

# 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.

### 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.

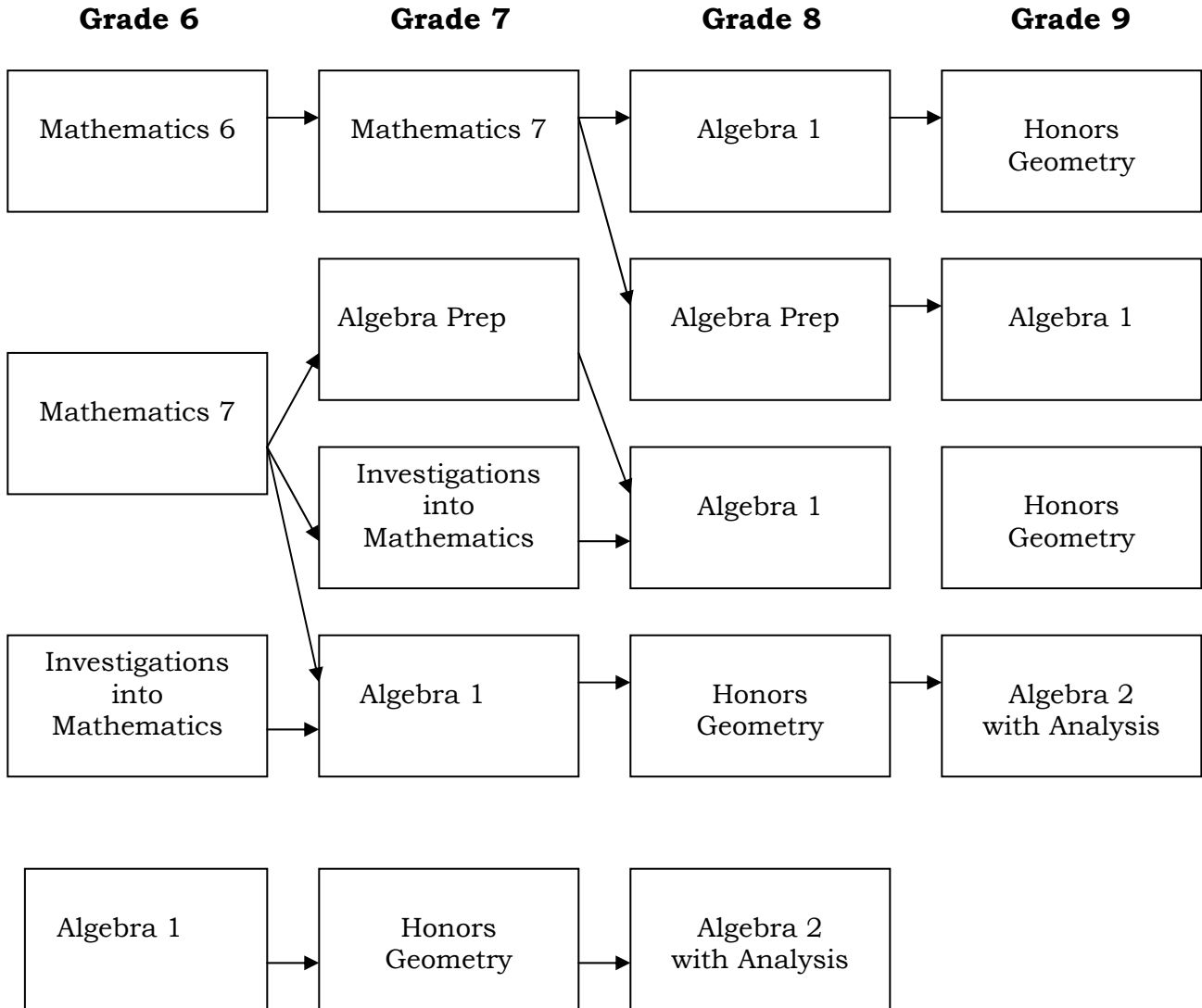
**ESOL Level II:** The intermediate course is designed to help the student to understand and comfortably use intermediate vocabulary dealing with home and school life. Many novels are read that tie into interesting themes such as cultural roots and communities. Grammar in context is an important component 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.