

# 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.

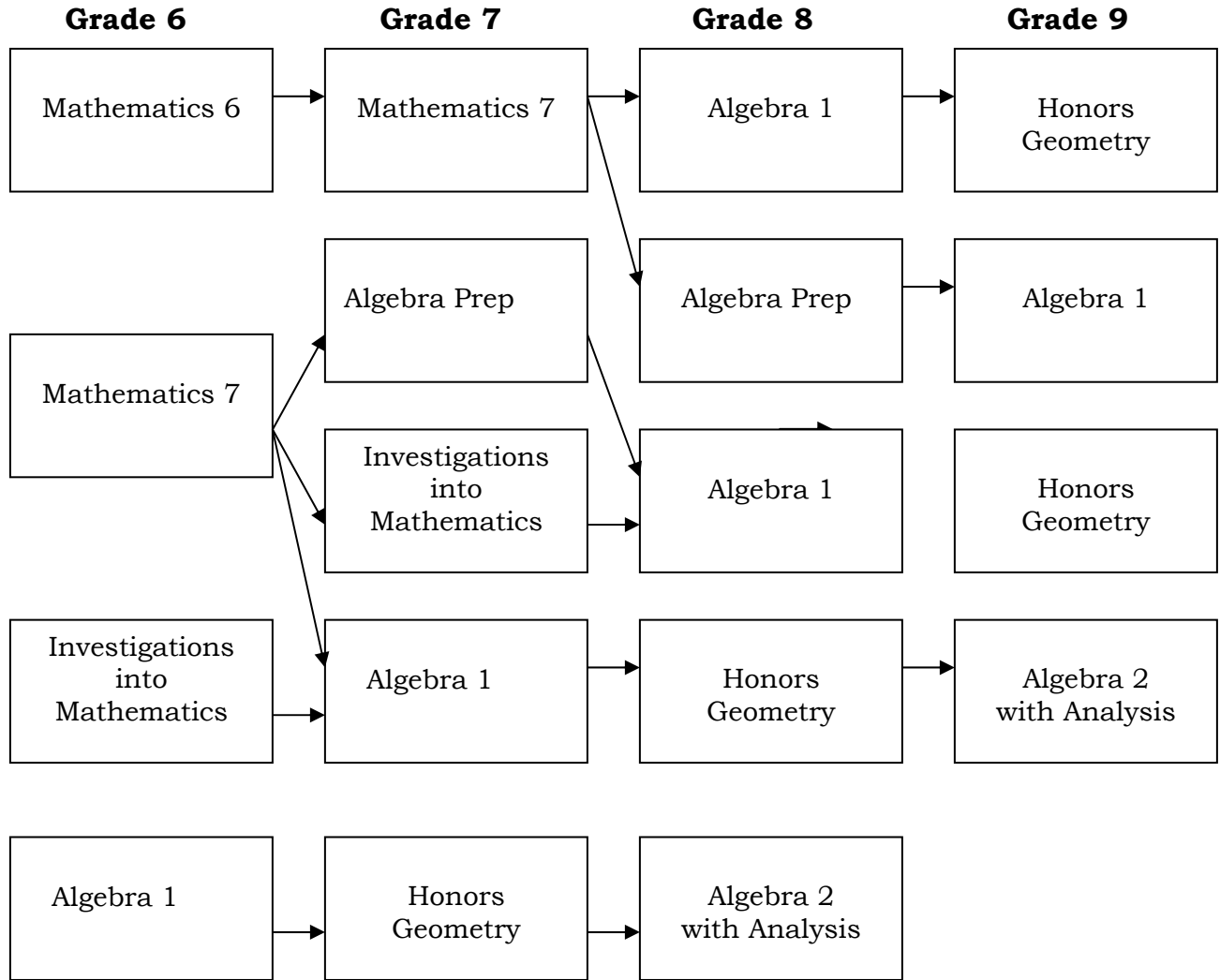
**ESOL Level II:** The intermediate course is designed to help the student to understand and comfortably use intermediate vocabulary dealing with home and school life. Many novels are read that tie into interesting themes such as cultural roots and communities. Grammar in context is an important component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