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# Tilden Middle School



Course Bulletin  
2012 - 2013

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## Table of Contents

Introduction.....	3
English and Reading .....	4-5
Mathematics .....	6-7
Social Studies .....	8
Science .....	8-9
Physical Education/Health.....	9
Full Year Electives.....	10-13
Semester Electives.....	13-15
Courses by Recommendation Only.....	15-16
Montgomery County Public School’s Concept of Middle School.....	17-19



Dear Tilden Students and Parents\Guardians:

At Tilden Middle School we view the education of our students, your children, as a partnership between the school and the community. We strive to ensure a well-rounded and rigorous education for everyone. Critical thinking skills are emphasized and developed over all three years of middle school in order to begin to prepare students for the demands of high school and beyond. Additionally, we help facilitate the development of adolescent organizational and social skills.

Our school vision and mission, which were developed jointly with parents, staff and students, speak directly to the importance of providing every child with as many opportunities to explore their unique gifts as possible.

**Tilden Vision Statement**

We envision a happy, safe, and caring educational culture in which our community is committed to the ongoing success of all students.

**Tilden Mission Statement**

By building positive relationships and providing a rigorous education that meets the diverse needs of all students, the Tilden community will inspire and engage students to become successful, responsible and respectful global citizens.

The course offerings in this booklet vary widely to provide multiple opportunities for students to be challenged at all levels. Your child's counselor offers valuable guidance and assistance for both students and their parents/guardians. We wish all Tilden students an excellent 2012-2013 school year.

Irina LaGrange  
Principal

Tilden Middle School  
11211 Old Georgetown Road  
Rockville, MD 20852  
(301) 230-5930 Main Office (301) 230-5940 Counseling

**PROGRAM OF STUDIES 2012-2013**

**INTRODUCTION**

Tilden Middle School is committed to providing a positive transition from elementary to secondary education for your child. The emphasis of the sixth grade program is on academic achievement and includes considerable emotional and social support to help students adjust to the middle school program. We are committed to providing the best possible instruction for your child. Seventh grade is a pivotal year for students in the middle school. Student needs change often, and while the curriculum may appear to be set, the programs developed in each content area are indeed flexible and emphasis is placed on hands-on activities. In eighth grade, our goal is to help make the transition from middle school to high school as smooth and productive as possible. In addition to focusing on subject matter, eighth grade teachers emphasize the process of learning and the development of basic skills in the various content areas. We provide more in-depth learning experiences for those students who master the basic course objectives and additional assistance for students who require academic support. As you read the program of studies, please keep in mind that the course descriptions provide only a brief summary of the various courses. When school begins in the fall, students will receive the specific objectives for each course. Your child will soon receive a pre-printed registration sheet with teacher recommendations. Your job will be to identify the remaining courses your child would like to take. Not all elective courses will be offered; what is offered depends on student interest. If you need assistance please contact the counseling department at (301) 230-5940.

**REGISTRATION**

Students and parents are encouraged to read the course descriptions very carefully. All students will be scheduled for seven courses; required courses are listed under each grade below.

**6th GRADE  
REQUIRED COURSES**

English or ESOL  
Advanced World Studies 6  
Mathematics  
Investigation in Science 6  
Physical Education/Health  
Reading

**7th GRADE  
REQUIRED COURSES**

English or ESOL  
Advanced World Studies 7  
Mathematics  
Investigation in Science 7  
Physical Education/Health  
Reading by recommendation only

**8th GRADE  
REQUIRED COURSES**

English or ESOL  
Advanced US History 8  
Mathematics  
Earth/Space Systems  
Physical Education/Health  
Reading by recommendation only

## ENGLISH

The MCPS Secondary English Curriculum is designed to provide rigorous and varied instruction to all students regardless of level. Each curriculum is intended to teach students the Maryland State learning indicators for their grade level. The advanced English courses, which are offered in each grade, allow all students the opportunity for enrichment.

### **English 6 (7880)**

This course follows many of the same components as the advanced curriculum by developing critical thinking skills. This course integrates the five English/language arts processes (reading, writing, listening, speaking, and viewing) and the two contents (language and literature) in four thematic units including an introduction to Shakespeare. Students read, analyze, and study different genres related to each of the themes and complete required writing tasks. Students have opportunities to present their work orally and through the medium of technology. Instruction in reading and writing strategies, grammar, and vocabulary is embedded in every unit. English 6 prepares students—through activities integrated into each thematic unit for county, state, and national assessments. Rigor and challenge are essential components of the instructional approach to English 6. Students complete a variety of informal and formal writing assignments including journal entries, compositions, short stories, research reports and essay writing to respond to the literature being read. Students express their ideas in narrative, informative, persuasive, and expressive forms of writing. Grammar, rules of mechanics and usage, and vocabulary development are taught to support the writing program.

### **Advanced English 6 (7896)**

This course is designed for highly 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. Students in the Advanced English 6 class are expected to work more independently.

**Through the recommendation process with the elementary schools, students are placed in advanced or grade-level English classes.**

### **English 7 (1001)**

This course follows many of the same components as the advanced curriculum by developing critical thinking skills. This course integrates the five English/ language arts processes (reading, writing, listening, speaking, and viewing) and the two contents (language and literature) in a thematic organization of four units. It builds on the students' experiences in English 6 but involves greater rigor and challenge in its approach to the study of English. Students in English 7 examine language and literature in the context of the challenges people face. Students read, analyze, and study different genres related to each of the themes and complete required common tasks. The common tasks focus primarily on the writing process for four types of writing—textual analysis, argument, research and synthesis, creative and reflective. Instruction in reading and writing strategies, grammar, and vocabulary is embedded in every unit. English 7 prepares students—through activities integrated into each thematic unit for county, state, and national assessments.

### **Advanced English 7 (1014)**

This course is designed for highly motivated students with a lively interest in the power and versatility of language. In preparation for Advanced English during the eighth grade year 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. Students in the Advanced English 7 class are expected to work more independently.

**Through the recommendation process, students are placed in advanced or grade-level English classes.**

### **English 8 (1002)**

This course follows many of the same components as the advanced curriculum by developing critical thinking skills. This course integrates the five English/ language arts processes (reading, writing, listening, speaking, and viewing) and the two contents (language and literature) in a thematic organization of four units. It builds on students' experiences in English 6 and 7 and involves greater rigor and challenge in instruction. There is also an increasing complexity in the material selected as the foundation for the study of English as students prepare for the high school experience and the Maryland State Department of Education's High School Assessment (HSA). The writing program emphasizes the processes of writing for a variety of purposes. Examples of the types of writing are essays, well-

developed paragraphs, monologues and research reports. A rigorous curriculum is presented to all students. Skills activities are designed to supplement the literature and writing program, with emphasis on sentence structure, correct usage, capitalization, and punctuation. This course is designed to prepare students for the demands of high school writing through a scaffold approach.

### **Advanced English A/B (1181, 1182) - 8th graders only**

The course is designed for highly 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. 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 is designed with the rigor equal to most high school English courses. Students enrolled in advanced English are expected to know the fundamentals of writing and be able to work more independently. **Students who successfully complete both semesters with a grade of A or B in each semester and pass the second semester final exam with a final grade of A or B will earn one elective credit toward graduation from high school. The course is an elective credit and DOES NOT replace English 9.**

Through the recommendation process, students are placed into the Advanced English or Grade Level English course.

### **ESOL – English for Speakers of Other Languages**

English for Speakers of Other Languages is for students with limited English proficiency because English is not their native language. The goal is to enable students to communicate orally and in writing to function effectively in an English-speaking, main-stream classroom. Students move from beginning to advanced levels as they accomplish the goals of the curriculum. A communicative approach is used with emphasis on listening, speaking, reading, and writing. Initial placement is determined based on a language assessment usually given by the Division of ESOL/Bilingual Programs.

## **READING**

Through the recommendation process, students are placed in advanced, regular, or intervention reading classes.

### **Reading 6 (7884)**

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.

### **Advanced Reading 6 (7889)**

The Advanced Reading 6 pathway includes expository comprehension strategies to help students organize, synthesize, and extend their understanding of increasingly difficult content-related texts. More emphasis is placed on drawing conclusions, making inferences, and supporting evaluations to prepare students for high school and college. The Advanced Reading 6 texts themselves are more challenging and may include The Children's Homer as well as many of the Junior Great Books series. Vocabulary is examined and expanded through in-depth analysis of concept relationships, word structure, etymology, context clues, synonyms and antonyms, as well as application. Many of the William and Mary language arts program's techniques are applied in vocabulary development. This course is designed for strong reading students who are not quite ready for demands of a high school world language class.

### **Middle School Reading Interventions (by recommendation ONLY)**

MCPS 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. Developmental Reading, Basic Reading 6, Reading 7/8, READ 180 and READ 180 FLEX are interventions that support and improve the performance of students who are reading below the proficient level.

## 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 8. The mathematics courses at Tilden Middle School are described below.

### **Math 6 (3016)**

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 (3017)**

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 Algebra Prep, Investigations into Mathematics, or Algebra 1 the following year.

### **Investigations into Mathematics (IM) (3001)**

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 (3018)**

Algebra Prep extends students' understanding of numbers to include rational and irrational numbers in the real number system. One goal is to have all 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. Algebra Prep also previews concepts that are assessed on the Algebra/Data Analysis High School Assessment. This course is for students who have completed Math 7. Students in this course will take Algebra 1 the following year.

### **Algebra 1 (3111, 3112)**

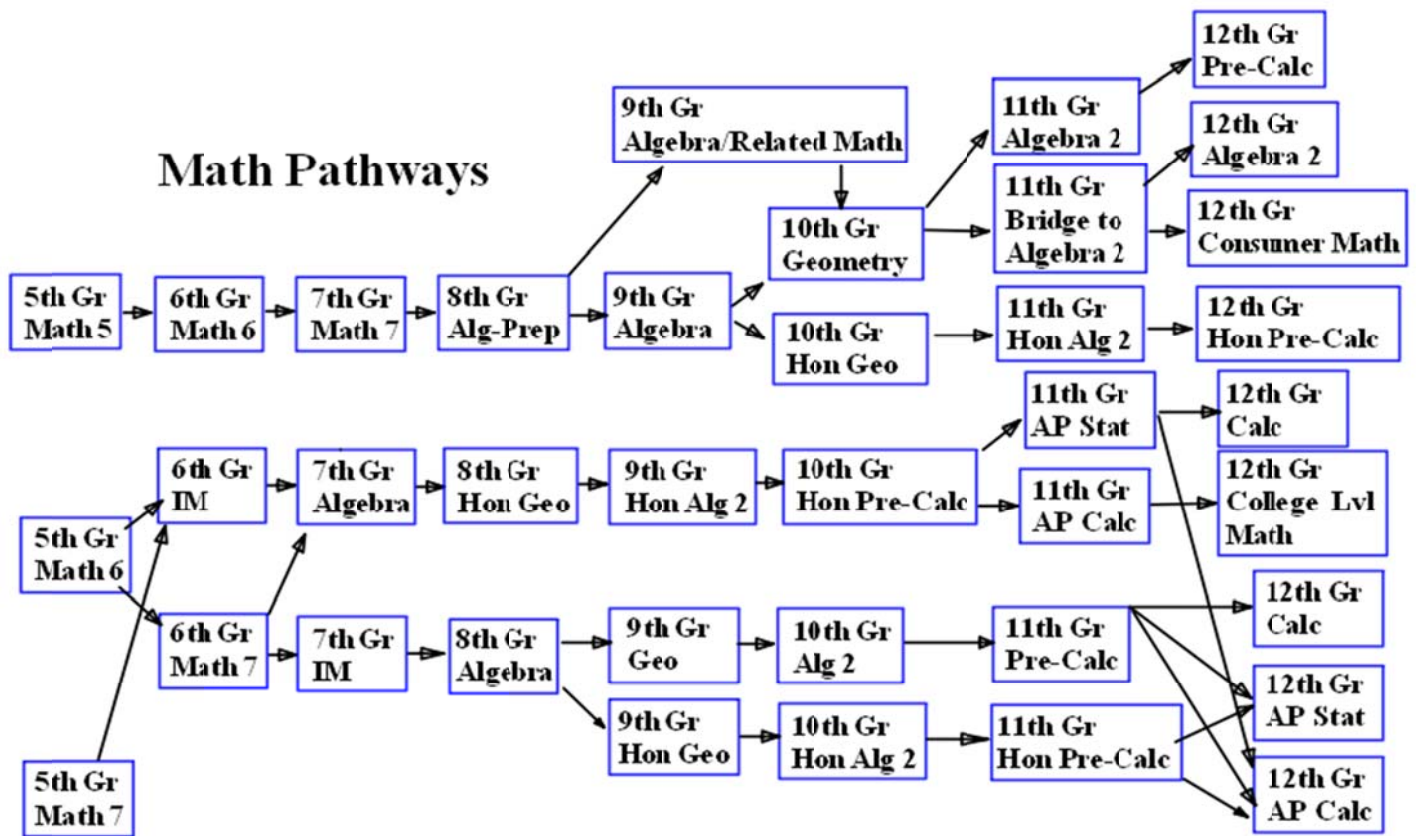
This course examines the basic structure of real numbers, algebraic expressions, and functions. The topics studied are linear equations, inequalities, functions and systems, quadratic equations and functions, polynomial expressions, data analysis, probability, and properties of functions. Mathematical 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 (3203, 3204)

Honors Geometry 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 in 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 (3310, 3311)

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.** Depending on enrollment, students registering for this course may attend Walter Johnson HS for class.



## 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.

### **Advanced World Studies 6 (7897)**

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 (2006)**

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 (2410)**

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.

### **ESOL Social Studies (for entry level ESOL students) (1229)**

This course is specifically designed for students with limited English proficiency. It provides students with a firm foundation in the structures, concepts, thinking skills and vocabulary of geography and history while reinforcing structures of grammar and good writing.

## 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/or 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. High expectations and differentiated instruction allow all students a challenging and engaging access to science.

### **Investigations in Science 6 (IS6) (3528)**

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 a relevant problem/project to allow a focus for student learning. 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) (3529)**

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.

**Investigations in Earth/ Space Systems A/B Grade 8 (3903, 3904)**

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. Students engage in minds-on inquiry and hands-on explorations, productive discourse, and purposeful reading and writing. Students engage in science, technology, engineering, and mathematics (STEM) in order to propose solutions to identified problems.

**ESOL Science (for entry level ESOL students) (1228)**

This course is specifically designed for students with limited English proficiency. It provides an introduction to the procedures for planning and conducting a fair experiment. In the Measuring Time Unit, students explore the patterns of movement for the Sun, Moon and Earth. In the introduction to Diversity and Adaptations, students explore the similarities and differences among organisms. Students study these and other topics while developing their speaking, listening, reading and writing skills in English.

## PHYSICAL EDUCATION

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. Students are required to be dressed appropriately for activity. A Tilden PE uniform may be used for more than one year. Sneakers and socks are required.

**Physical Education Grade 6 (7891)**

The sixth grade curriculum places major emphasis on physical fitness and skill development, and lead up games as a transition into team sports. Instruction is given in activities such as fitness and conditioning, pickle ball, soccer, basketball, softball, badminton, tumbling, track & field, table tennis, and dance

**Physical Education Grade 7 (7601)**

In physical education, students develop general fitness and skills through participation in a variety of team sports and individual and developmental activities. Students also explore many intellectual and emotional aspects of their lives through active participation. Activities, which include basketball, dance, lacrosse, soccer, softball, track & field, weight training/fitness, juggling, table tennis, volleyball, and tennis.

**Physical Education Grade 8 (7602)**

In physical education, students develop general fitness and skills through participation in a variety of team sports and individual and developmental activities. Students also explore many intellectual and emotional aspects of their lives through active participation. Activities, which include basketball, dance, lacrosse, soccer, softball, track & field, weight training/fitness, juggling, table tennis, volleyball, and tennis.

**Health Education (7609, 7610, 7611)**

All students will receive instruction in Health Education for 9 weeks each year of middle school. Instruction will include units from the focus areas of Mental and Emotional Health, Tobacco, Alcohol and other Drugs, Nutrition and Fitness, Safety and Injury Prevention, Family Life and Human Sexuality, Disease Prevention and Control. Students will not be in Physical Education during these 9 weeks of Health Education instruction.

## ELECTIVES

When choosing an elective class, please be aware that this decision might not be able to be changed at a later date. It is essential that students and parents read the descriptions carefully and make a choice that reflects a **final decision**. Course offerings will be determined by student interest and staff availability. FY = Full Year S = Semester

### 6th GRADE ELECTIVES

Instrumental Music choices (FY)  
General Chorus (FY)  
Beginning Theater (S)  
TV Studio (S)  
Creative FACS (S)  
Information and Communication  
Technology (S)  
Lights, Camera, Literacy (S)  
Spanish 1A (FY)

### 7th GRADE ELECTIVES

World Language choices (FY)  
Instrumental Music choices (FY)  
General Chorus (FY)  
Guitar Ensemble (FY)  
Journalism/Yearbook (FY)  
Computer Art Fundamentals (FY)  
Lights, Camera, Literacy (S)  
TV Studio (S)  
Introduction to Computers (S)  
Exploring Theater (S)  
Family and Consumer Science (S)

### 8th GRADE ELECTIVES

World Language choices (FY)  
Instrumental Music choices (FY)  
General Chorus (FY)  
Guitar Ensemble (FY)  
Journalism/Yearbook (FY)  
Foundations of Art A/B\* (FY)  
Ceramic Studio (S)  
TV Studio (S)  
Introduction to Computers (S)  
Foods and Nutrition (S)

## FULL YEAR (FY)

### WORLD LANGUAGES

The world language program at Tilden teaches reading, writing, listening, speaking and cultural awareness. Vocabulary and grammatical structures are taught through a variety of contextual themes. **These are challenging high school classes which will appear on a student's high school transcript. High school credit will be given if the student successfully completes the course and passes the high school county final exam. The final grade for each semester and credit are automatically placed on the students' high school transcript.** Speakers of French, or Spanish must take a language that they do not already speak. Our beginning languages are geared to learning how to learn a new language. If the child cannot read or write in his or her own native language, he or she is unlikely to effectively learn to do so in a beginning course. More benefit is gained by learning a totally new language. Please consult with a representative of the World Language Department for further guidance in this matter if you're unsure of the appropriate selection. **The world language courses are accelerated courses, designed for the student with a high degree of academic self-discipline.** \*Please note that Walter Johnson offers World Language courses in Spanish, and French. If your child is planning on attending a magnet high school program, choose Spanish or French so your child can continue the language.

#### Spanish 1A (Full Year) OR Spanish 1B (Full Year)

These courses have the same entrance criteria as other language courses. These two courses are meant to provide double the time and practice to set a foundation for a new language. Two sequential years completed with a grade of C or better earn 1 credit on the student's high school transcript and make the student eligible for Spanish 2A/B. The final grade and half a credit are automatically placed on a student's high school transcript.

#### French or Spanish 1A/B (1611, 1621) (1711, 1721)

This course is recommended for students who have achieved an A or B in English/Reading in 6th grade. **This is an accelerated course in which 1A is taken first semester and 1B is taken second semester**, and students taking it should have a high degree of academic self-discipline. These students will be offered French or Spanish 2A/B, if they complete the level 1 course with a C or better. This course qualifies for **high school credit**. High school credit is given for World Language when the student successfully completes the course and passes the final exam. **The final grade for each semester and credit are automatically placed on a student's high school transcript.**

#### French or Spanish 2 A/B (1612, 1622) (1712, 1722)

This course is for students who have completed the corresponding 1 A/B course with a C grade or better. This course qualifies for high school credit and will be on the high school transcript. **\*Depending on enrollment, students registering for this course may attend Walter Johnson HS for class.**

#### French or Spanish 3 A/B (1613, 1623) (1713, 1723)

This course is for students who have completed the corresponding 2 A/B course with a C grade or better. This course qualifies for high school credit and will be on the high school transcript. **\*Depending on enrollment, students registering for this course may attend Walter Johnson HS for class.**

**MUSIC**  
(Open to 6th, 7th & 8th grades as described)

Students who have never played an instrument before are welcome to join the program. Please contact Mr. Patrie at [Timothy\\_S\\_Patrie@mcpsmd.org](mailto:Timothy_S_Patrie@mcpsmd.org) before signing up for band or orchestra. Please contact Mr. Shaw at [Tory\\_C\\_Shaw@mcpsmd.org](mailto:Tory_C_Shaw@mcpsmd.org) if you have any questions about chorus or guitar. **\*\*Incoming 6<sup>th</sup> Graders: no matter which group you sign up for, you will automatically be placed in Beginning Band or Intermediate Orchestra UNLESS you have completed an audition.**

**Beginning Band (6815) (Full Year)**

This course is offered to those students with at least one year of previous experience in elementary school or private study and is designed to give students a strong technical foundation and to improve tone production, note and rhythm reading, and performance of music in a variety of styles. Students have an opportunity to explore "color" instruments (tuba, French horn, oboe, bassoon, bass clarinet, tenor and baritone saxophones) in order to achieve a balanced instrumentation. The goal for each student in this class is to, qualify for advancement into the intermediate band the next year by the end of the spring semester, **a minimum of 30 minutes of DAILY at-home practice is required.** Some larger instruments (such as French horn, tuba, bassoon, and percussion) are available through the school on a first-come, first-served basis. All students will perform at evening school concerts in the winter and spring. Other performance opportunities may arise throughout the year. Honors county groups are available to promising students in this class.

**Intermediate Band (6880) (Full Year)**

This course is offered to students who demonstrate intermediate skill on their instrument. **Admission is by audition with the director.** The course continues development of a strong technical foundation, with emphasis on improving personal tone production, note and rhythm reading, and performance skills. Students have an opportunity to explore "color" instruments in this group (tuba, French horn, oboe, bassoon, bass clarinet, tenor & baritone saxophones) in order to achieve a more balanced instrumentation. The goal for each student in this class is to qualify for advancement into the advanced band the next year by the end of the spring semester, **a minimum of 30 minutes of DAILY at-home practice is required.** All students will perform at evening school concerts in the winter and spring. Other performance opportunities may arise throughout the year. Honors county groups are available to promising students in this class. **Again, admission is by audition with the director.** Please email Mr. Patrie, [Timothy\\_S\\_Patrie@mcpsmd.org](mailto:Timothy_S_Patrie@mcpsmd.org) , to arrange an audition. Auditions must be completed by January 20, 2012.

**Advanced Band (6830) (Full Year)**

This course is open to students with at least two years of prior experience who demonstrate advanced skill on their instrument. **Admission is through audition or with the permission of the director.** The course continues the development of tone and technical facility with emphasis on advanced note and rhythm reading and the performance of music in a variety of styles. There is an opportunity to explore "color" instruments in this group (tuba, French horn, oboe, bassoon, bass clarinet, tenor & baritone saxophones) in order to achieve a more balanced instrumentation. **A minimum of 30 minutes of DAILY at-home practice is required.** All students will perform at evening school concerts in the winter and spring. Other performance opportunities may arise throughout the year. MCPS All-County Junior groups are available to promising students in this class. All auditions must be completed by January 20, 2012.

**Intermediate Orchestra (6800) (Full Year)**

This course is offered to all violin, viola, cello, and string bass students and is designed to give students a strong foundation in proper string techniques, and to improve bowing, tone production, note and rhythm reading, and performance of music in a variety of styles. **A minimum of 30 minutes of DAILY at-home practice is required.** All students will perform at evening school concerts in the winter and spring. Other performance opportunities may arise throughout the year. Honors county groups are available to promising students in this class. **Beginners may sign up for this course with the understanding that they must meet with the director during MAP and/or after school at least once a week until they are proficient enough to be incorporated into the full ensemble; this normally takes 6-8 weeks.** Violin and viola students **must** supply their own instruments. The school can provide cellos and basses on a limited basis to students that need them for **in-school use.** Before purchasing an instrument, renting is suggested for beginners for at least the first semester.

### **Advanced Orchestra (6860) (Full Year)**

This course is offered to all violin, viola, cello, and string bass students who have **at least two years** of prior experience and demonstrate advanced skill on their instrument. **Admission is by audition with the director.** The course is designed to continue developing foundations in string techniques while providing opportunities to perform the great string literature. Advanced bowing, tone production, note and rhythm reading, and performance of music in a variety of styles are explored. **A minimum of 30 minutes of DAILY at-home practice is required.** All students will perform at evening school concerts in the winter and spring. Other performance opportunities may arise throughout the year. Honors county groups are available to promising students in this class. Violin and viola students **must** supply their own instruments. The school can provide cellos and basses on a limited basis to students that need them for **in-school use.** Advanced orchestra students must be able to play in 3rd position and tune their own instruments. **Again, admission is by audition with the director.** Please email Mr. Patrie at Timothy\_S\_Patrie@mcpsmd.org , to arrange an audition. Auditions must be completed by January 20, 2012.

### **Guitar Ensemble (6589) (Full Year)**

This class is open to students in grades 7-8 who are interested in learning how to play the guitar. No experience is necessary! School-owned instruments are available to students who need them. Emphasis will be on basic techniques of music-reading skills, playing melodic lines, chords, and guitar ensemble performance. This class performs music of many different styles. If numbers permit, Guitar will be divided into sections: a Beginning Guitar class for first-time players and an Advanced Guitar class for those with experience who look forward to working on a more challenging repertoire.

### **General Chorus (6690) (Full Year)**

Chorus is offered to students in grades 6-8 who want to sing and develop both their individual and ensemble musicianship skills. Emphasis is on refining raw vocal technique; therefore mastery of breath control, vocal production, diction, intonation, tone blending, singing in harmony and sight-singing are important. Special emphasis on ENSEMBLE performance skills, as well as music appreciation and dramatic technique within performances. Individual voices are carefully monitored for the natural development of a healthy vocal sound. While rehearsing and presenting chosen literature, students learn about musical styles, historical periods, and the cultures from which the music originated. As a result, students are introduced to many new genres and styles of music. Chorus is a fun music ensemble where students work together toward a common goal. The Chorus performs at evening concerts, MCPS Music Festival, and WJ Cluster concerts to meet the course objectives and complete the learning process. If numbers permit, Chorus will be divided into sections: a beginning chorus for 6th grade and first-time singers and an advanced chorus for those with experience who look forward to working on a more challenging repertoire.

## **OTHER FULL YEAR COURSES**

### **Computer Art Fundamentals GRADE 7 ONLY (6006) (Full Year)**

This course is a prerequisite, and must be completed prior to enrollment in Foundations of Art A/B in Grade 8 in order for a student to be eligible for one Fine Arts High School Credit. Students are introduced to the principles of color, texture, and form using a variety of media, including drawing, painting, and digital art. Students will apply the basic principles as they create original pieces in both the traditional and digital formats. Historically significant and contemporary art examples representing a variety of cultures are investigated and represented in the creative-production process. Students will learn to evaluate and critique personal artwork and the artwork of others. **Successful completion of Computer Art Fundamentals and Foundations of Art A/B result in 1 Fine Arts high school credit.**

### **Foundations of Art A/B\* GRADE 8 ONLY (6055, 6056) (Full Year)**

Students enhance their experience working with the principles of color, texture, and form using a variety of media, including drawing, painting, and digital art. Students apply the principles as they create original pieces in both traditional and digital formats. Historically significant and contemporary art examples representing a variety of cultures are investigated and represented in the creative-production process. Students continue to evaluate and critique personal artwork and the artwork of others. **Successful completion of Computer Art Fundamentals and Foundations of Art A/B result in 1 Fine Arts high school credit.**

### **Journalism/Yearbook GRADES 7 & 8 ONLY (0304) (Full Year)**

This course is designed for students who want to develop their writing skills, work on the school newspaper, and produce the school yearbook. Students will learn how to write news stories, features, editorials, sports stories, and book & movie reviews. Students will also develop interviewing, proofreading, copy editing, and publication layout and design skills. In addition to writing and publishing four issues of *The Tilden Howl* (using Microsoft Publisher), students will use their creative skills to produce the annual yearbook. Students will take photographs, write copy, and layout pages to create a timeless memory book for their peers. They'll develop graphic design skills by using software designed especially for yearbook production. In addition, guest speakers will provide insights into the careers of professional writers, reporters, and photographers. The class will also take a field trip to a news-related institution such as The Newseum or The Washington Post.

## **SEMESTER ELECTIVES (S)**

Semester electives will consist of two courses (determined by enrollment numbers) offered on a semester basis. Since different elective offerings may be available at different times of the day, your schedule will include a selection of any two of the following:

### **6th GRADE**

#### **Beginning Theater (6907) (Semester)**

Drama and the World of Theater, allows for a student's creative/artistic talents to flourish. This course is designed to teach students techniques, behaviors, and other valuable performance skills that will enhance their day to day lives, both now and later. Through speech, interactive classroom activities, dramatic readings, and significant focus on dramatic improvisation, students will become more comfortable with expressing themselves both physically and vocally in a dramatic way, learn how to overcome "stage fright," and develop the skills necessary for successful and rewarding participation in a drama production.

#### **Creative Family and Consumer Science (4560) (Semester)**

The sixth grade program is designed to give students a broad range of learning experiences which are carefully selected to meet the developmental needs of young adolescents. Group cooking experiences combined with individual projects help students learn problem solving, teamwork and responsibility. Skills in following directions and organization aimed at project completion prepare students for success in their academic subjects. The course is designed to develop an awareness of healthy eating habits as students learn food preparation techniques. Safety and teamwork are stressed as nutritious foods are prepared in the kitchens. Students make several home-made recipes. By doing so, they develop improved self- images and confidence in their ability to think creatively and above all have fun!

#### **Information and Communication Technology Grade 6 (2913) (Semester)**

Students use technology in a rigorous, inquiry and project-based learning environment that promotes relevance and engagement. Students acquire knowledge and skill sets connected to Grade 6 content areas involving the use of application, Web-based, and multimedia tools. Programming concepts will be applied to the development of games, educational Simulations, and robotic products. The application of computer aided drafting and design and graphics software is used to communicate 2-D and 3-D designs. Students acquire website-development skills and digital art concepts and use them to create a portfolio. The completion of this course prepares students to follow middle school pathways that lead to high school credit courses in Grade 8. Course outcomes are based on the Maryland Technology Literacy Standards for Grades Pre-K-8 and the Maryland State Department of Education Voluntary State Curriculum for technology education.

#### **Lights, Camera, Literacy! (1041) (Semester)**

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.

### **TV Studio (7863) (Semester)**

This course offers students opportunities to participate in activities that will allow them to develop an understanding of the fundamentals for TV production. Students will learn the proper techniques in the use of studio equipment and perform the various technicians' jobs. They will write, produce and direct the *Timberwolves* news show. Students will also produce a public service commercial that will air on *Timberwolves* TV. Each student will develop a special news report using video to report on activities that are happening at Tilden.

## **7th GRADE**

### **Intro to Computers (2940) (Semester)**

This course provides students with the skills and knowledge needed to become responsible users of computer technology. Students will learn basic skills in Word, PowerPoint, Excel and Publisher. They will also have opportunities to explore Inspiration and ActivInspire along with improving their keyboarding with Turbo Typing.

### **Exploring Theater Grade 7 (6902) (Semester)**

Exploring Theatre 7 is an activity-oriented course designed to introduce students to the basic elements of the theatre experience. These include the fundamental techniques of performance; self-expression and confidence-building; group interaction and cooperation; and the appreciation of the aesthetic aspects of theatre. These elements are the foundation for future study of dramatics and the basis for exploration of theatre as an art form.

### **Family and Consumer Sciences (FACS) Grade 7 (4510) (Semester)**

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. These decisions involve interacting with family, friends, and community members; making food choices that will optimize health; 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 in order 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. 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 are designed to be fast-paced and engaging as students get ready to take charge of their own personal finances.

### **Lights, Camera, Literacy! (1041) (Semester)**

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.

### **TV Studio (7863) (Semester)**

This course offers students opportunities to participate in activities that will allow them to develop an understanding of the fundamentals for TV production. Students will learn the proper techniques in the use of studio equipment and perform the various technicians' jobs. They will write, produce and direct the *Timberwolves* news show. Students will also produce a public service commercial that will air on *Timberwolves* TV. Each student will develop a special news report using video to report on activities that are happening at Tilden.

## 8th GRADE

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

In this course, students learn the fundamentals of creating ceramic pieces from clay. Students demonstrate strong basic ceramics skills, with an understanding of the clay in each stage of the process, from recycling to the final firing of glaze ware.

### **Intro to Computers (2940) (Semester)**

This course provides students with the skills and knowledge needed to become responsible users of computer technology. Students will learn basic skills in Word, PowerPoint, Excel and Publisher. They will also have opportunities to explore Inspiration, Paint, Scratch and improve their keyboarding with Turbo Typing.

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

This course is designed for those who have a strong interest in foods. Students learn and practice advanced techniques for preparing nutritious and creative foods. By the end of the course, they will be skilled in preparing such foods as special breads, steamed and stir-fried vegetables, and an assortment of main dishes. Emphasis will be on each student developing "chef-like" skills for successful cooking and presentation. Community service opportunities will give students training in quantity food preparation. Students will learn to be better consumers of all foods. A featured individual project will be research on foods from a country or region selected by the student. The object is to practice deductive reasoning and develop an appreciation of foreign cultures as reflected in their cuisine. Students are encouraged to explore new cooking techniques and tastes as they learn to make some of these international foods. Introduction to personal finance and budgeting will be presented into the curriculum as well. Students will explore the benefits of making informed decisions; setting financial goals; using electronic banking and credit safely; creating a spending plan, and understanding values, needs, and wants. Hands-on activities and multidisciplinary projects are designed to be fast-paced and engaging as students get ready to take charge of their own personal finances.

### **TV Studio (7863) (Semester)**

This course offers students opportunities to participate in activities that will allow them to develop an understanding of the fundamentals for TV production. Students will learn the proper techniques in the use of studio equipment and perform the various technicians' jobs. They will write, produce and direct the Timberwolf news show. Students will also produce a public service commercial that will air on Timberwolf TV. Each student will develop a special news report using video to report on activities that are happening at Tilden.

### **Lights, Camera, Literacy! (1041) (Semester)**

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## COURSES BY RECOMMENDATION ONLY

### **Developmental Reading (1008) (Full Year)**

Developmental Reading is designed for students who are currently reading two or more years below grade level and need additional instruction and practice in word identification skills, fluency, vocabulary development, reading comprehension strategies, and written responses to text. This course is intended for those students reading books below a 350 Lexile level who are not yet eligible for the READ 180 intervention program. **If recommended, this course replaces an elective and is considered essential to the future academic success of the student.**

### **READ 180/READ 180 FLEX (1012) (Full Year)**

READ 180 is an intensive reading intervention program designed to help students who are reading more than one year below grade level, make measurable gains in reading achievement. The program directly addresses individual needs through instructional software, high-interest fiction and nonfiction, and direct instruction in reading and writing skills. Within the 90-minute instructional block, students are engaged in whole-group teacher led instruction, followed by 20-minute rotations in instructional software with individualized skills practice, modeled and independent reading and/or writing, and small-group instruction. The program is designed to build background knowledge, vocabulary, spelling, fluency, writing, grammar, and reading comprehension skills about a variety of topics. READ 180 FLEX is a second year of the READ 180 program for those students who need it. Students who are assigned to this course will not have electives. Student placement is based on a variety of assessments, including MAP-R, MSA, and teacher recommendations. **If recommended, this course replaces an elective and is considered essential to the future academic success of the student.**

### **Basic Reading 6 (1009) (Full Year)**

This class is designed for students who are currently reading one year below grade level and need additional instruction and practice in word identification skills, fluency, vocabulary development, reading comprehension, and written responses to text. The texts are related to current events, world studies, and science topics and help prepare students for content area reading demands. Student placement is based on a variety of assessments, including MAP-R and MSA, and teacher recommendations. **This course replaces the grade level Reading 6 class and is essential to future academic success of the student if assigned to this course.**

### **Reading 7 (1010) / Reading 8 (1011) (Full Year)**

The Reading 7/8 curriculum extends the reading strategies framed in previous reading courses. This curriculum is designed for readers who have a foundation in decoding skills but experience difficulty comprehending grade-level material. The goal of this course is to build reading comprehension of expository texts that students will encounter in secondary-content classes, including periodicals, trade books, textbooks, and reference materials. Students also develop vocabulary, fluency rate, and motivation for reading. Students learn research-based reading strategies and apply them to the content texts of science, social studies, English, and mathematics. During the year of study, students work with increasingly more difficult materials as they become more independent and efficient readers.

### **Related Studies (8058) (Full Year)**

Time management, organizational skills, effective study techniques, and essential elements of note taking are a few of the skills taught and put into action in this class; daily homework and class work assignments are used to reinforce these skills. Through constant communication, teachers, parents, and students will work TOGETHER to improve the overall outcome of the student's efforts. Related Studies takes the place of one elective; students are assigned to this class by the recommendation process.

### **Algebra 1A/B Enrichment (0320) (Full Year)**

This course is designed for students who need additional reinforcement of Algebra skills to ensure success in Algebra class.

### **Resource (0005) (Full Year)**

This class, taught by a special educator, is designed specifically for special education students who have Individual Education Plan goals. Students are placed in this class solely by a recommendation process. This class takes the place of the elective option in the sixth grade.

### **Student Assistant in Special Education Program GRADE 8 ONLY (0600) (Full Year)**

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

## Montgomery County Public School's Concept of Middle School

Middle school education prepares students academically for high school and for full participation in their communities. All students have the opportunity to reach their academic potential, learn higher-order thinking skills, and develop their abilities to find and analyze information, pose problems and seek solutions, persevere, collaborate, and take responsibility for their own learning.

According to *This We Believe*, published by the National Middle School Association (NMSA), effective middle schools have:

- a shared vision;
- educators who are committed to young adolescents;
- a positive school climate;
- an adult advocate for every student;
- family and community partnerships;
- high expectations for all;
- a challenging and exploratory curriculum;
- varied instructional practices;
- assessments and evaluations that promote learning;
- health, wellness, and character education programs;
- comprehensive guidance policies and support services;
- seamless vertical articulation; and
- a belief in the synergistic value of the team.

These core areas, the characteristics of an effective middle school outlined in *This We Believe*, and the seven elements of the MCPS Middle School Reform Initiative are all aligned with one another and specify those areas that are critical to a high-quality middle school educational program.

Locally, the MCPS middle school principals and other leaders believe that the middle years are pivotal in defining every child's academic, social, and emotional development and in determining their future success. Our adolescent learners are faced with ever-increasing challenges in their lives and in the world around them; therefore, we must provide an educational program that both meets their unique needs and prepares them to be competitive in high school, during their postsecondary education years, in the world of work, and in our global society.

The middle school experience is integral to the early adolescent's success. All middle schools offer rigorous and challenging academic programs, elective courses, sports and extracurricular activities, and special programs to address the academic, social, and emotional characteristics of early adolescents. In addition, guiding principles that can be found in all middle schools include:

- ensuring a safe and supportive school environment,
- creating a caring adult-child mentoring relationship for every student, and
- developing a cooperative parent-school communication system.

The use of technology is another component of the reform plan that engages students in their learning. Middle school classrooms are equipped with a Promethean Board, providing interactive technology that enhances instruction by actively involving students in the lesson through the use of activotes to assess student learning, hands-on instructional tools, and multimedia resources that provide real-time information to support lessons.

While each school establishes its own daily schedule and unique experience/activities/programs that extend middle school students learning, the information in this brochure describes the common components of all middle schools. When the comprehensive Middle School Reform Plan is approved, this brochure will be updated to reflect the contents of the plan and its implications for middle school education.

Questions regarding MCPS middle schools may be referred to the Director of Middle School Instruction and Achievement by phone at (301) 517-5007, or in writing addressed to: Director, Middle School Instruction, Carver Educational Services Center, 850 Hungerford Drive, Room 251, Rockville, Maryland 20850.

## Website

You are encouraged to visit the MCPS website, [www.montgomeryschoolsmd.org](http://www.montgomeryschoolsmd.org). It contains valuable information about the school system and provides access to the individual websites for all 38 middle schools. You also may visit the Middle School Instruction and Achievement Unit website, [www.montgomeryschoolsmd.org/curriculum/middleschool/](http://www.montgomeryschoolsmd.org/curriculum/middleschool/).

Montgomery County Public Schools (MCPS) began a systematic reform effort in 1999 that focused on improving the skills and performance of our elementary and high school students. MCPS is now focusing its resources on middle schools through the Middle School Reform Initiative. The goal of this initiative is to meet effectively the diverse needs of middle school students by providing a rigorous and challenging middle school academic program that improves teaching and learning, prepares students for rigorous high school standards, and promotes continuous improvement in all middle schools.

The Middle School Reform Plan was developed with the belief that all middle school students deserve access to and support with rigorous content and instruction. The MCPS Seven Keys to College Readiness support the plan by emphasizing the importance of providing all students with access and opportunity to engage in rigorous and challenging instruction. In the reform plan, the engagement and access are furnished through effective instructional practices, new core and elective courses, and technology. There will be a specific focus on addressing the achievement gap of African American and Hispanic students, English-language learners, students with disabilities, and students impacted by poverty.

The comprehensive plan is based on six goal areas: Leadership and Professional Development; Curriculum, Instruction, and Assessment; Extended Learning Opportunities; Organizational Structures; Human Resources; Parent/Community Engagement, and Communication. Each of these research-based areas was identified as a critical component of educational reform and directly impacts increased student achievement. Each goal area has actions that are implemented to support the attainment of the goal. This initiative aligns with the goals and priorities of the MCPS Strategic Plan, Our Call to Action: Pursuit of Excellence. It is a part of the MCPS comprehensive reform efforts that initially were focused on elementary and high schools.

The Middle School Reform initiative is a part of Our Call to Action: Pursuit of Excellence, the overall strategic plan to improve academic performance and eliminate the achievement gap in MCPS. The Middle School Reform Plan is designed to prepare middle school students to meet the academic standards required for high school and college success. This update highlights three themes: (1) adolescent learners, (2) engaging and rigorous instruction, and (3) collaboration.

The MCPS Middle School Reform Initiative is a comprehensive plan designed to effectively meet the diverse needs of middle school students. All middle schools are implementing selected components of the initiative, which include the following:

- Advanced courses in English, social studies, and science
- Modified unit and formative curriculum assessments
- Comprehensive MSR Professional Development on the adolescent learner and rigorous instruction
- Extended Learning Opportunities (after-school and summer; support and enrichment courses)
- 21st century interactive classroom technology
- Hours-based staffing
- 7-hour data assistants
- Reading and mathematics interventions
- Principal Toolkit to enhance two-way communication and parent/community engagement
- Parent Academy Workshop focused on middle school priorities
- Study Circles focused on race and equity
- Sharing of practices, processes, and structures among Middle School principals (e.g., scheduling practices to promote teacher cohort collaboration)

## High School Credit

In March 2003 the Board of Education approved staff recommendations to award credit for high school courses taken in middle school in MCPS. In order for students to earn high school credit in middle school, the school must provide 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 course must be taught by a highly qualified teacher. To comply with these recommendations, the following steps are in place:

- For students in Grade 6–8 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.
- The grade earned in these courses is factored into a student's cumulative grade point average (GPA) and weighted grade pointed average (WGPA).
- Students may retake a high school course taken in middle school 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 language 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.