

**The Silver Spring International
Middle School**
An IB World School



Course Bulletin 2011-2012

313 Wayne Avenue
Silver Spring, MD 20910

<http://www.montgomeryschoolsmd.org/schools/ssims/>

Welcome/Bienvenidos

Dear Parents and Students,

On behalf of **The Silver Spring International Middle School** staff, I extend a warm welcome to you and your family. We look forward to working closely with you over this next school year.

One of our most important tasks is to provide students with an instructional program that will challenge their abilities, build upon their interests, and broaden their experiences. We encourage every student to pursue a rich and rigorous program of studies and to make a personal commitment to excellence in that endeavor. **The Silver Spring International Middle School** staff will provide a comprehensive instructional program and guidance designed to meet the intellectual, social, emotional, and physical needs of adolescents as they transition to high school. The organizational structure of the school is designed to focus on the needs of the young adolescent. A strong emphasis is placed on the social and emotional development of each child. At **The Silver Spring International Middle School**, we stress the importance of independence and responsibility. We encourage parents to be active partners in this process.

A counselor and administrator are assigned to each grade level and are available to work with those students throughout their stay at **The Silver Spring International Middle School**. This ensures continuity as students progress from elementary school to high school. In order to further personalize our school, and in keeping with middle school philosophy, students at each grade level are assigned to a team of teachers who are responsible for their academic program. The team is basic to the middle school concept and facilitates early identification of achievement issues, academic placement concerns, peer relationships, and social needs of each student.

Please do not hesitate to call your child's counselor at 301-562-5240 if you have any questions about the attached program guide information.

John Haas, Acting Principal

Estimados Padres y Alumnos,

De parte del personal del **Colegio Intermedio Internacional de Silver Spring**, les doy una calurosa bienvenida a usted y su familia. Tenemos muchas ganas de trabajar muy de cerca con ustedes durante el próximo año escolar.

Una de nuestras tareas más importantes es proveerles a los alumnos un programa que desafíe sus habilidades, refuerce sus intereses, y aumente sus experiencias. Animamos a cada alumno a seguir un programa de estudios riguroso y a comprometerse a la excelencia por su camino. El personal del **Colegio Intermedio Internacional de Silver Spring** proveerá un programa de instrucción comprensivo y dirección diseñada a cumplir con las necesidades intelectuales, sociales, emocionales, y físicas de los adolescentes mientras hagan la transición a la escuela superior. La estructura organizacional de la escuela está diseñada para enfocar las necesidades de un joven adolescente. Se hace un mayor énfasis al desarrollo social y emocional de cada niño. En el **Colegio Intermedio Internacional de Silver Spring**, enfatizamos la importancia de independencia y responsabilidad. Les pedimos a los padres que sean socios activos de este proceso.

Un consejero y un administrador son asignados a cada grado y están disponibles para trabajar con los alumnos durante su tiempo en el **Colegio Intermedio Internacional de Silver Spring**. Esto asegura la continuidad mientras los alumnos pasan de la escuela elemental a la superior. Para hacer aun más personal nuestra escuela, y para seguir la filosofía de las escuelas intermedias, los alumnos de cada grado son asignados a un equipo de maestros quienes son responsables de su programa académico. Este equipo es un concepto básico de la filosofía de escuelas intermedias y facilita la pronta identificación de asuntos de logro, preocupaciones de nivel académico, relaciones con compañeros, y las necesidades sociales de cada estudiante.

Por favor, no dude en llamar al consejero de su hijo(a) al 301-562-5240 si tienen cualquier pregunta sobre la información incluida en esta guía del programa.

John Haas, Director Encargado

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General Information

Academic Placement

In middle school, students are frequently grouped and re-grouped, allowing them to meet and work with a broad spectrum of peers. These grouping practices may include cluster groups, as well as daily cooperative learning groups, within each classroom. A clustered class includes both Gifted and Talented (GT) and non-GT students for the purpose of providing all students access to rigorous instruction and resources within the same classroom. Through differentiated instruction, teachers provide the appropriate level of instruction to each student assigned to the class. Incoming Grade 6 students will have their standardized test scores, previous years' grades, GT data, and Grade 5 teacher recommendations reviewed by staff. This information will be used to determine student placements. Changes and adjustments are made based on student progress, emerging abilities, interests, talents and social needs. Evaluation of student performance is on-going allowing for adjustment throughout the school year, as needed.

Accelerated and Enriched Programming and Instruction

The Silver Spring International Middle School provides a continuum of accelerated and enriched instructional opportunities. We offer accelerated and enriched instructional pathways built into the MCPS curriculum. In mathematics, high school courses such as algebra and geometry are offered. (See the Pathways to Success in Mathematics chart on page 13 for more details.) Advanced-level courses for English, science, and world studies offer additional opportunity for acceleration and enrichment to all students demonstrating the ability, potential, or motivation to attempt this challenging course of study. Students may earn high school credit for advanced-level English and science courses while in Grade 8. The William and Mary language arts program and Junior Great Books program are part of the acceleration and enrichment opportunities offered through the English curriculum.

After-School Activities

At Silver Spring International Middle School there are a variety of after-school activities to choose from. The activities include homework clubs for students who need a quiet place to get help with homework. There is also a Yearbook Club, Chess Club, Cooking, Cartooning, Drama Club, International Club, Jazz Ensemble, Green Club, Literary Magazine, Math Team, Peer Mediation, SGA, Teen Club and many more. In addition to our intramural sports, we also field interscholastic teams in cross-country, softball, basketball and soccer. Interscholastic sports are available to 7th and 8th graders. At Silver Spring International Middle School, there is something for everyone! Activity buses are available Tuesday to Thursdays at 4:00pm.

Block Schedule

The Silver Spring International Middle School operates using a block schedule of 80 minutes of instruction per class period. This increased length of instructional class time allows teachers to use a variety of instructional approaches and to provide extended lessons. Teachers develop closer relationships with students, and have additional opportunities to provide academic support to their students.

Counseling Department

While at Silver Spring International Middle School, students will be assigned to a counselor who will help them in three major areas: academic achievement, career and educational planning, and personal and social development. The counselor may help individual students or small groups in a variety of settings. Additionally, students may explore counseling issues through specially designed programs. Counselors are assigned to students, and remain with the students from sixth grade to eighth grade, so that a positive and lasting relationship of support is established and maintained. When working with a counselor, students may:

- Discuss concerns about life in and out of school
- Explore strengths, weaknesses, interests and aptitudes
- Reflect upon current responsibilities and future goals
- Develop strategies to become effective personally, socially, and academically
- Plan educational programs
- Address other pertinent issues

Course Fees

FACS and Art courses have a course fee. This fee is used to purchase consumable materials and supplies used by students. If the fees present a financial hardship, we have scholarships and programs available to provide assistance. Please contact the Counseling Department for more information at (301)562-5240.

Grading and Reporting

Policy IKA, *Grading and Reporting*, is implemented in our school to ensure effective communication regarding student achievement; consistent practices within and among schools; and alignment of grading practices with standards-based curriculum, instruction, and assessments. Teachers report grades which accurately reflect individual student achievement or what students know and are able to do in each course. Grades are based on multiple and varied tasks/assessments over time within a grading period.

Silver Spring International Middle School implements countywide standard procedures for re-teaching/ reassessment, homework, and grading. School staff members explain course-specific grading procedures in writing to students and parents at the beginning of the school year or when these procedures change. Students and parents are informed about student progress throughout the grading period and are included in the decision-making process regarding the students' education. Teachers continue to report other important information, such as learning skills, separately from the academic grade. In middle school, learning skills include participation and assignment completion.

High School Credit

In order for students to earn high school credit in middle school, our school provides the same course as in high school, including the use of the same curriculum and high school instructional resources, and use the same high school exam. The following criteria apply to high school credit courses taken in middle school:

- For students who successfully complete a high school course in middle school and pass the final exam, credit is entered automatically into the students' credit history. Credit is entered in the student's credit history when the student has successfully completed both semesters of a high school course in middle school and pass the second semester final exam.
- The credit and grade are recorded on a student's transcript during the first year of high school under the transcript heading "high school credit completed before entering high school." High school credit is awarded on the first day the student attends classes in an MCPS high school.
- No opportunity to remove the credit or grade from the credit history will be provided **unless the course is re-taken.**
- The grade earned in these courses is factored into a student's cumulative grade point average (GPA) and weighted grade pointed average (W-GPA).
- Students may retake a high school course taken in middle school-if the course is offered- and receive the higher grade. The course will appear only once on the transcript. Once a course is successfully retaken for a higher grade in high school, it will be reported and treated as a course taken in high school.
- Students in Grades 6-8 who wish to retake a high school course must complete MCPS form 560-55: *Request to Retake High School Course Taken in Middle School.*
- Finally, in order for middle school students to earn a high school credit in a math or World Languages course, they must pass both semesters of the course and the second-semester final exam in middle school. In addition, middle school students who take high school courses requiring a High School Assessment (HSA) must take the HSA in that course.

Outdoor Education

Sixth grade students at Silver Spring International Middle School participate in the residential Outdoor Education program. Students are accompanied by their teachers and other school staff who provide instruction and supervision during their stay. An Outdoor Education teacher, who has already provided planning assistance, will be on-site for orientation, program coordination, and to provide direct instruction to students. While in residence, students learn about various aspects of the environment as they participate in activities that cannot be carried out at school. These activities provide opportunities to put into practice the thinking processes, skills, and strategies developed in the classroom. By sharing this twenty-four hour a day experience with fellow sixth graders, teachers, and parent volunteers, each student gains a better understanding of others. There is a per student fee that covers all of the student's expenses. Scholarships and financial assistance is available.

Linkages to Learning

This is a comprehensive school-based health and human service program centered around a holistic approach to prevention and early intervention. Linkages to Learning assists families and students by providing or referring to services to help children in school, at home and in the community.

Registration Procedures

After reading this document, courses should be selected very carefully. Your choices affect which elective courses will be offered at Silver Spring International Middle School. Course offerings are determined by staffing, student interest and enrollment, and limitations placed by the budget allocations of MCPS. Elective courses with insufficient pre-registration may be dropped from the scheduling process. For that reason it is important to include alternate elective choices when you complete the registration form. Class changes may not be possible. Please make course selections and return the form promptly.

Support Services for Students with Special Needs

Identified students who meet the criteria for a particular service receive support during the school day. Depending on the program and the needs of the identified students, support services (resources) are given directly in the classroom, individually, or in small groups. Specialists in ESOL (English for Speakers of Other Languages), speech and language, special education, and reading are available.

Student Service Learning (SSL)

Student service learning (SSL) is a Maryland State Department of Education (MSDE) graduation requirement. Recognized needs are addressed through SSL activities in school courses, school-sponsored clubs, and preapproved community organizations. Beginning with the Class of 2011, 75 SSL hours are required for graduation. Middle school introduces SSL activities in Grade 6 science, Grade 7 English, and Grade 8 social studies courses. Through full participation in the SSL aspects and successful completion of these courses, 10 SSL hours are awarded at the end of each middle school year. Students who have documented 75 hours of service learning by the first Friday in April of a middle school year will be awarded the Superintendent's Student Service Learning Award. Further SSL information may be found by contacting our school's SSL coordinator, Ms. Mannix at: cindy_mannix@mcpsmd.org.

International Baccalaureate Middle Years Programme (MYP)

The Silver Spring International Middle School is a proud, fully-authorized, Middle Years Program school and part of the International Baccalaureate Organization. The MYP philosophy of education is an adaptation of the traditional middle school model that emphasizes a rigorous interdisciplinary approach to teaching eight core subjects with an international perspective of intercultural awareness. The MYP course of study employs five areas of interaction to link the eight core subjects stressing the importance of connections, communication and culture. In the MYP teachers in all subject areas use the Areas of Interaction to focus their units of study on authentic applications to real world experiences and to create interdisciplinary links. Students explore the following areas across all academic subjects: approaches to learning, environment, human creativity, health and social education, and community and service. They engage in research, the acquisition and application of critical thinking skills, and study a second language.

The five areas of interaction are:

- **Approaches to Learning** (identifying and using how each student learns)
- **Community and Service** (how, when, and why to help others without expecting payment)
- **Environments** (how to live a sustainable existence that preserves the integrity of the earth)
- **Health and Social Education** (how to live productively by making appropriate choices)
- **Human Ingenuity** (how humans create solutions)

Additional information about MYP may be obtained on our school's website:

www.montgomeryschoolsmd.org/schools/ssims/

or the MCPS website:

www.montgomeryschoolsmd.org/curriculum/specialprograms/.



Información General

Actividades Después de Clases

En el Colegio Intermedio Internacional de Silver Spring hay una gran variedad de actividades después de clases de donde escoger. Las actividades incluyen clubes de tareas para los estudiantes que necesitan un lugar tranquilo para obtener ayuda con la tarea. Hay clubes como los siguientes: Club de Anuario, Club de Ajedrez, Cocina, Caricaturas, Club de Drama, Club Internacional, Jazz Ensemble, Green Club, Revista literaria, equipos de matemática, de mediación entre compañeros, SGA, Club de Adolescentes y muchos más. También hay actividades deportivas para los estudiantes: que incluyen béisbol, baloncesto y fútbol. En el Colegio Intermedio Internacional de Silver Spring hay algo para todos! Los autobuses de actividades están disponibles de martes a jueves a las 4:00 pm.

Colocación Académica

En el colegio, los alumnos son frecuentemente agrupados y reagrupados, permitiéndoles conocer y trabajar con una gran variedad de compañeros. Esta práctica de agrupación puede incluir un grupo de "cluster", tanto como grupos diarios de aprendizaje cooperativo dentro del salón. Una clase de "cluster" incluye alumnos de GT (Dotados y Talentosos) y los no GT con el propósito de proveer a todos los alumnos acceso a la instrucción rigurosa y a los recursos dentro del salón. A través de la instrucción diferenciada, los maestros proveen el nivel apropiado de instrucción a cada estudiante matriculado en la clase. Las clases de matemáticas, inglés, y lectura están agrupadas según las habilidades. El personal de la escuela revisará las calificaciones de los exámenes estandarizados, las notas del año anterior, los datos de GT, y las recomendaciones del maestro de 5to grado para los alumnos del Grado 6. Esta información será utilizada para determinar la ubicación de los alumnos. Hacemos cambios basados en el progreso, el desarrollo de nuevas destrezas, los intereses, los talentos, y las necesidades sociales de los alumnos. La evaluación del logro del estudiante continúa constantemente, permitiendo modificaciones durante el año escolar, de acuerdo como sea necesario.

Costo de Cursos

Las clases de FACS y Arte tienen un precio por el curso. Este cargo se utiliza para comprar los materiales consumibles y suministros utilizados por los estudiantes. Si los cargos actuales representan dificultades financieras para ustedes, tenemos becas y programas disponibles para proporcionar asistencia. Póngase en contacto con el Departamento de Servicios de Consejería para obtener más información al (301) 562-5240.

Crédito Para Cursos de la Escuela Secundaria

Los alumnos del colegio intermedio pueden recibir créditos de escuela secundaria (high school) mientras estén en la escuela intermedia. El colegio ofrece algunos de los mismos cursos de high school y usa el mismo currículo, recursos educativos y hasta el mismo examen usado en high school. El crédito es otorgado después de que el estudiante termine con éxito dos semestres del curso de high school que tome en el colegio intermedio y haya pasado el examen final del segundo semestre. El crédito y la calificación serán registrados en el reporte de notas del alumno el primer día de clases en la escuela secundaria, con una nota que dice "crédito de escuela secundaria obtenido antes de entrar a la escuela secundaria." En caso que deban retomar el curso, deben completar la forma MCPS 560-55: *Solicitud para Retomar un Curso de High School en la Escuela Intermedia.*

Departamento de Consejería

En el Colegio Intermedio Internacional de Silver Spring, los estudiantes serán asignados a una consejera que les ayudará en tres áreas principales: el logro académico, planificación de la educación y profesional, y desarrollo personal y social. La consejera puede ayudar a los estudiantes de forma individual o grupos pequeños en una variedad de situaciones. Además, los estudiantes pueden explorar temas de asesoramiento a través de programas especialmente diseñados. Los consejeros son asignados a los estudiantes, y permanecen con los estudiantes de sexto grado al octavo grado, de modo que se establezca y mantenga una relación positiva y duradera de apoyo.

Educación al Aire Libre

Todos los estudiantes de grado 6 participan en el programa residencial de educación al aire libre. Los estudiantes son acompañados por sus profesores y otro personal escolar que imparten la instrucción y supervisión durante su estancia. Un profesor de educación al aire libre, que ya ha prestado asistencia para la planificación, estará en el sitio para la orientación, coordinación del programa, y para proporcionar instrucción directa a los estudiantes. Mientras en la residencia, los estudiantes aprenden sobre diversos aspectos del medio ambiente, ya que participan en actividades que no pueden llevarse a cabo en la escuela. Estas actividades ofrecen la oportunidad de poner en práctica los procesos de pensamiento, las habilidades y estrategias desarrolladas en el aula. Al compartir esta experiencia de tres días con compañeros del sexto grado, los maestros y padres voluntarios, cada estudiante obtiene una mejor comprensión de los demás. Hay una cuota por estudiante que cubre todos los gastos del estudiante. Becas y ayuda financiera están disponibles.

Enlaces Para el Aprendizaje

Este programa ofrece servicios a niños y sus familias en nuestro colegio. En un programa integral de servicios sociales y de salud otorgados en los colegios basado en un enfoque holístico que promueve la prevención y tratamiento temprano. Enlaces Para el Aprendizaje ayuda a las familias y los estudiantes, ya sea dándoles atención o refiriéndolos hacia otros servicios que asisten a los alumnos en la escuela, en casa y en la comunidad.

Horario de Clases

El Colegio Internacional de Silver Spring funciona con un horario de bloques de 90 minutos de instrucción por clase/período. Este aumento del tiempo de clase de enseñanza permite a los profesores usar una variedad de enfoques de enseñanza y proporcionar lecciones extendidas. Los maestros pueden desarrollar relaciones más positivas con los estudiantes, y tienen oportunidades adicionales para proporcionar apoyo académico a los estudiantes.

Proceso de Registración

Después de leer este documento, los cursos deben ser seleccionados muy cuidadosamente. Sus decisiones afectan a los cursos electivos que se ofrecerán en el Colegio Intermedio Internacional de Silver Spring. La oferta de cursos se determinará basada en el interés de los estudiantes y la matrícula, y las limitaciones impuestas por las asignaciones presupuestarias de MCPS. Los cursos electivos sin suficiente pre-inscripción pueden ser eliminados. Por esta razón, es importante incluir opciones alternativas de elección al completar el formulario de inscripción. Por favor, haga la selección de cursos y devuelva el formulario lo antes posible.

Servicios de Apoyo para Alumnos con Necesidades Especiales

Los alumnos identificados que cumplen con el criterio para un servicio específico reciben apoyo durante el día escolar. Dependiendo del programa y las necesidades de los alumnos identificados, los servicios de apoyo (recurso) están dados directamente al estudiante en el salón, individualmente, o en grupos pequeños. Los especialistas de ESOL (Inglés para Parlantes de Otros Idiomas), lenguaje e idioma, educación especial, y lectura están disponibles.

Servicios de Aprendizaje de los Alumnos (SSL)

Servicios de aprendizaje de los alumnos (SSL) es un requisito de graduación del Departamento de Estado de Educación de Maryland (MSDE). Las necesidades reconocidas se abordan a través de actividades de SSL en los cursos de la escuela, patrocinada por algunos clubes de la escuela, con aprobación previa y las organizaciones comunitarias. Comenzando con la Clase del 2011, 75 horas de SSL son requeridos para graduación. Algunas actividades de SSL se introducen en la escuela intermedia en el Grado 6 ciencia, Grado 7 Inglés, y 8^o grado estudios sociales. A través de la participación plena en los aspectos de SSL y la finalización con éxito de estos cursos, 10 horas de SSL se concede al final de cada año en la escuela intermedia. Los estudiantes que han documentado 75 horas de servicio de aprendizaje el primer viernes de abril de un año de escolar recibirán en certificado del Superintendente 'Service Learning Award'. Para más información comuníquese con la coordinadora de SSL de nuestra escuela, Sra. Mannix en: cindy_mannix@mcpsmd.org."

Programa de los Años Intermedios

La filosofía de educación del Middle Years Programme (MYP) es una adaptación del modelo tradicional que pone el énfasis en un programa interdisciplinario de enseñar ocho materias principales con una perspectiva internacional de conciencia intercultural.

El programa de estudio de MYP utiliza las cinco áreas de interacción para entablar las ocho disciplinas, poniendo el mayor énfasis en la importancia de conexiones, comunicación y cultura. En el MYP, los maestros de todas las materias usan las áreas de interacción para enfocarse sobre sus unidades de estudio por la aplicación auténtica al mundo real de experiencias a crear enlaces interdisciplinarias. Las cinco áreas de interacción son:

Estilos de Aprendizaje (identificar y utilizar como cada estudiante aprende)

Comunidad y Servicio (cómo, cuándo, y por qué se debe ayudar a otros sin recibir pago)

Ambiente (cómo vivir una existencia sostenible que preserva la integridad de la Tierra)

Salud y Educación Social (cómo vivir productivamente por tomar las decisiones apropiadas)

Homo Faber (Hombre el Creador, o cómo los seres humanos crean soluciones)



INSTRUCTIONAL PROGRAM AT A GLANCE

Grade 6	Grade 7	Grade 8
<p><u>Required Courses:</u> Advanced English 6 Mathematics: (6, 7, IM, Algebra 1*) Investigations in Science 6 Advanced World Studies 6 Physical Education/Health 6</p>	<p><u>Required Courses:</u> Advanced English 7 Mathematics: (7, IM, Algebra 1*, Honors Geometry*) Investigations in Science 7 Advanced World Studies 7 Physical Education/Health 7</p>	<p><u>Required Courses:</u> Advanced English 8* Mathematics: (Algebra 1*, Honors Geometry*, Algebra 2*) Earth Science Systems 8* Advanced US History 8 Physical Education/Health 8</p>
-AND-	-AND-	-AND-
<p>*World Languages (Full year) French 1 A/B* Spanish 1 A/B* French Immersion 1* Spanish Immersion 1*</p> <p style="color: red;">*For those students who meet two of three of the following criteria:</p> <ul style="list-style-type: none"> ○ Grade 4 MSA > 437 ○ Grade 4 MSA 85th percentile ○ Grade 5 Fall MAP-R > 212 <p style="text-align: center;">-OR-</p> <p>Reading 6 (Full Year)</p>	<p>World Languages (Full year) French 1 A/B or 2 A/B* Spanish 1 A/B or 2 A/B* Spanish for Spanish Speakers 1* French Immersion 2* Spanish Immersion 2*</p> <p style="text-align: center;">-OR-</p> <p>Reading 7 (Full Year) *For those students below grade level</p>	<p>World Languages (Full year) French 1 A/B, 2 A/B or 3 A/B* Spanish 1A/B, 2 A/B or 3 A/B* Spanish for Spanish Speakers 1 or 2* French Immersion 3* Spanish Immersion 3*</p> <p style="text-align: center;">-OR-</p> <p>Reading 8 (Full Year) *For those students below grade level</p>
-AND-	-AND-	-AND-
<p><u>Enrichment Electives:</u> (One Per Quarter) Art Family & Consumer Sciences General Music Theater</p> <p style="text-align: center;">-OR-</p> <p>(Full Year) Lights, Camera, Literacy! Perspective in the Arts Exploring Dance Beginning Band Intermediate Band Advanced Band Beginning Strings Intermediate Orchestra Advanced Orchestra Chorus</p>	<p><u>Enrichment Electives:</u> (Semester) Art Family & Consumer Sciences Readers Theater</p> <p style="text-align: center;">-OR-</p> <p>(Full year) Lights, Camera, Literacy! Lights, Camera, Film, Literacy! Fundamentals of Dance Beginning Band Intermediate Band Advanced Band Beginning Strings Intermediate Orchestra Advanced Orchestra Chorus</p>	<p><u>Enrichment Electives:</u> (Full year) Art Family & Consumer Sciences Dance as a Fine Arts ½* Lights, Camera, Literacy! Lights, Camera, Film, Literacy! Lights, Camera, Media, Literacy! Beginning Band Intermediate Band Advanced Band Beginning Strings Intermediate Orchestra Advanced Orchestra Chorus</p>

*** High School
Credit Courses**

Course offerings are determined by staffing, student interest, enrollment, and limitations placed by the budget allocations of MCPS. Elective courses with insufficient pre-registration may be dropped from the scheduling process.

Course Offerings

Language Arts: English/Reading



The middle school English Language Arts program focuses on the communication processes of reading, writing, speaking, listening, and viewing through the study of language and literature. Courses are organized into four thematic units, each approximately one marking period in duration. Each unit addresses a theme through which students explore the human experience across time and distance. The



theme is analyzed through student writing and in published selections of exposition, narration, poetry, and drama. Each unit in this course exposes students to multiple aspects of the communication processes, literature, and language. The MYP Areas of Interaction are integrated throughout the delivery of the MCPS English/reading curriculum.

Advanced English 6

This course is designed for able and motivated students with a lively interest in the power and versatility of language. In preparation for advanced middle and high school English courses, students read challenging texts written in various time periods and rhetorical contexts. Students develop their ability to express ideas with clarity and precision by writing increasingly complex compositions for a variety of purposes, including literary analysis, persuasion, and research.

Advanced English 7

This course is designed for able and motivated students with a lively interest in the power and versatility of language. In preparation for Advanced English 8 and advanced high school English courses, students read challenging texts written in various time periods and rhetorical contexts. Students develop their ability to express ideas with clarity and precision by writing increasingly complex compositions for a variety of purposes, including literary analysis, persuasion, and research.

Advanced English 8 (high school elective credit course)

This course is designed for able and motivated students with a lively interest in the power and versatility of language. In preparation for advanced high school English courses, students read challenging texts written in various time periods and rhetorical contexts, making interdisciplinary connections with historical events and concepts developed in their Grade 8 U.S. History class. Students develop their ability to express ideas with clarity and precision by writing increasingly complex compositions for a variety of purposes, including literary analysis, persuasion, and research. **This course cannot be retaken in high school for a higher grade as it is not offered at the high school level.**

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. Comprehension is a key focus, including reading beyond the literal level. Students apply strategies to expository materials such as science and social studies textbooks, newspaper articles, and biographical essays. Students then extend their strategies to the study of mythology. During this unit, 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.

Reading 7

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

Reading 8

The Reading 8 curriculum develops and extends the reading strategies framed in previous reading and content courses. This curriculum is primarily designed for readers who experience difficulty comprehending grade-level material and who wish to improve their reading comprehension of expository text as they prepare for the demands of high school. Students will spend time understanding their personal learning style and adapting the strategies which will help them most in the comprehension, enjoyment, and extension of reading to their other content classes. Students will apply research-based reading strategies as they read for information on a variety of topics in order to identify their own interests and strengths, as well as to identify areas of study and careers they may wish to pursue in the future. Students will conduct research using electronic and traditional texts to develop their ability to understand and evaluate the demanding expository texts they will encounter in high school.

READ 180

The Silver Spring International Middle School is committed to improving the reading ability of all students. Reading is the most basic skill that adolescents need to develop for success in school and in preparation for life. READ 180 is a reading intervention program that supports and improves the performance of students who are reading below the proficient level. The READ 180 program is structured using a daily rotation model for the students. Classes begin with whole group teacher-led instruction. Students then rotate to: small group teacher led instruction, independent reading, and work independently with READ 180 computer software.

Intensive Reading Needs (IRN)

The intensive reading needs class is designed for special education students in all grade levels who are reading significantly below grade level and have a difficult time with decoding and encoding. During this class, students will have access to researched-based interventions in order to improve their reading. Enrollment in the class is based on an IEP team decision.

English for Speakers of Other Languages: ESOL

Level 1-This introductory course is designed to teach beginning-level English as a new language. The four skills of reading, writing, listening, and speaking are integrated into thematic units that help students acquire language by learning about themselves, one another, and the world they live in. There are many opportunities to practice reading, writing, listening, and speaking in a meaningful context. There is an emphasis on vocabulary development and oral fluency. Students are challenged to respond to higher-order questions about literary and informational text for beginning English-language learners.

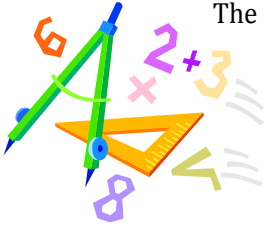
Level 2-Students at this level of proficiency understand basic vocabulary dealing with everyday home and school life. There are many opportunities for language development activities that incorporate cooperative learning. Students learn to analyze reading passages and respond to both factual and inferential questions as they read and discuss both literary and informational texts. Students practice speaking more fluently, composing different types of paragraphs, improving their editing skills, and writing extended paragraphs using grammatical structures that have been taught.

Level 3-Students work toward improving their listening skills, increasing fluency, and producing more sustained oral responses in English. They use a variety of advanced grammatical structures both orally and in writing. Students read both expository and narrative, employing specific reading strategies and critical analysis skills in context. Students practice writing single- and multiple-paragraph essays. The goal is to prepare them to construct five-paragraph essays. Students study character traits and compare and contrast themselves with characters in texts. They write and edit several multiple-paragraph tasks, including a persuasive essay. Writing conventions and sentence structures are emphasized during the editing phase of the writing process. They review known text structures (problem and solution, sequence, main idea and detail, comparison and contrast); study text structure as a guide to increased comprehension; and focus on cause and effect as a structure. Students study poetry, its elements, and its interpretation as they read, analyze, and respond to poetry. They discuss and write comparisons of related ideas in two forms—poetry and prose.

Academic Language

This course is designed to introduce ESOL Level 1 students to the academic language of social studies, science, and math. Students are given the opportunity to develop the academic language and learning strategies to effectively access each of the academic content areas in a new language.

Mathematics



The middle school mathematics curriculum is not organized by grade level, but rather by courses, much like high school. Please refer to the Pathways to Success in Mathematics Chart on page 13. The MYP Areas of Interaction are integrated throughout the delivery of the MCPS mathematics curriculum.

Math 6

This course extends students' understanding of algebra to include identifying and extending arithmetic and geometric sequences, writing and evaluating formulas and equations, and graphing in all four quadrants on the coordinate plane. Students find angle sums and do constructions with 2D figures. They develop and use formulas to find the area of 2D figures, including circles. Frequency tables and circle graphs become the focus of organizing and analyzing data, as students explore misuse of data and measures of central tendency. Students begin to compare theoretical and experimental probability, as well as work with rational numbers and exponents. Computation includes all operations with decimals and fractions, order of operations, and ratios and rates. Students in Math 6 will go on to either Math 7 or Investigations into Mathematics the following year.

Math 7

This course extends students' understanding of numbers and computation as they learn how to do operations with integers. They connect their knowledge of ratios to the development of proportional reasoning. Students learn how to apply their geometric and measurement skills with increased precision. Other areas of focus include functional relationships, arithmetic and geometric sequences, and data analysis and representation using box and whisker plot, and scatter plots. The development of concepts and skills continues to be fostered through communication and reasoning about everyday situations. This course is for students who have completed the kindergarten to Grade 5 mathematics curriculum as well as the indicators in Math 6. Students in Math 7 will go on to Investigations into Mathematics, or Algebra the following year.

Investigations into Mathematics (IM)

This course provides rigorous study for students who have demonstrated proficiency in the content of Math 7 in Grade 5 or 6. The goal of this course is to ensure readiness for algebra and beyond. IM addresses all of the content of Algebra Prep at a deeper and more enriched level. Students extend their understanding of numbers to include rational and irrational numbers in the real number system and further develop computational fluency of real numbers. Areas of focus include multiple representations of linear function, data analysis and representation, probability experiments and simulations, and geometric properties and relationships between two- and three-dimensional figures. IM also previews concepts that are assessed on the Algebra/Data Analysis High School Assessment. The course includes additional concepts, such as set theory and modular arithmetic, which further develop students' abstract thinking. Students successful in this course will take Algebra 1 the following year.

Algebra Prep

This course extends students' understanding of number to include rational and irrational numbers in the real number system. Students 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 function, data analysis and representation, probability experiments and simulations, and geometric properties and relationships between two- and three-dimensional figures. Students successful in this course will take Algebra 1 the following year.

Algebra 1 (high-school credit course)

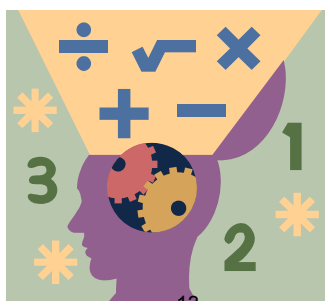
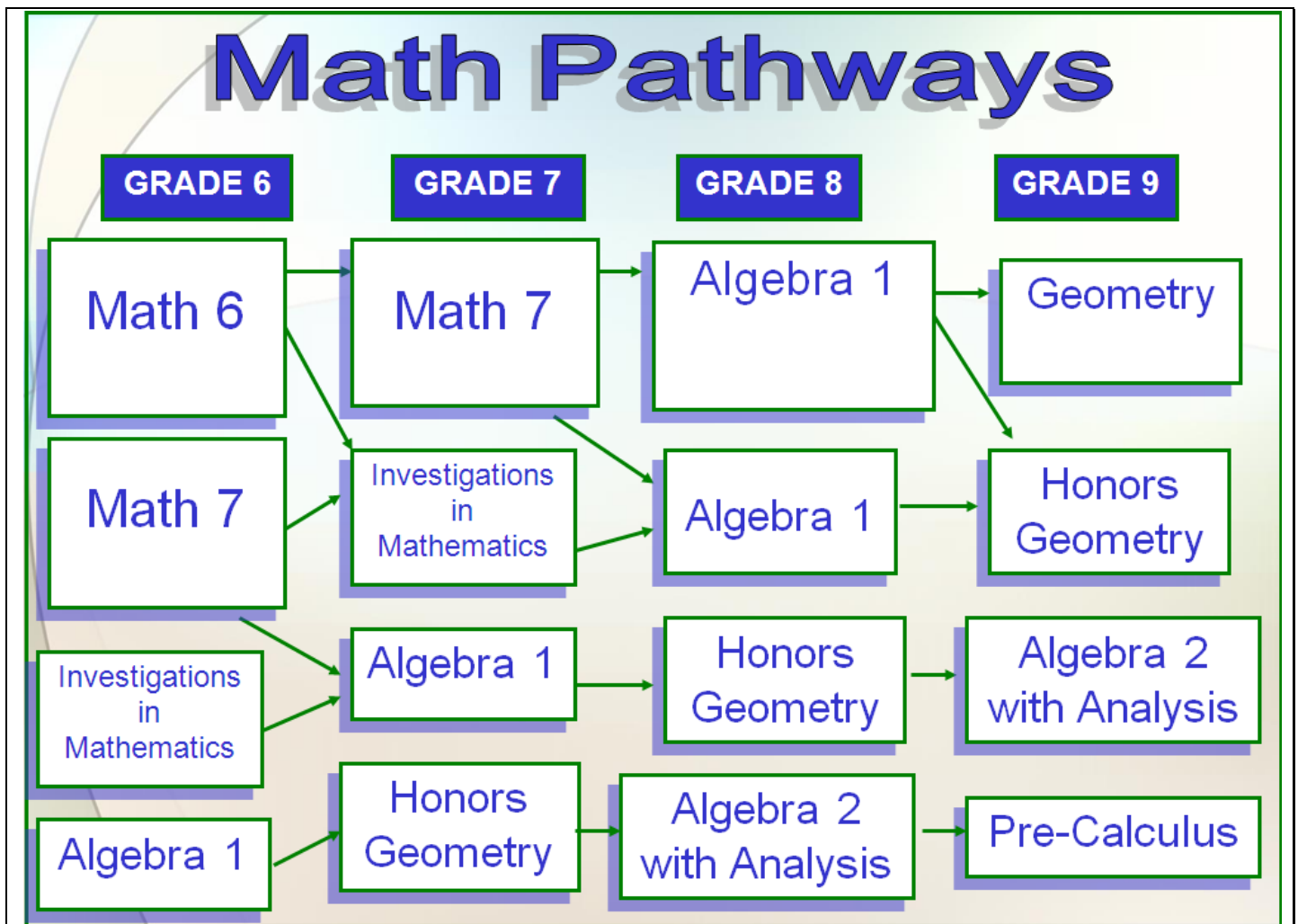
This course examines the basic structure of real numbers, algebraic expressions, and functions. The topics studied are linear equations, inequalities, functions and systems, quadratic equations and functions, polynomial expressions, data analysis, probability, and properties of functions. Mathematical modeling of real-life problems and problem solving are major themes of the course. Students successful in this course will take Honors Geometry the following year. High school credit is given upon successful completion of the full-year Algebra 1, including passing the final exam to receive credit for the course.

Honors Geometry (high-school credit course)

This course provides a rigorous, in-depth look at the topics studied in the Geometry course. Geometry is studied as a mathematical system through the deductive development of relationships in the plane and space. Students formalize their understanding of geometric concepts, including congruence and similarity, circle charts, secants and tangent segments, parallel and perpendicular lines, angle and side measures in polygons, proof, logic transformations, the Pythagorean Theorem, constructions, coordinate geometry, and surface area and volume of solids. Honors Geometry includes an additional unit, Trigonometry. Students successful in this course will take Honors Algebra 2 the following year. High school credit is given upon successful completion of the full year of Honors Geometry, including passing the final exam.

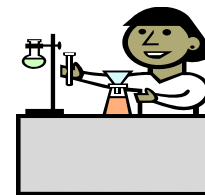
Honors Algebra 2 (high-school credit course)

Honors Algebra 2 provides a rigorous, in-depth look at the topics studied in the Algebra 2 course. Algebra 2 is the study of the complex number system and functions. Real-world problems are discussed, represented, and solved using advanced algebraic techniques, incorporating technology. The properties and algebra of functions, including polynomial, exponential, logarithmic, piecewise, radical, and rational, are analyzed and applied, as well as conics, matrices, systems of equations, sequences, and series. Students successful in this course will take Honors Pre-Calculus the following year. High school credit is given upon successful completion of the full year of Honors Algebra 2, including passing the final exam.



Science

The middle school science program allows students to investigate both the concepts and process skills of science. At each grade level, topics in earth science, biology, chemistry, and physics are interconnected to show students the relationships that exist between 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. High expectations and differentiated instruction allow all students a challenging and engaging access to science. The MYP Areas of Interaction are integrated throughout the delivery of the MCPS science curriculum.



Investigations in Science 6 (IS6)

IS6 is a problem/project-based curriculum. Instruction is interwoven around a relevant problem/project to allow a focus for student learning. Students engage in minds-on inquiry and hands-on explorations, productive discourse, and purposeful reading and writing. Units studied in IS6 center around topics related to ecosystems, diversity and adaptation of organisms, forces and motion, energy, and light and sound. Students engage in science, technology, engineering, and mathematics (STEM) in order to propose solutions to identified problems.

Investigations in Science 7 (IS7)

Like IS6, IS7 is a problem/project-based curriculum. Instruction is interwoven around a relevant problem/project to allow a focus for student learning. Students engage in minds-on inquiry and hands-on explorations, productive discourse, and purposeful reading and writing. Units studied in IS7 center around topics related to biochemistry, genetics, structure and function, and biotechnology. Students engage in science, technology, engineering, and mathematics (STEM) in order to propose solutions to identified problems.

Grade 8 Science

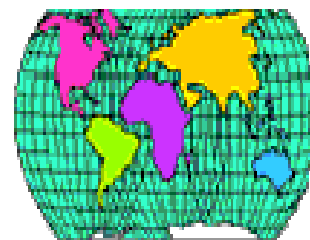
Students explore atmospheric phenomena, Earth's structure and history and chemistry. Specifically, students will examine weather patterns, geologic time, global change and engage in investigations that allow them to understand properties of matter and chemical concepts. Problem solving and online investigations are used continually to allow students to investigate authentic problems and reinforce science concepts.

Honors Earth Space Systems A/B (high-school credit course)

This course emphasizes the dynamic processes of systems on and inside Earth and its surrounding space environment. Topics include the interrelated systems—hydrosphere, cryosphere, geosphere, biosphere, and atmosphere. This course has been designed to continue to engage students in problem-/project-based instruction as established in IS6 and IS7 and integrated principles of STEM instruction to fully engage students in critical thinking and the pursuit of solutions to identified problems. Students who successfully complete both semesters and pass the semester B final exam will earn one science credit toward graduation.

Humanities: World Studies

The social studies program in middle school builds chronological and thematic understanding of world and United States history, while also developing the social studies strands of geography, economics, political systems, and culture. Each social studies unit is organized around a historical era and a social studies strand. A mix of modern content and the lessons of history provide the background knowledge and thinking skills that prepare students for high school instruction and their responsibilities as citizens.



In Grades 6 and 7, the focus of study is on ancient world history and culture from Asia, Africa, Europe, and Latin America. In Grade 8 students learn about the founding and early development of our nation from the Revolution through Reconstruction. At all grade levels, students build understanding of the modern world by applying concepts of geography, economics, political systems, and culture to present-day scenarios. The MYP Areas of Interaction are integrated throughout the delivery of the MCPS world studies curriculum.

Advanced World Studies 6

This course provides enriched opportunities for learning about ancient world history. Building on the current four units of Grade 6 world studies, students will deepen their understanding of the rich cultures and history from the earliest human settlements to great civilizations of the year 1000 CE. Students are challenged to analyze archaeological evidence, ask questions to further their knowledge, and understand history as ongoing investigation.

Advanced World Studies 7

This course extends the content and concepts contained in the four units of Grade 7 World Studies. Through the study of world civilizations and global interactions from 1000 CE to 1450 CE, students learn about political, economic, and social systems today. Analysis of primary source texts and visuals is a central method for learning about the past and the challenges of historical interpretation.

Advanced U.S. History Grade 8

This course enhances the four MCPS Grade 8 U.S. History units through the development of skills from high school Advanced Placement courses in history. In addition to the MCPS course of study, students deepen their understanding of key concepts and events through reading, writing, document analysis, and historical thinking. These skills will be applied in each unit and students will be expected to show progress in skill development and historical knowledge in exams and historical document-based projects.

World Languages



Courses in World Languages are taught through the development of thematic units in each course based on the *five C's* of the National Standards for World Languages instruction: *Communities, Communication, Connection, Culture* and *Comparison*. The MYP Areas of Interaction are integrated throughout the delivery of the MCPS World Languages curriculum.

French/Spanish Level 1A/1B (high-school credit course)

Students begin to learn to communicate orally and in written form about daily life. Emphasis is on vocabulary development, simple grammatical structures, the application of language skills to daily life, and the basic culture of the people. Students are encouraged to use the language beyond the school setting and keep informed of current events in countries where the target language is spoken. **High school credit is given upon successful completion of levels 1A and 1B, including passing the final exam.**

French/Spanish Level 2A/2B (high-school credit course)

Students expand their vocabulary and learn increasingly complex expressions and structures for written and oral communication to discuss the past. The culture of the people is examined in greater depth. Students continue to make comparisons between the language and culture studied. They are encouraged to use the language beyond the school setting and keep informed of current events in countries where the target language is spoken. **High school credit is given upon successful completion of the full year of level 2, including passing the final exam.**

French/Spanish Level 3A/3B (high-school credit course)

Students continue to build on previously developed skills, while expanding their ability to communicate on a variety of topics. Increased grammatical accuracy is stressed. Students continue to make comparisons between the language and culture that is studied and stay informed on current events in countries where the target language is spoken. **High school credit is given upon successful completion of the full year of level 3, including passing the final exam.**

French Immersion Grades 6-8 (high-school credit courses)

A three-period program of instruction enables students to enhance their language development through two periods of language class and one period of the MCPS social studies curriculum in French. **One World Languages High school credit is given upon successful completion of each year, including passing the final exam.**

Spanish Immersion Grades 6-8 (high-school credit courses)

A three-period program of instruction enables students in Grades 6 and 7 to enhance their language development through two periods of language class and one period of the MCPS social studies curriculum in Spanish. In Grade 8, students continue with two periods of language instruction. **One World Languages High school credit is given upon successful completion of each year, including passing the final exam.**

Spanish for Spanish Speakers 1A/1B and 2A/2B (high-school credit courses)

The Spanish for Spanish Speakers course of study provides language instruction for students with proficiency in Spanish either because it is their first language or it is spoken extensively in the home. Each of the courses integrates history, culture, language, and connections related to the Spanish-speaking world. **High school credit is given upon successful completion of each of these courses, including passing the final exam.**

Physical Education and Health



Middle school physical education instruction focuses on standards-based content that has been categorized into three measurement topics: health-related fitness, movement skills and concepts, and personal and social responsibility. The physical education program offers a comprehensive and well-balanced series of instructional activities. Included are activities such as conditioning and physical fitness, individual and dual sports, team sports, aerobics, track and field, and outdoor activities. Exposure to a variety of sports and physical activities provides the basis

for students to develop an interest and understanding of the importance of lifetime fitness. The objectives of this course are to teach children to:

- appreciate and understand the value of physical education and its relationship to a healthy, active lifestyle
- work to their optimal level of physical fitness
- develop the motor skills necessary to participate successfully in a variety of physical activities
- develop social skills that demonstrate the importance of teamwork and cooperation in group activities

The MYP Areas of Interaction are integrated throughout the delivery of the MCPS Physical Education curriculum. Students rotate through three-week units that include the following:

Flag football
Soccer
Volleyball
Badminton
Softball
Wrestling
Fitness
Lacrosse
Street hockey



For each unit, students are taught the basic terminology, rules, and skills that will allow them to participate actively.

Health Education

Comprehensive Health Education promotes positive health-related attitudes and behaviors that support self-reliance and self-regulation while developing health literacy and lifelong wellness. Health-literate students have the knowledge, skills, and ability to maintain and enhance personal health and fitness; create and maintain safe environments; and access and utilize personal and community resources. Life skills emphasized throughout the program include setting goals; making decisions; identifying beliefs, attitudes, and motivations; assessing information; and advocating for personal, family, and community health.

Comprehensive health education includes the following seven units: mental and emotional health; tobacco, alcohol, and other drugs; nutrition and fitness; safety and injury prevention; family life and human sexuality; and disease prevention and control.

Grade 6

Parents and students will receive information about the family life and human sexuality unit and the disease prevention and control unit of instruction prior to the start of classroom instruction. Parents who object to the content of the instruction may request that their child be excused from that unit. If excused, the child will complete an independent-study alternative unit of health education that does not include information about human sexuality or disease prevention, including HIV/AIDS.

Grade 7

Parents and students will receive information about the family life and human sexuality unit and the disease prevention and control unit of instruction prior to the start of classroom instruction. The disease unit includes information about sexually transmitted diseases and infections, including HIV/AIDS. Parents must sign a permission form checking "Yes" for their child to participate in these units of instruction. Parents who object to the content of this instruction will check "No" on the parent permission form and

the child will be excused from that unit. If excused, the child will complete an independent-study alternative unit of health education that does not include information about human sexuality or disease prevention, including HIV/AIDS.

Grade 8

Parents and students will receive information about the family life and human sexuality unit, and the disease-prevention and control unit of instruction prior to the start of classroom instruction. Information about teen pregnancy prevention and sexually transmitted diseases is included in Grade 8 health education. Parents must sign a permission form checking “Yes” for their child to participate in these units of instruction. Parents who object to the content of this instruction will check “No” on the parent permission form and the child will be excused from that unit. If excused, the child will complete an independent-study alternative unit of health education that does not include information about human sexuality or disease prevention, including HIV/AIDS

Electives

Arts Rotation Grade 6 (Full Year)

The Arts Rotation elective offers students four one-quarter courses during the school year. Students in the Arts Rotation elective will take one quarter of each of the following courses: Art, Beginning Theater, Family and Consumer Science and General Music. The MYP Areas of Interaction are integrated throughout the delivery of the MCPS Physical Education curriculum.



Art - Students will use the *Elements of Art* and the *Principles of Design* to guide their creation of art. Students will create art based on their own experience and the world around them. They will use the media for drawing, painting, printmaking, ceramics, book arts, and cartooning. Students will learn the vocabulary and skills needed to use various media effectively. Students will study art from around the world and the past to understand its role in the human experience and modern life. Students will learn to analyze and evaluate the art they see and the art they create. Units focus on a medium and are built around a project.

Family and Consumer Science - Students will learn basic skills using hands-on techniques. They will learn time management, food preparation, and creative crafts. Reading, writing, scientific principles, and math are used for the purpose of making connections between assessments, concepts, and laboratory experiences. Appropriate technology is used to access and process information, form conclusions and communicate results. Family and Consumer Sciences education empowers students with information and processes that assist them as they address the enduring concerns associated with living and working in a diverse global society.

Beginning Theater - In this elective, students engage in an exploration into propaganda with commercials, comedy, and role-playing of numerous middle school experiences. Students will use theatre as a “teaching tool” with a focus on “Your Life as Real Drama”. Students will reflect on their life experiences and role play strategies that will lead them to self-understanding and awareness of the importance of cooperation. Students build upon this improvisational foundation to the reading of plays, eventually graduating to monologues and dramatizations. By the end of this course of study, students are expected to have gained an understanding of the techniques that advertisers use to encourage them to spend money.

General Music - Students analyze and discuss classical, jazz, folk, and popular, music representing a variety of eras and cultures. Through listening, performing, and composing, students learn about music notation, form, and style. They examine the art of performance from the perspective of the audience, the performer, and the critic.



Lights, Camera, Literacy! (Full Year)

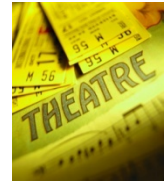
This course increases literacy in both written and visual text, improves collaboration skills, builds confidence and motivation, and provides opportunities for high-level thinking via specific strategies. Students transfer their skills as viewers of film to skills on the written page, as well as learn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

Lights, Camera, Film Literacy! (Full Year)

This course offers a study of film and film history as the core for teaching more advanced literacy skills. Students learn the physics and history of motion pictures, as well as how to apply filmmaking techniques to their own visual communications. Students read two novels as well as shorter written text selections and screenplays. The eight units include: "How Movies Got their Start," "Silent Narrative Films," "Early Talkies, Early Color," "Genre Classics: The Golden Age of Hollywood," "Classic Adaptations: The Golden Age of Hollywood and Beyond," "Documentaries," "Animation," "The Business of Film and Film Festivals." The LCL! course series is of high interest, allows for ease of differentiation, and addresses the visual, auditory, and kinesthetic learner. The LCL! strand focus is on increasing literacy in both written and visual texts, authentic use of vocabulary, improving collaboration skills, building confidence and motivation, and providing opportunities for higher level thinking. Students must have successfully completed Lights, Camera, Literacy! prior to enrolling in this course.

Lights, Camera, Media, Literacy! (Full Year)

This course offers a study of media, its history, and basic physics as the core for teaching even more advanced literacy skills. Students must have successfully completed Lights, Camera, Film Literacy! prior to enrolling in this course.



Perspectives in the Fine Arts Grade 6 (Full Year)

This course takes an interdisciplinary approach to the study of fine arts (visual art, music, theatre, and dance). Using the Maryland state outcomes for fine arts education, students learn the elements of each art form and how artists manipulate those elements for communication and expression. In addition, students examine the role visual art, dance, music, and theatre have played in different cultures, providing room for interdisciplinary connections to the MCPS English and social studies curricula. A blend of hands-on experiences as well as fine arts appreciation, criticism, and history are used to help students understand what it means to be an artist.

Reader's Theatre Grade 7 (Semester)

Reader's Theatre 1 is for students who are interested in scriptwriting, directing, and producing a dramatic work. Students take excerpts of literature, analyze them, and adapt them into a script. This script can then be performed with a minimum of preparation, props, or scenery. Students participate in an extensive study of the works of William Shakespeare. Theatre productions and dramatic performances are the culmination of many hours of hard work and they provide opportunities for students to demonstrate their mastery of the knowledge and skills outlined in the content standards.

Art

Grade 7 (Semester)

Students identify and create artworks that communicate universal themes about people, events, and values that unite communities. Students make interdisciplinary connections between art and other subject areas as they investigate the arts and crafts of other cultures. They use art elements and design principles to compose personal artworks from observation or imagination. Using art vocabulary, they establish and apply criteria for talking about art and making aesthetic judgments. Students are taught safe practices in an art room, and the proper use of art equipment, tools, and materials.

Grade 8 (Full Year)

Students identify and create artworks that explore universal themes connecting artists across time and recognize that artists are storytellers, recorders, designers, interpreters, inventors, messengers, planners, teachers, and pioneers. Through art production and investigation, students will increase their understanding of why people create art, and develop an appreciation of different cultural and individual artist styles. Students learn to appreciate the uniqueness of individual artwork. 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, the safe use of tools and materials, and art room safety practices are emphasized.

Dance

Exploring Dance Grade 6 (Full Year)

Grade 6 students focus on developing the physical attributes necessary to achieve technical proficiency in dance (agility, alignment, articulation, balance, endurance, flexibility, placement, power, speed, strength, and timing). Students identify how the elements of dance (body, space, time, and energy) are used to communicate meaning and/or represent a theme. Students are introduced to a variety of dance forms (ballet, modern, jazz, and Latin). They examine dance styles and perform popular dances from other cultures.



Fundamentals of Dance Grade 7 (Full Year)

This course is a prerequisite for enrolling in Dance as a Fine Art 1/2 in Grade 8. Students study the dance forms of Modern, African, tap, and folk. They develop physical technique and explore dance as a fine art. Students learn the unique skills needed for each of the dance forms; and the historical, cultural, and social contexts of each dance discipline are examined. Students demonstrate the knowledge and application of time, energy, force, shape, and space through movement.

Dance as a Fine Art 1/2* Grade 8 (Full Year high-school elective credit course)

This high school level course is for Grade 8 students who have successfully completed Fundamentals of Dance. This course emphasizes the development of technique and the exploration of dance as a fine art. Grade 8 students learn basic technical skills needed for several dance disciplines and the history of dance in many cultures. Students demonstrate the knowledge and application of the basic elements of dance such as time, force, energy, dynamics, and space through movement. In the second semester, the elements of dance are studied in greater depth, with applications directed at solving movement problems. Students create original choreography and increase their improvisational skills. Basic movement skills and techniques are refined to achieve greater technical and artistic competency. Specific dance forms of Modern, Jazz, Hip/Hop, and one chosen by the student are studied. **Students who successfully complete both semesters and pass the semester B final exam earn 1 fine arts credit toward graduation.**

Family and Consumer Sciences (FACS)



Today's students live in a diverse and changing world requiring many decisions associated with daily living and carrying out the complex process of personal resource management. Those decisions involve interacting with family, friends, and community members; making food choices that will optimize health; selecting and caring for clothing, other textile products, and living environments; learning to be an informed consumer; and exploring education and career options. Family and Consumer Sciences (FACS) focuses on all of these components of personal resource management, which need to be addressed throughout the life cycle. The FACS program helps students develop critical and creative thinking skills and utilize current technology to achieve individual, family, and societal goals. An inquiry-based curriculum enables students to explore the various components of personal resource management in preparation for a more specific area of study in high school. FACS supports students in preparation for the Middle School Assessments by applying academics to real-world issues, and provides students with skills to maintain a balance between their work and family life throughout their lifetime.

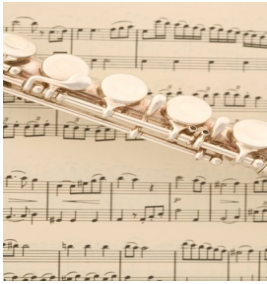
FACS Grade 7 (Semester)

Do you want to learn how to manage your money, spend it wisely, and plan for your future? Through a project-based approach, students will be introduced to the knowledge, skills, attitudes, and behaviors associated with successful management of personal finances. Students will explore the benefits of making informed decisions; setting financial goals; using electronic banking and credit safely; creating a spending plan, and understanding values, needs, and wants. Hands-on activities and multidisciplinary projects in this unit are designed to be fast-paced and engaging as students get ready to take charge of their own personal finances.

FACS Grade 8 (Full Year)

Students will learn basic skills using hands-on techniques. They will learn time management, food preparation and creative crafts. FACS incorporates a variety of interdisciplinary principles. Reading, writing, scientific principles, and math are an integral part of instruction and are used for the purpose of making connections between assessments, concepts, and laboratory experiences. Appropriate technology is used to access and process information, form conclusions and communicate results. Family and Consumer Sciences education empowers students with information and processes that assist them as they address the enduring concerns associated with living and working in a diverse global society.

Music



Students in grades 6-8 are taught to develop their understanding of music education concepts and refine their skills in understanding and performing music. Specific outcomes are delineated in the instrumental music handbook, developed by the instrumental music teacher, the principal, and the community.

Some of the course outcomes that follow are dependent on a specific sequence of student musical development, while others may be reordered or taught under other course titles in order to follow the musical repertoire chosen by the teacher. The MYP Areas of Interaction are integrated throughout the delivery of the MCPS Music curriculum.

Beginning String Instruments/Beginning Band

Students with no prior instrumental music experience who wish to prepare for participation in more advanced performing ensembles develop technical skills necessary to perform Grade 1 Level music. (Grade 1 Level music is a performance level established by the Music Educators National Conference, not a reference to first grade.) Students develop basic instrumental skills by performing a variety of music from many countries, melodies of master composers, and contemporary popular music. Students study the cultural context of the music and its historical significance as they relate to performance. They also examine parallels between folk and pop music, their origins and use, and their influence on society.

Students are taught the elements of musical form, terms and symbols, tone production, instrument care and maintenance, and the importance of consistent practice habits. They may be able to attend live performances and perform in public.

Intermediate Band/Intermediate Orchestra

Prerequisite: Attainment of outcomes for Beginning String Instruments or Beginning Wind/Percussion Instruments— either in Grades 4 and 5 or Grades 6–8. Students refine skills learned in Beginning String Instruments/Beginning Wind/Percussion Instruments and develop more advanced performance techniques. The development of technical skills necessary to perform Grade 2 Level music is stressed. Emphasis is placed on developing formal rehearsal decorum, following a conductor, and developing pitch and rhythmic security in preparation for performing an independent part in the traditional band or orchestra ensemble. The intermediate band/intermediate orchestra may be organized into several small groups of different instrument types with provisions for combining the groups for public performance.

Students also learn melodic form and construction as they examine and perform more complex folk melodies and melodies from master composers. Students discuss the social and intellectual influences that affected the creation of the music they are studying. They begin to develop aesthetic criteria for measuring the quality of instrumental performance. Students may be able to attend live performances and perform in public.

Advanced Band/Advanced Orchestra

Prerequisite: Attainment of outcomes for Beginning String Instruments/Beginning Wind/Percussion Instruments or Intermediate Band/Intermediate Orchestra.

Advanced Band/Advanced Orchestra students develop and refine their technical skills in order to perform music at the Grade 2 to Grade 3 Level of difficulty. Emphasis is placed on developing formal rehearsal decorum, following a conductor, and developing pitch and rhythmic security in preparation for performing an independent part in the traditional band or orchestra ensemble.

Students learn the social, cultural, and intellectual influences reflected in the musical works they are studying and discuss performance styles and musical forms of corresponding historical periods. The study of music theory includes performance and recognition of major scales, diatonic and chromatic intervals, and simple melodic dictation. The critical listening skills that are developed

as a result of preparation for instrumental performance are used to help the student formulate criteria for effectively evaluating his/her own performance as well as the performance of others. Students begin to assume leadership roles within the large performing ensemble. Exploratory experience may be offered in orchestra, jazz ensemble, and solo and ensemble performance. This band or orchestra represents middle schools at public performances.

Chorus 6/7/8 (Full Year)

Chorus is offered to students in Grades 6–8 who want to sing and develop their individual and ensemble vocal skills. Enrollment is open to all students, but an audition may be required for participation in the school’s most advanced choral group.

Mastery of breath control, vocal production, diction, intonation, tone blending, singing in harmony, and music-reading proficiency (including sight-singing) are emphasized. Music selected for study and performance is aligned with the content standards for each grade.

Concerts are the culmination of many hours of hard work and provide opportunities for students to demonstrate mastery of the knowledge and skills outlined in the content standards. They are performance assessments that communicate the measure of success in meeting course objectives to both students and parents. Determining whether students can apply this learning in a public performance is authentic to the real world of music performance.



Cursos Disponibles

Artes de Lenguaje: Inglés/Lectura



El programa de Artes de Lenguaje en Inglés de la escuela intermedia enfoca en los procesos de comunicación tales como leer, escribir, hablar, escuchar, y mirar a través del estudio del lenguaje y literatura. Los cursos son organizados en cuatro unidades temáticas, y cada una dura aproximadamente un cuarto escolar. Cada unidad trata con un tema dominante que les sirve como un lente que les ayuda a explorar la experiencia humana a través del tiempo y la distancia. El tema es analizado por la escritura de los alumnos y unas selecciones publicadas de exposición, narración, poesía, y drama. Los alumnos aprenden las relaciones dinámicas entre los procesos y el contenido mientras estudian el rol significativo que el lenguaje juega en la literatura y en el arte de expresarse por la palabra escrita y hablada. Cada unidad de este curso les expone a los alumnos a los múltiples aspectos de los procesos de comunicación, literatura y lenguaje.

Inglés Avanzado 6

Los alumnos van a perfeccionar las destrezas y estrategias específicas de leer, escribir, hablar, escuchar, y mirar. A través de la exploración de una variedad de textos, los alumnos entenderán y apreciarán el lenguaje y la literatura como los catalizadores de pensamiento y emoción profunda. Con una variedad de selecciones de lectura y estilos de tareas, los maestros de este curso demuestran que les importan los alumnos al diferenciar sus fuerzas, intereses, y estilos de aprender.

Inglés Avanzado 7

Este curso está diseñado para alumnos motivados y listos con un gran interés en el poder y versatilidad del lenguaje. En preparación para los cursos avanzados de inglés de la escuela intermedia y secundaria, ellos leerán textos desafiantes de diferentes tiempos históricos y contextos retóricos. Los alumnos desarrollan su habilidad de expresar ideas con claridad y precisión por escribir composiciones complejas con el propósito de analizar, persuadir e investigar.

Inglés Avanzado 8 (curso de crédito electivo de escuela secundaria)

Este curso está diseñado para los alumnos motivados y capaces con gran interés en el poder y versatilidad del lenguaje. En preparación para los cursos avanzados de inglés de la escuela superior, los alumnos leerán los textos desafiantes que se basan en varias épocas de historia y contextos retóricos, haciendo conexiones interdisciplinarias a los eventos históricos y los conceptos desarrollados en sus clases de Estudios Mundiales del 8vo grado. Los alumnos desarrollan sus habilidades de expresar sus ideas claramente y precisamente por escribir composiciones complejas con el propósito de analizar, persuadir, e investigar. Los alumnos que terminan ambos semestres exitosamente y pasan el examen final de semestre B, se ganarán un crédito electivo hacia la graduación de escuela superior. **Este curso no puede ser retomado en la escuela secundaria para obtener una calificación más alta, ya que no se ofrece a nivel de escuela secundaria.**

Lectura 6

Los alumnos aprenden la importancia de ver algo antemano con respeto a las estructuras de texto y el propósito de leer. También, los alumnos aprenden a leer estratégicamente mientras identifican, explican, y aplican las estrategias de lectura a lo que leen. A través del año, se va a enfocar en los procesos de comunicación de lectura, como interpretar varios textos, preguntar las preguntas correctas y juntar la información correcta.

Lectura 7

Los alumnos aprenden la importancia de revisar un texto de antemano con respeto a las estructuras del texto y el propósito de la lectura. También, los alumnos aprenden a leer estratégicamente mientras identifican, explican y aplican las estrategias de lectura a los libros de texto que leen en sus varias materias. Las tareas comunes, lecturas, discurso e instrucción involucran a los alumnos en la práctica, adquisición y conocimiento de destrezas y conceptos que ellos necesitan para forjar una fuerte fundación para éxito en la lectura. A lo largo del año, hay un enfoque en los procesos de comunicación de lectura, como interpretar varios textos, preguntar preguntas apropiadas y reunir información apropiada.

Lectura 8

Los alumnos aprenden la importancia de revisar un texto de antemano con respeto a las estructuras del texto y el propósito de la lectura. También, los alumnos aprenden a leer estratégicamente mientras identifican, explican y aplican las estrategias de lectura a los libros de texto que leen en sus varias materias. Las tareas comunes, lecturas, discurso e instrucción deben involucrarles a los alumnos en la práctica, adquisición y conocimiento de destrezas y conceptos que ellos necesitan para forjar una fuerte fundación para éxito en la lectura. Las tareas de escritura apoyan los esfuerzos de los alumnos a entender un texto antes, durante y después de leer.

LECTURA 180 (READ 180)

El compromiso de la Escuela Intermedia Internacional de Silver Spring es de mejorar las habilidades de lectura de todos sus alumnos. La lectura es la habilidad más básica que los adolescentes necesitan desarrollar con el fin de tener éxito en la escuela y al preparar para la vida en general. El curso de READ 180 es un programa de monitoreo de lectura que apoya y mejora el desarrollo de los estudiantes que tienen un nivel de lectura por debajo del nivel competente. El programa de READ 180 está planeado para usar una rotación diaria de los estudiantes. Las clases comienzan con la instrucción dirigida por el profesor a todo el grupo. Luego, los estudiantes rotan a: grupos pequeños dirigidos por profesor, tiempo de lectura independiente y trabajo individual usando programas de computación de READ 180.

Necesidades Intesivas de Lectura (Intensive Reading Needs (IRN))

La clase de necesidades intensivas de lectura está diseñada para estudiantes de educación especial en todos los grados que están leyendo a un nivel significativamente por debajo del nivel de grado y tienen dificultad para descifrar y codificar la información. Durante este curso, los estudiantes tendrán acceso a jornadas de apoyo basado en evaluaciones hechas, con el fin de mejorar su nivel de lectura. La inscripción a este curso se basará en la decisión del equipo de IEP (Plan de Estudios Individualizado).

English for Speakers of Other Languages: ESOL

Nivel 1-Este curso de iniciación está diseñado para enseñar Inglés como un nuevo idioma a nivel de principiantes. Las cuatro habilidades del idioma: lectura, escritura, comprensión auditiva y conversación son incorporadas a las unidades temáticas y ayudan a los estudiantes a adquirir lenguaje al aprender acerca de ellos mismos, sus compañeros y el mundo en que viven. Hay muchas oportunidades para practicar la lectura, escritura y la comprensión auditiva, así como también, conversar usando un contexto significativo. Se hace énfasis en el desarrollo de vocabulario y fluidez verbal. A los estudiantes se les reta a que respondan preguntas de alto nivel con referencia a información literaria adecuada para estudiantes principiantes del idioma Inglés.

Nivel 2-Los estudiantes en este nivel de competencia, entienden vocabulario básico con referencia a las actividades diarias de la vida escolar y de familia. Hay muchas oportunidades de actividades de desarrollo de lenguaje que incorporan el aprendizaje conjunto. Los estudiantes aprenden a analizar porciones de lectura y a responder a preguntas de error y deducción a medida que leen textos literarios y de información. Los estudiantes practican su conversación con más fluidez, y componen diferentes tipos de párrafos, mejorando así sus habilidades de edición, y escriben párrafos más extensos, utilizando estructuras gramaticales que han aprendido.

Nivel 3-Los estudiantes trabajan para mejorar sus habilidades de comprensión auditiva, aumentar su fluidez verbal, y producir respuestas verbales en Inglés con más solidez. Utilizan una variedad de estructuras gramaticales avanzadas, en forma oral y escrita. Los estudiantes leen textos de narración y descripción, y usan estrategias específicas de lectura y habilidades de análisis crítico en contexto. Los estudiantes también practican la escritura de ensayos de un y varios párrafos. El propósito es prepararlos para que escriban ensayos de cinco párrafos. Los alumnos estudian los rasgos de carácter y se comparan con los personajes en los textos que leen. Ellos escriben y editan varias tareas de múltiples párrafos, incluyendo un ensayo de persuasión. Se hace énfasis en los estilos de escritura y las estructuras de oraciones durante la etapa de edición del período de escritura. Los estudiantes revisan estructuras de textos conocidos (problema y solución, secuencia, idea principal y detalle, comparación y contraste); estudian estructuras de texto como una guía para aumentar la comprensión, y enfocarse en la causa y efecto como una estructura. Los alumnos estudian poesía, sus elementos y la forma de interpretarla, a medida que la leen, analizan y responden. Discuten y escriben comparaciones de ideas relacionadas entre sí – la poesía y la prosa

Lenguaje Académico

Este curso está diseñado para presentarle a los estudiantes del Nivel 1 de ESOL, el lenguaje académico de los cursos de sociales, ciencias y matemáticas. A los estudiantes se les da la oportunidad de desarrollar el lenguaje académico y estrategias de aprendizaje para tener un entendimiento efectivo de cada una de las áreas académicas en un nuevo idioma.

Matemáticas



El currículo escolar de matemáticas no está organizado por nivel de grado, sino por cursos, al igual que la escuela secundaria. Por favor refiérase al gráfico 'Pathways to Success' de la página 14. Las Áreas de Interacción del MYP se han integrado en la entrega del currículo de matemáticas de MCPS.

Matemáticas 6

Este curso extiende el conocimiento del estudiante con respeto a los números y la computación para incluir las fracciones, los decimales, y los porcentajes. Todos los conceptos y las destrezas están presentados en el contexto de solucionar problemas que requiere el uso de razonamiento y comunicación. Las áreas de enfoque incluyen la representación de datos y el análisis utilizando el tablero de frecuencia y las graficas circulares, las medidas regulares y métricas, las relaciones geométricas y transformaciones, las relaciones y modelos de algebra, y la probabilidad. Los alumnos en Matemáticas 6 de la Escuela Intermedia continuarán con Matemáticas 7 o Investigaciones de Matemáticas el siguiente año.

Matemáticas 7

Este curso extiende el entendimiento del estudiante de los números y la computación a incluir los números enteros y el razonamiento proporcional. Todos los conceptos y destrezas están presentados en el contexto de solucionar problemas que requiere el uso de razonamiento y la comunicación. Las áreas de enfoque incluyen las relaciones funcionales, aritmético y secuencias geométricas, la precisión geométrica, el análisis de datos y la representación por diferentes diagramas y histogramas. Este curso es para los alumnos que han completado el currículo de matemáticas desde Kindergarten a Grado 5 tanto como los indicadores de Matemáticas 6 de la Escuela Intermedia. Los alumnos de Matemáticas 7 continuarán con Investigaciones en Matemáticas o Algebra 1 el siguiente año.

Investigaciones en Matemáticas (IM)

Investigaciones en Matemáticas es un curso enriquecido para alumnos acelerados en matemáticas quien han terminado exitosamente el currículo de matemáticas de Kindergarten a Grado 5, tanto como los indicadores de Matemáticas 6 y la mayoría de los indicadores de Matemáticas 7 antes del fin de Grado 5 o Grado 6. Este curso está diseñado para los alumnos con talentos matemáticos excepcionales. Las unidades de estudio incluidas en este curso son:

Modelos y Teoría de Grupos, Relaciones y Sistemas Operativos Finitos, Fundaciones de Algebra, Sistema de Números Reales, Análisis de Datos, Lenguaje de Algebra, Funciones, y Gráficas, y Investigaciones en Geometría de Tres Dimensiones. Los alumnos que son exitosos en este curso continuarán con Algebra 1 el año siguiente.

Algebra 1 (curso de crédito de escuela secundaria)

Algebra 1 examina la estructura básica de los números reales, las expresiones algebraicas, las funciones. Se estudian los siguientes temas: ecuaciones lineales, inequidades, funciones y sistemas, ecuaciones cuadráticas y funciones, las expresiones polinómicas, análisis de datos, probabilidad y las características de las funciones. Este curso satisface los requisitos de Algebra 1 de la escuela secundaria. Este curso es para los alumnos que han completado Matemática B. Los alumnos que aprueban esta clase tomarán Geometría de Honores el próximo año.

Geometría de Honores (curso de crédito de escuela secundaria)

Se estudia la Geometría como un sistema matemático a través del desarrollo deductivo de relaciones en el plano y espacio. Los alumnos formalizan su entendimiento de los conceptos geométricos, incluso la congruencia y la similitud, cuerdas de círculos, secantes y segmentos tangentes, líneas perpendiculares y paralelas, medidas de ángulos y lados de polígonos, pruebas, lógica, transformaciones, teorema de Pitágoras, construcciones, geometría con puntos coordenados, área superficial y el volumen de sólidos. Los alumnos que pasan este curso satisfacen el requisito de geometría de la escuela secundaria. Los alumnos tienen que haber aprobado Algebra 1 para tomar este curso. Los alumnos que aprueban esta clase tomarán Algebra 2 el próximo año.

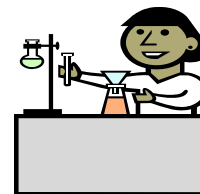
Algebra 2 con Análisis (curso de crédito de escuela secundaria)

Algebra 2 con Análisis es un curso intenso y acelerado que tiene el propósito de preparar a los alumnos para los cursos avanzados de matemáticas. Algebra 2 con Análisis se enfoca en el uso de tecnología y el análisis de datos para desarrollar las habilidades de pensar, resolver problemas y comunicarse. Se estudian propiedades, aplicaciones, algebra, representaciones de funciones para-métricas; algoritmo de matrices; y funciones lineales, cuadráticas, radicales, exponenciales, logarítmicas, polinómicas, y racionales. Se estudian también las aplicaciones tanto como las propiedades relevantes a las matemáticas avanzadas.

Ciencias

Investigaciones en Ciencias 6

El currículo de ciencias de MCPS permite que los alumnos investiguen los conceptos y los procesos de las ciencias. Los temas de las ciencias de la Tierra, biología, química, y físicas se conectan para demostrar las relaciones que existen entre los conceptos científicos. Solucionar problemas y hacer investigaciones en el laboratorio son partes integrales del programa. Las unidades de estudio incluyen los ecosistemas, la diversidad y adaptación de organismos, fuerzas y moción, energía, y luz y sonido.



Investigaciones en Ciencias 7

El currículo de ciencias de MCPS permite que los alumnos investiguen los conceptos y los procesos de las ciencias. Los temas de las ciencias de la Tierra, biología, química, y físicas se conectan para demostrar las relaciones que existen entre los conceptos científicos. Solucionar problemas y hacer investigaciones en el laboratorio son partes integrales del programa. Las unidades de estudio incluyen las células, la herencia genética, estructura y función de los organismos vivos, y la química.

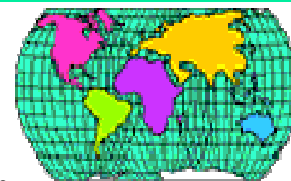
Sistemas de Ciencias de la Tierra 8 (curso de crédito de escuela secundaria)

Este curso enfatiza los procesos dinámicos de los sistemas y en el interior de la Tierra y su entorno espacio circundante. Los temas incluyen los sistemas interrelacionados, la hidrosfera, la criósfera, la geósfera, la biósfera y la atmósfera. Los alumnos que completen con éxito los dos semestres y pasan el examen final, reciben un crédito de ciencias para la graduación.

Humanidades: Estudios Mundiales

Estudios Mundiales Avanzados 6

El currículo de estudios sociales es el primer en una serie de tres años llamada Estudios Mundiales. El currículo es diseñado para proveerles a los alumnos una fundación fuerte en la estructura y los conceptos de los sistemas de geografía, economía, política, y cultura que existen en el mundo de hoy, tanto como un base histórico de aquellos sistemas. Incluido en esta fundación son las habilidades necesarias para que los alumnos puedan adquirir, interpretar, evaluar, y comunicar la información. Dentro de las cuatro unidades por cuarto, los temas serán identificados y entablados con específicas Áreas de Interacción. Las preguntas claves han sido desarrolladas y relacionadas a un entendimiento duradero de cada sub-tópico. Los alumnos exploran las sociedades antiguas y las culturas de Asia, Africa, y Europa. Por todo el año, los alumnos analizarán los componentes culturales, económicos, y geográficos de las sociedades antiguas, comparando y contrastando entre ellos y otras sociedades modernas. Al fin del año, los alumnos deben identificar las raíces culturales, económicas, y geográficas de las sociedades modernas.



Estudios Mundiales Avanzados 7

Este curso extiende el contenido y conceptos en las cuatro unidades de Estudios Mundiales 6. A través del estudio de civilizaciones mundiales e interacciones desde el 1000 CE al 1450 CE, los alumnos aprenden de los sistemas políticos, económicos, y sociales de hoy. El análisis de los textos primarios es el método principal de aprender del pasado y los problemas con la interpretación histórica.

Historia de los EE.UU. Avanzada 8

Este curso refuerza las cuatro unidades de Historia de EE.UU. del Grado 8 en MCPS a través del desarrollo de habilidades de los cursos secundarios de Avanzados (AP) de historia. Además del curso de estudio de MCPS, los estudiantes profundizan su comprensión de los conceptos clave y los acontecimientos a través de la lectura, escritura, análisis de documentos, y el pensamiento histórico. Estas habilidades serán aplicadas en cada unidad y los estudiantes se espera que muestren avances en el desarrollo de habilidades y el conocimiento histórico en los exámenes y documento histórico basado en proyectos.

Lenguas Extranjeras

Francés/Español Nivel 1A/1B (curso de crédito de escuela secundaria)

El enfoque de este curso de estudio es establecer y aumentar la capacidad de los alumnos en las cuatro áreas de destrezas lingüísticas: hablar, escribir, escuchar y leer. También, se desea aumentar su conocimiento de la comunidad mundial desde la perspectiva del idioma extranjero mientras se provee una fundación básica de lengua escrita, hablada y escuchada. Se otorgará el crédito de escuela secundaria al completar satisfactoriamente los niveles 1A y 1B y al aprobar el examen final.



Francés/Español Nivel 2A/2B (curso de crédito de escuela secundaria)

Los alumnos amplían su vocabulario y aprenden expresiones cada vez más complejas y estructuras para la comunicación escrita y oral para discutir el pasado. La cultura de la gente se examina en mayor profundidad. Los estudiantes continúan a hacer comparaciones entre la lengua y la cultura estudiada. Se les anima a utilizar el lenguaje más allá de la escuela y mantenerse informado de los acontecimientos actuales en los países donde se habla la lengua de destino. Se otorgará el crédito de escuela secundaria al completar satisfactoriamente el año completo del nivel 2 y al aprobar el examen final.

Francés/Español Nivel 3A/3B (curso de crédito de escuela secundaria)

Los estudiantes continúan apoyándose en el conocimiento previamente desarrollado, mientras que amplían su capacidad de comunicarse en una variedad de temas. El aumento de la precisión gramatical es enfatizado. Los estudiantes continúan a hacer comparaciones entre la lengua y la cultura que se estudia y mantenerse informados sobre los acontecimientos actuales en los países donde se habla la lengua de destino. Se otorgará el crédito de escuela secundaria al completar satisfactoriamente el año completo del nivel 3 y al aprobar el examen final.

Inmersión en Francés/Español Grados 6-8 (curso de crédito de escuela secundaria)

Enseñado en francés/español, este curso enfocará el desarrollo de habilidades en la lengua que los alumnos estudiaron en el Programa de Inmersión en la escuela elemental. Este curso visita cuatro temas: Fundación, Aventura, Triunfos, y Amistades. Se otorgará un (1) crédito de escuela secundaria de Lengua Extranjera al completar satisfactoriamente cada año y al aprobar cada uno de los exámenes finales.

Español para Hispanohablantes 1A/1B y 2A/2B (curso de crédito de escuela secundaria)

El enfoque de este curso de estudio es establecer y crecer la capacidad del estudiante en cuatro áreas: hablar, escribir, escuchar, y leer. Se presenta el vocabulario según los temas específicos del curso que son: Identidad – conocer a sí mismo, mi identidad como estudiante, mi identidad como individuo, y mi identidad como latino; Herencia - la historia del español, geografía de los países hispanohablantes y la literatura a través de la historia. Se otorgará un (1) crédito de escuela secundaria al completar satisfactoriamente cada uno de estos cursos y al aprobar cada uno de los exámenes finales.

Educación Física y Salud



Educación Física

El programa de educación física ofrece una serie comprensiva y equilibrada de actividades instructivas. Las actividades incluyen la salud física, los deportes individuales, los deportes de equipos, los ejercicios aeróbicos, la pista de correr, y las actividades afuera. La exposición a una variedad de actividades deportivas y físicas provee una base, así que los alumnos puedan desarrollar un interés y entendimiento de la importancia de la salud física por toda la vida. Los objetivos de este curso son enseñar a los niños a:

- Aprender y entender el valor de la educación física y su relación a una vida sana y activa.
- Trabajar en su nivel ideal de condición física
- Desarrollar las destrezas motoras cuales son necesarias para participar con éxito en una variedad de actividades físicas.
- Desarrollar las destrezas sociales que demuestran la importancia de trabajo en equipo y la cooperación en actividades de grupos.

A través de la educación física los alumnos deben desarrollar el sentido de responsabilidad de su propio bienestar y para su ambiente físico y social. El estudio de actividad física promueve el conocimiento y entendimiento de sus propias culturas y la de otros.

Los alumnos pasan por unidades de tres semanas que puedan incluir:

Fútbol americano
Fútbol
Voleibol
Bádminton
Softbol
Lucha Libre
Condiciones
Lacrosse
Hockey sobre la calle

Para cada unidad, les enseñaremos a los alumnos los términos básicos, las reglas y las destrezas que les permitirán participar activamente.

Salud

Durante una de las nueve semanas en las cual los alumnos toman la Educación Física, ellos tomaran una sesión de educación de salud. En este curso, los alumnos aprenderán como provenir los problemas de salud, cómo manejar los problemas cuando ocurran, y como mejorar su salud en general. Este curso ayuda a que los alumnos desarrollen destrezas personales y sociales y actitudes positivas hacia la salud. La meta es aumentar el conocimiento de salud y aprender provenir los problemas de salud por tomar las decisiones apropiadas. Los alumnos desarrollarán un sentido de responsabilidad para su propio bienestar y para su ambiente físico y social. Cada unidad está entablada a un área de interacción para enfocar y ayudar a los alumnos a relacionar la información a los eventos en sus vidas personales. Los alumnos aprenden los asuntos de salud desde una perspectiva mundial. Explorarán como los asuntos de nutrición, estrés, enfermedad, salud física y mental y elecciones de estilo de vida afectan las vidas que la gente tenga.



Electivos

Rotación de Artes (año completo)

El curso electivo de la Rotación de Artes ofrece a los alumnos cuatro cursos y cada uno se reúne por un cuarto académico. Los alumnos que eligen la Rotación de Artes estarán en cada una de las siguientes clases: Arte, Teatro para Principiantes, Ciencias de la Familia y el Consumidor y Música General.



Arte

Los alumnos usarán los Elementos de Arte y los Principales de Diseño para guiar su creación de arte. Los alumnos crearán obras de arte según su propia experiencia y el mundo que los rodea. Utilizarán los útiles de dibujar, pintar, hacer impresiones, cerámica, artes de libros, y caricaturas. Los alumnos aprenderán el vocabulario y las destrezas necesarias para usar efectivamente los útiles. Los alumnos estudiarán el arte de diferentes partes del mundo y el pasado para entender su rol en la experiencia humana y la vida moderna. Los alumnos aprenderán analizar y evaluar el arte que ven y el arte que crean.

Ciencias de la Familia y el Consumidor

Los alumnos aprenderán las destrezas básicas utilizando las técnicas del comando manual. Aprenderán manejar su tiempo, preparar la comida, y artesanía. Lectura, escritura, principales científicos, y matemática son usadas con el propósito de hacer conexiones entre evaluaciones, conceptos, y experiencias en el laboratorio. La tecnología apropiada será usada para tener acceso a y procesar la información, formar conclusiones y comunicar los resultados.

Música General

Los estudiantes analizan y discuten música clásica, jazz, folk y popular, que representan una variedad de épocas y culturas. A través de escuchar, interpretar y componer, los estudiantes aprenden acerca de la notación musical, la forma y estilo. Se examina el arte de la actuación desde la perspectiva de la audiencia, el artista intérprete o ejecutante, y el crítico.

Teatro para Principiantes

Esta clase es una exploración de la propaganda a través de los anuncios, comedia, y actuación de numerosas experiencias de la escuela intermedia. Los alumnos usarán el teatro como una "herramienta de aprendizaje" con el enfoque de "Su Vida Actual Como Drama". Los alumnos aumentan la fundación de improvisación, graduándose a los monólogos y dramatizaciones. Desarrollarán estrategias usadas en la resolución de conflictos y la mediación entre compañeros para elaborar una relación colaborativa con sus compañeros y demostrar un entendimiento de las estrategias por actuación.

Arte

Arte Grado 7 (semestre)

Los estudiantes identifican y crean obras de arte que comunican temas universales sobre la gente, eventos y valores que unen a las comunidades. Los estudiantes hacen conexiones interdisciplinarias entre el arte y otras áreas a medida que investigan las artes y la artesanía de otras culturas. Usan elementos de arte y los principios de diseño para componer obras de arte personales de la observación o la imaginación. Uso de vocabulario del arte, que elaboren y apliquen criterios para hablar sobre el arte y hacer juicios estéticos. Los alumnos tienen clases prácticas de seguridad en una sala de arte, y el uso adecuado de equipos de última generación, herramientas y materiales.

Arte Grado 8 (año completo)

Los estudiantes identifican y crean obras de arte que exploran temas universales conectados a los artistas a través del tiempo y reconocen que los artistas son los narradores, grabadores, diseñadores, intérpretes, los inventores, los mensajeros, los planificadores, los maestros y pioneros. A través de la producción artística y la investigación, los estudiantes aumentan su comprensión de por qué la gente crea arte, y desarrollan una apreciación de los diferentes estilos culturales y artistas individuales. Los estudiantes aprenden a apreciar la singularidad de la obra de arte individual. Los estudiantes trabajan en dos y tres dimensiones los medios de comunicación, incluyendo el dibujo, la pintura y la escultura. Unidades de la cerámica, el grabado, diseño gráfico, y la arquitectura pueden ser investigados. Carreras de arte y el papel de los artistas y diseñadores en la sociedad se discuten.

Ciencias de la Familia y el Consumidor

Ciencias de la Familia y el Consumidor (FACS) 7 (semestre)

¿Quieres aprender a manejar tu dinero, gastar sabiamente, y el plan para tu futuro? A través de un enfoque basado en proyectos, los estudiantes serán introducidos a los conocimientos, habilidades, actitudes y conductas asociadas con el manejo exitoso de las finanzas personales. Los estudiantes explorarán los beneficios de la toma de decisiones informadas, establecer metas financieras, utilizando la banca electrónica y de crédito de forma segura, la creación de un plan de gastos, y los valores de comprensión, necesidades y deseos. Las actividades prácticas y proyectos multidisciplinarios en esta unidad están diseñadas para ser rápido y atractivo ya que los estudiantes se preparan para hacerse cargo de sus propias finanzas personales.



Ciencias de la Familia y el Consumidor (FACS) 8 (año completo)

Los estudiantes aprenderán las habilidades básicas utilizando las manos sobre las técnicas. Ellos aprenderán el manejo del tiempo, la preparación de alimentos y artesanías creativas. FACS incorpora una serie de principios interdisciplinarios. Lectura, escritura, principios científicos, y las matemáticas son una parte integral de la instrucción y se utilizan con el propósito de hacer las conexiones entre las evaluaciones, conceptos y experiencias de laboratorio. La tecnología apropiada se utiliza para acceder y procesar la información, con forma de conclusiones y comunicar los resultados. Este curso faculta a los estudiantes con información y procesos que les ayudan a medida que las preocupaciones relacionadas con la residencia permanente y de trabajo en una sociedad global diversa.

Danza



Exploración de Danza 6 (año completo)

Los alumnos se enfocarán en el desarrollo de las características físicas necesarias para lograr la competencia técnica en el baile (agilidad, alineación, articulación, balance, resistencia, flexibilidad, poder de colocación, velocidad, fuerza, y tiempo). Los alumnos identificarán cómo los elementos de baile (cuerpo, espacio, tiempo y energía) son usados para comunicar el significado y/o representar un tema. Se les presentará una variedad de formas de baile (moderno, ballet, hip-hop, social, swing, y line). Los alumnos examinarán los estilos de baile y bailarán los más populares de otras culturas.

Fundamentos de la Danza 7 (año completo)

Este curso es un requisito previo para inscribirse en danza como Bellas Artes 1 / 2 en el grado 8. Los estudiantes estudian las formas de danza moderna, de África, toque y folk. Desarrollan técnica física y exploran la danza como un arte. Los estudiantes aprenden las destrezas necesarias para cada una de las formas de danza, y los contextos históricos, culturales y sociales de cada disciplina de la danza son examinados. Los estudiantes demuestran el conocimiento y la aplicación de tiempo, energía, fuerza, forma y espacio a través del movimiento.

Danza de Bellas Artes 1/2 8 (año completo-curso de crédito electivo de escuela secundaria)

Este curso de alto nivel de la escuela es para estudiantes de 8^o grado que han completado exitosamente Fundamentos de la Danza. Este curso enfatiza el desarrollo de la técnica y la exploración de la danza como un arte. Los estudiantes aprenden las habilidades técnicas básicas necesarias para varias disciplinas de danza y la historia de la danza en muchas culturas. Los estudiantes demuestran el conocimiento y aplicación de los elementos básicos de la danza, como el tiempo, fuerza, energía, dinámica, y el espacio a través del movimiento. En el segundo semestre, los elementos de la danza se estudian con mayor profundidad, con aplicaciones dirigidas a resolver los problemas de movimiento. Los estudiantes crean una coreografía original y aumentar sus habilidades de improvisación. Conocimientos básicos de movimiento y las técnicas se han refinado para lograr una mayor competencia técnica y artística. Formas específicas de danza moderna, jazz, hip / hop, y uno elegido por el alumno se estudian. Los estudiantes que completen con éxito los dos semestres y pasen el examen reciben un crédito de arte que contará para su graduación.

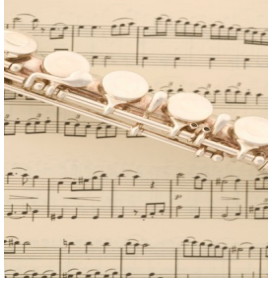
Luces, Cámara, Lectura!

¡Luces, Cámara, Lectura! (año completo)

Los alumnos transfieren sus habilidades como observadores y creadores de películas a la escritura y lectura. Los alumnos aprendan a interpretar las imágenes visuales y crear la comunicación visual efectiva. El enfoque es aumentar la alfabetización en los textos escritos y visuales, usar el vocabulario auténtico, mejorar las destrezas de colaboración, y fomentar la confianza y la motivación. La habilidad de pensar críticamente es desarrollada con las estrategias usadas en los juegos de mesa y competiciones de deletrear.



Música



Banda, Orquesta, Coro (año completo)

Los estudiantes en los grados 6-8 se les enseña a desarrollar su comprensión de los conceptos de la educación musical y perfeccionar sus habilidades en la comprensión y la realización de la música. Los resultados específicos están delineados en el manual de la música instrumental, desarrollados por el profesor de música instrumental, el director, y la comunidad. Algunos de los resultados del curso dependen de una secuencia específica de los estudiantes, el desarrollo musical, mientras que otros pueden ser reordenados o enseñados bajo títulos de otro curso para seguir el repertorio musical elegido por el profesor. Las Áreas de Interacción del MYP se han integrado en la entrega de los currículos de la Música.

Perspectivas de las Artes (año completo)

Los alumnos participan en y analizan las artes, el baile, la música, y el teatro. Usando las metas del Estado de Maryland para la educación artística, los alumnos aprenderán los elementos de cada forma de arte y cómo los artistas manipulan los elementos para expresarse. Además, los alumnos examinan el papel que las artes visuales, baile, música y teatro han jugado en las diferentes culturas, y cómo hacer conexiones al currículo de MCPS de Inglés y Estudios Mundiales.

Teatro del Lector 7 (semestre)

Teatro del lector es para estudiantes que están interesados en la escritura de guiones, dirección y producción de una obra dramática. Los estudiantes toman fragmentos de la literatura, los analizan y adaptan en un guión. Esta secuencia de comandos se puede realizar con un mínimo de preparación, accesorios, o de paisaje. Los estudiantes participan en un amplio estudio de las obras de William Shakespeare. Producciones de teatro y representaciones teatrales son la culminación de muchas horas de trabajo que proporcionan oportunidades a los estudiantes para demostrar su dominio de los conocimientos y competencias.



NOTES/NOTAS