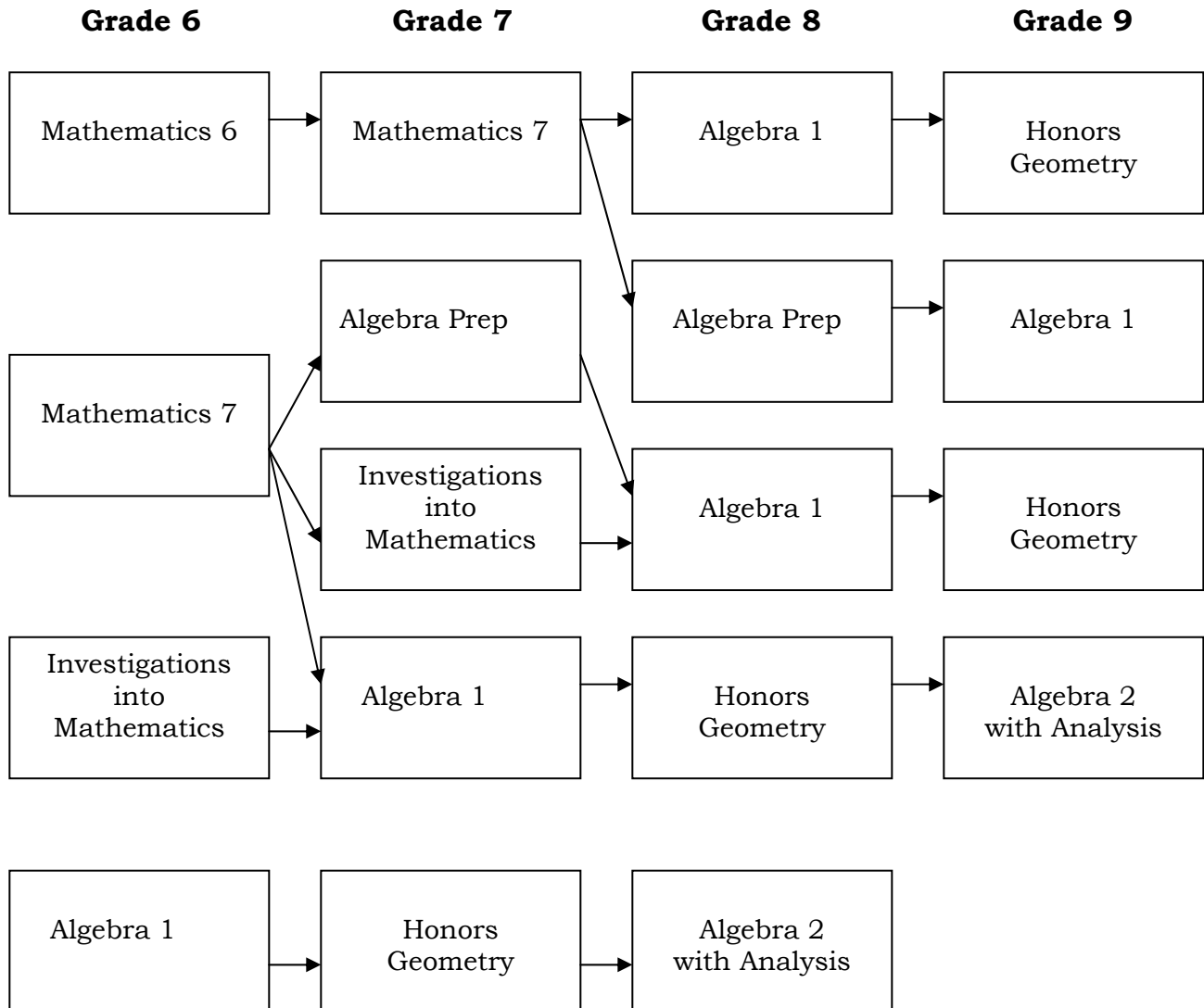
**ESOL Level II:** The intermediate course is designed to help the student to understand and comfortably use intermediate vocabulary dealing with home and school life. Many novels are read that tie into interesting themes such as cultural roots and communities. Grammar in context is an important component of this level. Students continue to explore the world around them and identify their role and place in it using academic language.

**ESOL Level III:** The advanced course is designed to expand the basic and academic English language knowledge of the students. Increased fluency, expanded vocabulary, complex grammar functions, research and report skills, and a variety of writing styles and forms are emphasized.

Placement is based on scores received on a standardized test of English, teacher and ELL committee decision and ESOL grades.

# MATHEMATICS

## Montgomery County Public Schools Middle School Mathematics Sequence Flow Chart



(Please note: All Ridgeview students are required to complete a Math Review Packet before the first day of school.)

### Mathematics 7

Math 7 is the on-level math class for students in grade 7. Math 7 is designed to extend students' understanding of numbers and computation, to include integers and proportional reasoning. All concepts and skills are presented in the contexts of problem solving requiring the use of reasoning and communication. Areas of focus include functional relationships, arithmetic and geometric sequences, geometric precision, and data analysis. Students in Math 7 will go on to Algebra Prep or Algebra 1 the following year, depending on demonstration of their mastery of the concepts.

## **Algebra Prep**

Algebra Prep extends students' understanding of numbers to include rational and irrational numbers in the real number system. The goal is to develop computational fluency of real numbers. All concepts and skills are presented in the context of problem solving that requires the use of reasoning and communication. Areas of focus include multiple representations of linear functions, data analysis, probability experiments and simulations, geometric properties and relationships between two- and three-dimensional figures. Algebra Prep also previews concepts on the Algebra/Data Analysis High School Assessment. Seventh grade students successful or meeting standards in Algebra Prep will take Algebra in the 8<sup>th</sup> grade.

## **Investigations into Math (IM)**

This is an enriched course for mathematically accelerated students who have successfully completed the indicators of the Math 6 course and a majority of the Math 7 course indicators by the end of grade 5 or 6. Students successful in this course will take Algebra 1 the following year. The units of study include Patterns and Set Theory, Relations and Finite Operational Systems, Algebra Foundations, Real Number System, Data Analysis, Language of Algebra, Functions and Graphs, and Investigation of Three Dimensional Geometry. One of the goals of this class is to provide a theoretical view of the world to students while preparing them for Algebra in grade 8. Students learn both concrete and abstract mathematical concepts while improving their communication, thinking, and reasoning skills.

## **Algebra 1A/1B**

Algebra 1A/1B is a high school level course. Students who successfully complete Algebra 1A/1B will receive high school credit. The Algebra 1A/1B grade will appear on a student's high school transcript. Algebra 1 A/B examines the basic structure of real numbers, algebraic expressions, data analysis, probability, and elementary properties of functions. Mathematical modeling of real-life problems and problem solving are major themes. A graphing calculator is used throughout the year. Students who complete algebra in the 7<sup>th</sup> grade will take Honors Geometry in grade 8. **Students in algebra will take the MCPS 2-hour Final Exams for Algebra 1A in January and Algebra 1B at the end of the school year. Students are also required to take the Algebra High School Assessment (HSA) at the end of the school year.\***

*\*Please see general information section on high school credit requirements.*

## **SCIENCE**

### **Science 7**

The middle school science program allows students to investigate both the content and processes of science focusing on rigorous academic instruction. At each grade level, topics in earth science, biology, chemistry, and physics are interconnected to show students the relationships that exist among the sciences and the natural world. Problem solving and online investigations are used continually to allow students to investigate authentic problems and reinforce science concepts. The

middle school science program was developed through a National Science Foundation grant and reflects the Maryland and National Science Content Standards. During the course, students study Cells, Structure and Function of Living Things, Light and Sound, Heredity, and Astronomy. Inquiry and laboratory investigations are an integral part of the program.

Cluster groups of identified high ability students are scheduled into each class. Teachers use a variety of instructional strategies to address the need for acceleration and enrichment and to provide all students with challenging and engaging science instruction. Adjustments in complexity and pacing are used to meet the needs of highly able students in the regular classroom.

## **WORLD STUDIES**

### **World Studies 7**

The middle school social studies curriculum is designed to provide students with a firm foundation in the structures and concepts of the systems of geography, economics, politics, and culture that exist in today's world as well the historical basis of those systems. Included in the curriculum are the requisite skills necessary for students to independently acquire, interpret, evaluate, and communicate information. This foundation will help students build a more complex and comprehensive understanding of the systems and history of the United States and the world. Two major strands run through each unit. The first strand is specific present-day content in geography, economics, government, or culture. The second strand is always history. The history strand progresses chronologically by unit with early modern world history in seventh grade. However, history is sometimes studied from the "present content" perspective. The four units of study are: Patterns of Conflict and Power in Feudal and Modern Times; Role of Trade in Africa Past and Present; Impact of Geography: Past and Present Meso-America; The Interconnected World.

Cluster groups of identified high ability students are scheduled into each class. Teachers use a variety of instructional strategies to address the need for acceleration and enrichment and to provide all students with challenging and engaging world studies instruction. Adjustments in complexity and pacing are used to meet the needs of highly able students in the regular classroom.

## **FOREIGN LANGUAGE / LANGUAGE ARTS**

### **Spanish IA**

Students begin to learn to communicate orally and in written form and derive meaning from the written and spoken language. The emphasis is on vocabulary development, with simple grammatical structures taught as a means to understanding and producing meaningful utterances. Students learn to communicate in simple terms about topics that involve them on a daily basis: new classes, new friends, getting acquainted, school, and food. Students are introduced to the culture of Spanish-speaking countries in relation to the theme areas they are studying, and learn to make comparisons between their own language and culture and that of the foreign language they are learning. Students who successfully

complete Spanish 1A in grade 7 will complete 1B in grade 8, and begin high school in Spanish 2. **Students will take the MCPS 2-hour Final Exam for Spanish 1A at the end of the school year.\***

*\*Please see general information section on high school credit requirements.*

### **Spanish 1A/1B GT**

Spanish GT 1A/1B is an accelerated and intensive course that allows highly able students to complete a full level of foreign language study in one year, the equivalent of one year of high school Spanish. Students master the Spanish IA objectives in the first semester of seventh grade and continue to the Spanish IB curriculum in the second semester. Students develop the skills to communicate orally and in written form and derive meaning from written and spoken language. There is an emphasis on vocabulary development and mastery of grammatical structures needed for meaningful communication. Students learn to communicate about topics that involve them on a daily basis: new classes, new friends, getting acquainted, school, food, and are introduced to the culture of Spanish-speaking countries in relation to the theme areas they are studying. Students who successfully complete Spanish 1 A/1B GT in grade 7 will go on to Spanish 2A/2B G/T in grade 8, and will enter high school in Spanish 3. **Students will take the MCPS 2-hour Final Exam for Spanish 1A in January, and the Spanish 1B exam at the end of the school year.\***

*\*Please see general information section on high school credit requirements.*

### **Spanish 1B**

Students continue to develop the skills to communicate orally and in writing and to understand the written and spoken language that they began in Spanish 1A. The emphasis is on vocabulary development and the acquisition of additional simple grammatical structures for meaningful communication. Students communicate about topics that involve them on a daily basis in theme areas such as family, home, and community. Students are introduced to the culture of Spanish-speaking countries in relation to the theme areas they are studying. Students who successfully complete Spanish 1B in grade 7 will complete Spanish GT 2A/2B in grade 8, and will enter high school in Spanish 3. **Students will take the MCPS 2-hour Final Exam for Spanish 1B at the end of the school year.\***

*\*Please see general information section on high school credit requirements.*

### **Reading 7**

This class is appropriate for students of all abilities who enjoy reading and want to expand their reading and writing skills. Students develop reading and writing strategies through literature circles and original text-appropriate projects, using both fiction and nonfiction. Authentic literature is used to enhance the comprehension and appreciation of printed text. Writing opportunities allow students to extend and improve their skills. A major goal is for students to increase their ability to read, write, and think from a variety of perspectives or stances: global understanding, personal reflection, developing interpretations, and critical thinking.

Students take part in mini-lessons, sustained silent reading, keeping of writing portfolios, and reading response journals.

### **Reading Intervention**

MCPS is committed to improving the reading ability of all students. Reading is the most basic skill that young adolescents need to develop for success in school and in preparation for life. **Read 180** and **Corrective Reading** are research based reading intervention programs that support and improve the performance of students who are reading below the proficient level.

## **PHYSICAL EDUCATION / HEALTH**

### **Physical Education**

Middle school students participate in a daily program of physical education that includes activities that foster individual achievement while encouraging teamwork, sports etiquette, cooperation, decision making, leadership, fellowship, and communication. By the end of Grade 7 students demonstrate beginning-level skills in team, individual, dual, dance, and personal development activities, combine a basic knowledge of rules with strategies in individual, dual, and team play, assess their levels of physical fitness, and explore avenues to improve and maintain life-long fitness.

### **Comprehensive Health Education**

Students receive nine weeks of health education in place of the nine-week physical education classes. In seventh grade health education, instruction focuses on personal and social skills development, with an emphasis on nutrition and fitness, tobacco, alcohol, and drug awareness, and Project ALERT (Adolescent Learning Experiences in Resistance Training).

## **SPECIAL EDUCATION**

Please refer to **Special Education** information in ***“Did You Know”*** on page 5.

# **ELECTIVES**

## **ARTS ROTATION**

**The selection of Arts Rotation courses and length of each session for the 2009-2010 school year will depend on enrollment and staffing, to be determined in the late spring.**

### **Art**

Focusing on process and how artists create and transition an idea into product, students examine and practice various technical skills used by artists. Students concentrate on language, technique, proportion, design quality, and artistic elements while engaging in different projects. They develop an awareness of the effects of light and shadow on subjects and learn techniques to create contrast, unity, variety, and emphasis. At the same time, they explore how the discipline of art is related to all other academic subjects.

### **Computer Applications**

Computer Applications emphasizes problem solving through the use of applications such as word processing, spreadsheet, database, graphics, Web editors, and telecommunications tools. In addition, students learn the fundamentals of computer operations, multimedia design, and information management.

## **MUSIC**

### **Intermediate Band**

This course is open to seventh and eighth grade band students with teacher's approval. Students continue to develop rehearsal techniques, characteristic tone development, and technical skills initiated in the general band class. In addition, students expand their repertoire of band literature with some attention to its historical and cultural significance. Exploratory experiences may be offered in orchestra and jazz ensemble as well as in solo ensemble performance. Participation in all band performances is mandatory.

### **Advanced Orchestra**

This course is open to seventh and eighth grade string students with teacher's approval. Students have further opportunities to develop technical proficiency and improve rehearsal techniques. Wider ranges of dynamics are developed, and various orchestral bowing are introduced. The study of ear training is introduced, and students continue to develop improved intonation. Students learn the characteristics of music style and begin to acquire a repertoire of orchestral literature. Students begin to assume leadership roles within the orchestral ensemble. Exploratory experiences may be offered in solo and small ensemble performance. The advanced orchestra class is usually organized as a string orchestra with provision for the occasional addition of winds and percussion. The orchestra represents the school in public performances. Participation in all Advanced Orchestra performances is mandatory. An audition and teacher's signature on the registration sheet are needed to enroll.

**General Chorus**

In General Chorus students will explore the fundamentals of singing, including basic sight-reading and musicianship skills while singing and performing a wide variety of music. Students will also work toward objectives listed in the National Standards for Arts Education, such as analyzing and evaluating music and understanding music in relation to history and culture. Participation in choral performances is mandatory.

**Bobcat Singers**

Having achieved basic proficiency in sight-reading and musicianship skills, students explore the choral art in greater depth. Skills will be enhanced to include more advanced musicianship and singing and sight-reading in four parts. Students continue to work toward objectives listed in the National Standards for Arts Education, such as analyzing and evaluating music, and understanding music in relation to history and culture. Students placed in this class must have taken a choral music class for at least one year and pass an audition. Participation in all choral performances is mandatory. An audition and teacher's signature on the registration sheet is needed to enroll.

# Ridgeview Middle School

## PROGRAM OF STUDIES: 2009 – 2010

The Ridgeview Middle School instructional program follows the Montgomery County Public Schools Middle Schools curriculum, with an ongoing focus on increasing the level of challenge for all students. Students are assigned to balanced interdisciplinary teams of approximately 125 students, five academic teachers, a counselor, and an administrator. The 6<sup>th</sup> grade guidance counselor and the administrator follow the students through grades 7 and 8, allowing them to establish strong relationships and communications with both students and families. The team structure enhances the school's ability to provide a coordinated instructional program to meet the learning needs of each child, effectively monitor a student's academic and social progress, and to facilitate communication with parents.

### 8<sup>th</sup> Grade Courses

#### REQUIRED SUBJECTS

- **English or ESOL**
- **Mathematics**
- **Science**
- **World Studies**
- **Foreign Language/Language Arts**
- **Physical Education/Health**

#### ELECTIVES

- **Choral/Instrumental (year-long)**
- **Arts/TV Prod/Communication/Computers (semesters)**

### REQUIRED COURSES

#### ENGLISH / ESOL

(Please note: All Ridgeview students are required to complete a summer reading assignment before the first day of school.)

#### English 8

This course integrates the four English/Language Arts processes (reading, writing, listening, speaking) and the two contents (language and literature) in a thematic organization of four units. It builds on the students' experiences in English 6 and 7 and involves greater rigor and challenge in instruction. There also is an increasing complexity in the material selected as the foundation for the study of English as students prepare for the high school experience and the Maryland High School Assessment in grade 10. English 8 prepares students for state and local assessments by offering a diverse and enriching scope of activities.

Students in English 8 examine language and literature in the context of exploring the world and new ideas. The themes studied are Journeys, Community, Responsibility, and Discoveries. Students read, analyze, and study a variety of

different genres related to each of the themes and complete required common tasks. The common tasks focus primarily on the writing process (highlighting the informative and persuasive intents) and include the use of information, word processing, and presentation technology to address a variety of language skills. Students are given opportunities to present their work both orally and with the use of technology. Instruction in reading and writing strategies, grammar, and vocabulary is imbedded in every unit. All students develop portfolios and revisit their compositions as they work to strengthen their writing skills.

### **English 8 GT**

The English 8 GT program incorporates all aspects of the English 8 curriculum with adaptations for highly able students. Anchor and supplementary texts are selected to stimulate and to enrich students' critical thinking. Multiple texts may be taught simultaneously. Intensive examination of materials, fast-paced projects and activities, independent learning and accelerated instruction are essentials of this program. Students in this program should be accomplished peer editors and independent readers able to complete writing assignments independently.

### **English for Speakers of Other Languages (ESOL)**

In ESOL classes students learn basic English language skills: listening, speaking, reading, and writing. ESOL students move through three levels of instruction, advancing through levels 1, 2, and 3 as their skills increase. Students learn communication and literacy skills to become independent learners. Students are pre-selected for ESOL classes using a county assessment process.

**ESOL Level I:** The introductory course for non-English speakers is designed to teach beginners English including reading, writing, listening, and speaking. The students learn about each other, themselves, and the world they live in. There is an emphasis on content area vocabulary development, pronunciation, and everyday conversational English. Students practice the present, past, and future tenses. They learn about their new country and compare new experiences with old ones. Several novels are read that tie in with personal growth.

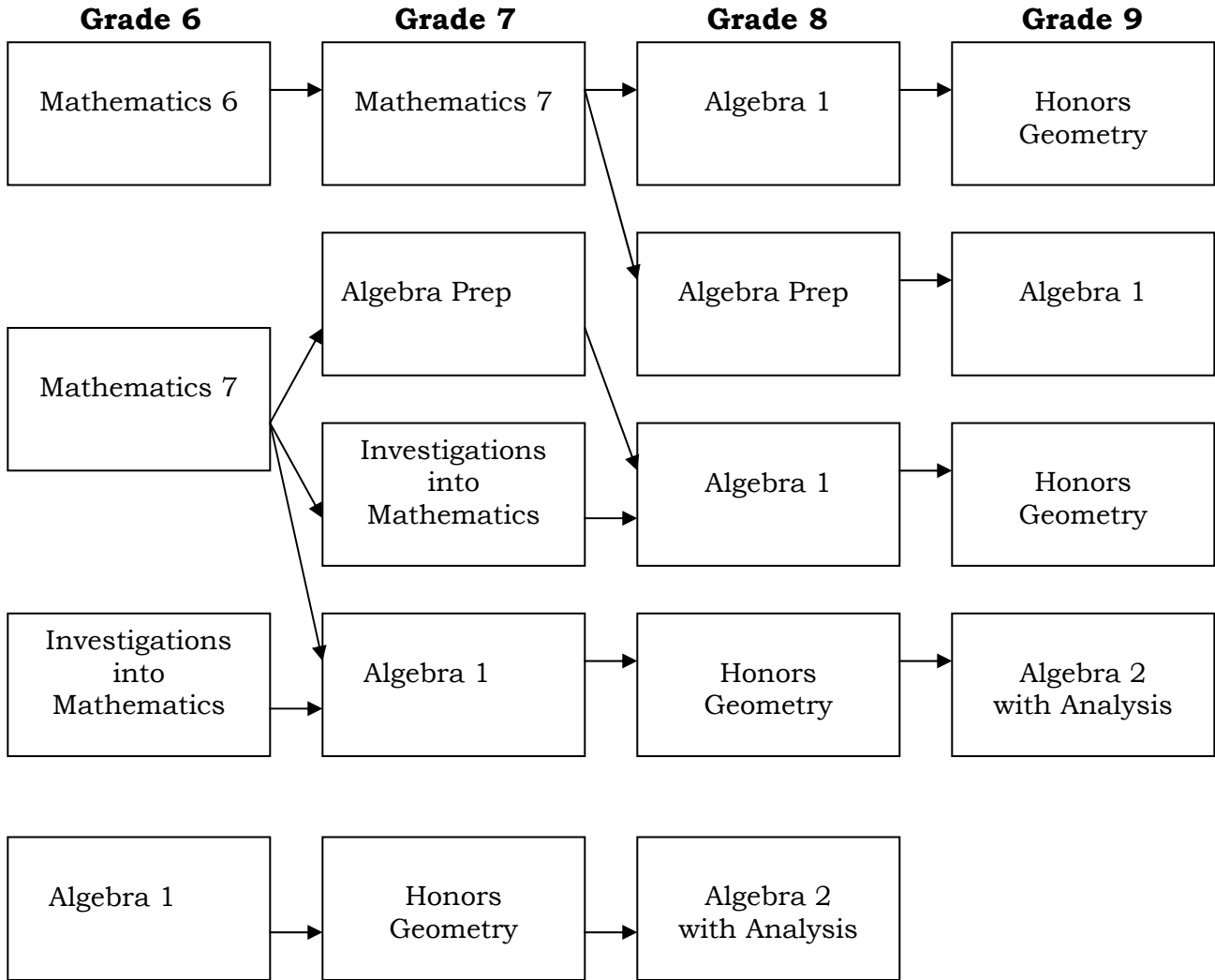
**ESOL Level II:** The intermediate course is designed to help the student to understand and comfortably use intermediate vocabulary dealing with home and school life. Many novels are read that tie into interesting themes such as cultural roots and communities. Grammar in context is an important component of this level. Students continue to explore the world around them and identify their role and place in it using academic language.

**ESOL Level III:** The advanced course is designed to expand the basic and academic English language knowledge of the students. Increased fluency, expanded vocabulary, complex grammar functions, research and report skills, and a variety of writing styles and forms are emphasized.

Placement is based on scores received on a standardized test of English, teacher and ELL committee decision and ESOL grades.

# MATHEMATICS

## Montgomery County Public Schools Middle School Mathematics Sequence Flow Chart



(Please note: All Ridgeview students are required to complete a Math Review Packet before the first day of school.)

### Algebra Prep

Algebra Prep is the on grade level math class for students in grade 8. This course extends students' understanding of numbers to include rational and irrational numbers in the real number system. The goal is for all students to develop computational fluency of real numbers. All concepts and skills are presented in the context of problem solving that requires the use of reasoning and communication. Areas of focus include multiple representations of linear functions, data analysis, probability experiments and simulations, geometric properties and relationships

between two-and three-dimensional figures. Algebra Prep also previews concepts on the Algebra/Data Analysis High School Assessment. This course is designed for students who have completed Math 7. Students will take algebra in ninth grade.\*

*\*A prerequisite skill for success in Algebra Prep is knowledge of fraction and integer operations.*

### **Algebra 1A/1B**

Algebra 1A/1B is a high school level course. Students who successfully complete Algebra 1A/1B will receive high school credit. The Algebra 1A/1B grade will appear on a student's high school transcript. Algebra 1 A/B examines the basic structure of real numbers, algebraic expressions, data analysis, probability, and elementary properties of functions. Mathematical modeling of real-life problems and problem solving are major themes. A graphing calculator is used throughout the year. Students who complete algebra in the 8<sup>th</sup> grade will take geometry in grade 9. **Students in Algebra will take the MCPS 2-hour Final Exams for Algebra 1A in January and Algebra 1B at the end of the school year. Students are also required to take the Algebra High School Assessment (HSA) at the end of the school year.\***

*\*Please see general information section on high school credit requirements.*

### **Honors Geometry**

The study of geometry as a mathematical system is taught through the deductive development of relationships in plane and space developed intuitively in previous years. Students study congruent segments and angles, circle chords, secants and tangent segments, indirect triangle congruence proofs, solids of revolution, logic, similar triangles, transformations, the Pythagorean Theorem, geometric constructions, coordinate geometry, surface area and volume. **Students in Honors Geometry will take the MCPS 2-hour Final Exams for Honors Geometry 1A in January and Honors Geometry 1B at the end of the school year. \***

*\*Please see general information section on high school credit requirements.*

## **SCIENCE**

### **Science 8**

The middle school science program allows students to investigate both the content and processes of science focusing on rigorous academic instruction. At each grade level, topics in earth science, biology, chemistry, and physics are interconnected to show students the relationships that exist among sciences and the natural world. Inquiry and laboratory investigations as well as BCR (brief constructed response) writing and vocabulary usage are integral parts of the program. Problem solving through quarterly inquiry projects are used continually to allow students to investigate authentic problems and reinforce science concepts. The middle school science program was developed through a National Science Foundation grant and reflects the Maryland and National Science Content Standards. During the course, students will learn about topics including weather and climate, chemistry, geology, and change over time.

Cluster groups of identified high ability students are scheduled into each class. Teachers use a variety of instructional strategies to address the need for acceleration and enrichment and to provide all students with challenging and engaging science instruction. Adjustments in complexity and pacing are used to meet the needs of highly able students in the regular classroom.

## **WORLD STUDIES**

### **World Studies 8**

The social studies program in middle school is a three-year sequence that provides a comprehensive survey of people of the world, both in the past and the present. In sixth and seventh grades students study the peoples of Africa, Asia, and Europe. Students conclude the middle school program with a study of American history. World Studies 8 is a survey of American history from colonization up to the end of the Civil War and Reconstruction. Units of study include European Colonies in the Americas, American Revolutions, Setting up a Democracy, A Growing Nation, Early American Economic Developments, Jacksonian America, Civil War and Reconstruction, and Contemporary Latin America.

Cluster groups of identified high ability students are scheduled into each class. Teachers use a variety of instructional strategies to address the need for acceleration and enrichment and to provide all students with challenging and engaging world studies instruction. Adjustments in complexity and pacing are used to meet the needs of highly able students in the regular classroom.

## **FOREIGN LANGUAGE / LANGUAGE ARTS**

### **Spanish 1B**

Students continue to develop the skills to communicate orally and in writing and understand the written and spoken language that they began in Spanish 1A. The emphasis is on vocabulary development and the acquisition of additional simple grammatical structures for meaningful communication. Students communicate about topics that involve them on a daily basis in theme areas such as family, home, and community. Students are introduced to the culture of Spanish-speaking countries in relation to the theme areas they are studying. Students who successfully complete Spanish 1B in grade 8 will enter high school at level 2. **Students will take the MCPS 2-hour Final Exam for Spanish 1B at the end of the school year.\***

*\*Please see general information section on high school credit requirements.*

### **Spanish 2 A/B GT**

Spanish 2 A/B is the second year course in foreign language for students who successfully completed Spanish 1 GT in grade 7. The themes studied in level 1 are expanded in level 2. The proficiency-based curriculum develops skills in reading, writing, listening, and speaking, threading the cultural aspects of language study through the thematic units. Students who successfully complete Spanish 2 A/B in 8<sup>th</sup> grade will enter high school at level 3 of the foreign language. **Students in**

**Spanish GT Level 2 will take the MCPS 2-hour Final Exams for Spanish 2A in January and Spanish 2B at the end of the school year.\***

*\*Please see general information section on high school credit requirements.*

**Reading 8**

This class is appropriate for students of all abilities who enjoy reading and want to expand their reading and writing skills. Students develop reading and writing strategies through literature circles and original text-appropriate projects, using both fiction and nonfiction. Authentic literature is used to enhance the comprehension and appreciation of printed text. Writing opportunities allow students to extend and improve their skills. A major goal is for students to increase their ability to read, write, and think from a variety of perspectives or stances: global understanding, personal reflection, developing interpretations, and critical thinking. Students take part in mini-lessons, sustained silent reading, keeping of writing portfolios, and reading response journals.

**Reading Intervention**

MCPS is committed to improving the reading ability of all students. Reading is the most basic skill that young adolescents need to develop for success in school and in preparation for life. **Read 180** and **Corrective Reading** are research based reading intervention programs that support and improve the performance of students who are reading below the proficient level.

**PHYSICAL EDUCATION / HEALTH**

**Physical Education 8**

Middle school students participate in a daily program of physical education. By the end of grade 8, students receive instruction in the areas of team activities and individual/dual activities. Team activities may include field hockey, flag football, volleyball, basketball, or soccer. Individual/dual activities may include tumbling, wrestling, dance activities, track and field activities, and racquet games such as tennis, badminton, or table tennis.

**Health Education 8**

Students receive nine weeks of health education in place of the nine-week physical education classes with a focus on personal and social skills development and an emphasis on the topics of Disease Prevention and Control and Family Life and Human Sexuality. All students must provide signed parental permission forms to be eligible to receive this instruction in Grade 8.

**SPECIAL EDUCATION**

Please refer to **Special Education** information in **“Did You Know”** on page 5.

## **ELECTIVES**

**The elective courses offered will depend on enrollment and staffing, to be determined in the late spring. Any two, three, or four of the following may be offered in the arts rotation.**

### **Art**

The Grade 8 general art course helps to expand students' knowledge, understanding, and appreciation of the visual arts. Knowledge of techniques and skills is increased through the use of a variety of media. Through in-depth activities, discussions, the Internet, and class critiques, students learn about art from other cultures and historical periods.

Students work in two- and three-dimensional media, including drawing, painting, and sculpture. Units in ceramics, printmaking, graphic design, and architecture may be explored. Art careers and the role of artists and designers in society are discussed. Craftsmanship and the safe use of tools and materials are emphasized.

### **TV Studio**

This one-semester course explores all aspects of the communication process with an emphasis on media literacy and television production. Units in public speaking, influences of the media, photography, and advertising are included. Students are required to work in groups to prepare and present various programs centered on communication units. During the semester, students have multiple opportunities to plan and present programs on the Bobcat Show, Ridgeview's closed-circuit television program. Students are taught to operate equipment in the television studio, to write scripts, and to perform all duties in front of and behind the camera. Students use current technology and computer applications for planning and editing of programs.

### **Contemporary Communications**

In this one-semester course students investigate and experience aspects of production, aesthetics, criticism, theatre genre, and history within the framework of classroom presentations. Students will develop the fundamental techniques of performance through activities involving stage movement, pantomime, voice, oral interpretation, games, role-playing, improvisation, and scene study.

### **Computer Applications**

Computer Applications provides students with active learning experiences related to the productive use of computer-based applications. Students use word processing, desktop publishing, spreadsheet, desktop presentation, Web page development, and Internet research skills to complete meaningful and authentic projects. This course focuses on the selection and use of appropriate technology tools and resources to accomplish a variety of tasks and solve problems. Course outcomes are based upon national and state technology standards such as the International Society for Technology and Education, National Workforce Center for Emerging Technologies,

and the Maryland State Department of Education content standards related to technology.

## **MUSIC ELECTIVES**

### **Advanced Band**

This course is open to seventh and eighth grade band students with teacher's approval. Students continue to develop rehearsal techniques, characteristic tone development and technical skills initiated in the general band class. In addition, students expand their repertoire of band literature with some attention to its historical and cultural significance. Exploratory experiences may be offered in orchestra and jazz ensemble as well as in solo and ensemble performance. Participation in all band performances is mandatory. An audition and teacher's signature on the registration sheet are needed to enroll.

### **Advanced Orchestra**

This course is open to seventh and eighth grade string students with teacher's approval. Students have further opportunities to develop technical proficiency and improve rehearsal techniques. Wider ranges of dynamics are developed, and various orchestral bowings are introduced. The study of ear training is introduced, and students continue to develop improved intonation. Students learn the characteristics of music style and begin to acquire a repertoire of orchestral literature. Students begin to assume leadership roles within the orchestral ensemble. Exploratory experiences may be offered in solo and small ensemble performance. The advanced orchestra class is usually organized as a string orchestra with provision for the occasional addition of winds and percussion. The orchestra represents the school in public performances. Participation in all orchestra performances is mandatory. An audition and teacher's signature on the registration sheet are needed to enroll.

### **General Chorus 8**

In General Chorus students explore the fundamentals of singing. Students learn basic sight-reading and musicianship skills while singing and performing a wide variety of music. Students work toward objectives listed in the National Standards for Arts Education, such as analyzing and evaluating music, and understanding music in relation to history and culture. Participation in choral performances is mandatory.

### **Bobcat Singers**

Having achieved basic proficiency in sight-reading and musicianship skills, students explore the choral art in greater depth. Skills are enhanced to include more advanced musicianship and singing and sight-reading in four parts. Students continue to work toward objectives listed in the National Standards for Arts Education, such as analyzing and evaluating music, and understanding music in relation to history and culture. Students in this class must have taken a choral music class for at least one year. Participation in all choral performances is mandatory. An audition and teacher's signature on the registration sheet are needed to enroll.