



Westland Middle School 2011-2012



Course Selection Guide Grades 6, 7 and 8

TABLE OF CONTENTS

Course Selection Guide Introduction	3
Important Information and Dates	4
The Registration Process	4
Westland Middle School Overview and Curriculum	5-6
Support for Students with Special Needs	6
Student Service Learning	6
Credit for High School Courses	7
Our High School, B-CC	7
Extra Curricular Activities	8
Outdoor and Environmental Education	8
The International Baccalaureate Middle Years Programme (IBMYP)	8-9
Westland Course Selection Flow Chart and Explanation	10-11
English Overview	12
English Grade 6	12
English Grade 7	13
English Grade 8	13
ESOL and READ 180	14
Mathematics Overview	14
Middle School Mathematics Sequence and Flowcharts	15
Math Grade 6	16
Math Grade 7	16-17
Math Grade 8	17-18
Science Overview	18
Science Grade 6	18
Science Grade 7	19
Science Grade 8	19
Social Studies Overview	19
Social Studies Grade 6	19-20
World Studies Grade 7	20-21
United States History Grade 8	21
World Language Overview/Progression	22
World Language Courses Levels 1A, 1B, 2A, 2B, 3A and 3B	22-24
World Language Courses Grades 6, 7 and 8	24-25
Physical Education/Health	26
Arts Rotation Grade 6	26-27
Arts Rotation Grade 7	27
Arts Rotation Grade 8	27-28
Chorus	28-29
Instrumental Music	29-30

COURSE SELECTION GUIDE 2011-2012

INTRODUCTION

This Course Selection Booklet contains a complete listing of the courses available to our students, specific course requirements, and information about fees for classes and extracurricular activities. We offer challenging on-level, Gifted and Talented (GT) and special needs courses. We will work with you and your child to help you make the best choices.

Grouping of Students in Middle School

In middle school, all students are grouped and re-grouped over the course of the day, week and marking period in a way that allows them to meet and work with a broad spectrum of peers. Both homogeneous and heterogeneous groupings are utilized. Grouping is reviewed periodically and adjustments are made based on the students' progress, emerging abilities, interests, talents and social and emotional needs.

Instructional Practices

Differentiated instructional practices address a wide range of academic abilities and physical, social and emotional differences among students. They include acceleration, enrichment and other strategies as needed to foster intellectual growth. Students are placed in classes so they have the opportunity to work in homogeneous groups, heterogeneous groups or individually, depending on their developmental and/or instructional needs. As the needs and abilities of students change, regrouping may occur to accommodate the academic growth of each student. By using academic teams at each grade level, emphasis is also placed on interdisciplinary learning and making cross-curricular connections.

Super Teams

The Super Team model is an interdisciplinary team defined as a group of teachers working with the same group of students and having a common meeting time. The Super Team provides a coordinated support and reinforcement program designed to address individual student needs. (The Educational Management Team [EMT] process is incorporated into the interdisciplinary team structure.) It encompasses organizational patterns that direct the energy and vitality of emerging adolescents to realize their potential. Usually the teachers on a team represent English, math, science and world studies and whenever possible, world languages, physical education, and the arts. Each grade level has two team leaders, one grade level administrator, and at least one counselor. Teams at each grade level meet weekly to plan projects, trips, and assess the needs of their overall program. They also monitor the progress and needs of their students. The grade level administrator and counselor follow the students through their stay at Westland.

IMPORTANT INFORMATION AND DATES

The information in this booklet will describe the courses that will be offered for the 2011-2012 school year. Please pay close attention to the important dates and timelines, as the counselors and staff must meet specific deadlines for entering schedules and enrollment information. If you have any questions, please contact the counseling office at 301-320-6525.

January 2011	Westland counselors visit classrooms and elementary schools to discuss registration process with students
February 2, 2011 (7:00-8:30 pm)	Parent Information Night at Westland MS for parents of rising 6 th , 7 th , and 8 th grade students
February 11, 2011	Student course registration forms due
February-May 2011	Counselors and administrators will develop school schedule and enter individual student course selections
May 2011	Individual student course selections will be mailed home for review

THE REGISTRATION PROCESS

In January, Westland counselors visit the feeder schools and 6th and 7th grade classes to explain the course selection process and distribute the registration materials. Every student receives the *Course Selection Guide* and a student registration request sheet. Parents are invited to attend a Parent Information Night at Westland. **Students and parents/guardians are asked to review the registration information together, and, after making thoughtful choices, return the student registration request sheets by the due date.**

Westland looks at each student's teacher recommendations, information provided by parents/guardians, current year's grades and course placement, and standardized test scores to choose the optimal level of classes for the coming year. If more information is needed, we may ask individual students to come in for a placement test.

In May, a list of courses to which the student is assigned is mailed home. This is not a schedule, but a list of the classes for the coming year and the level of each class. **It is crucial that students and their parents/guardians review this course list in a timely manner.**

Parents/guardians have the opportunity to contact Westland MS if an error has been made in their child's course placement or to appeal their child's placement. Directions for this process will be included with the list of courses sent home in May.

WESTLAND MIDDLE SCHOOL

VISION

The vision of Westland Middle School is to develop students who are prepared for high school and are independent, responsible and productive global citizens.

MISSION

The mission of Westland Middle School, in conjunction with the aims and objectives of the International Baccalaureate Organization, is to engage all students in a challenging educational program in an environment where all students are supported academically, socially and emotionally.

OVERVIEW

Westland Middle School provides a comprehensive instructional program designed to meet the intellectual, social, emotional, and physical needs of adolescents, as they transition to high school. Because of the broad differences among adolescents in cognitive functioning and maturation during these critical middle school years, Westland uses characteristics of effective middle schools to guide our philosophy, organization, curriculum, and instruction. Our goal is to prepare students to succeed as productive citizens in an ever changing interconnected world. We strive to enable them to become increasingly motivated as both independent and cooperative group learners in a multicultural school system and society.

Westland Middle School is an authorized International Baccalaureate Middle Years Program World School. This internationally recognized program promotes a broad "liberal arts" education for children. Embedded are the knowledge and skills which develop critical thinking, intellectual habits of the mind, a broad understanding and acceptance of diversity, and the need to be global citizens.

CURRICULUM

Montgomery County Public Schools (MCPS) continues to revise its overall curriculum. This curriculum addresses questions that young people have about the world around them. Teachers use the MCPS curriculum in conjunction with the MYP aims and objectives to create the framework for the Westland instructional program. The interdisciplinary nature of the program encourages frequent connections between English/language arts, mathematics, social studies, science, foreign language, physical education, art, drama, music, and technology education. These connections are planned to help students and teachers focus on the integration and application of knowledge and skills. Because middle school is also a time for exploration, students have opportunities to participate in a variety of exploratory courses in addition to the basic curriculum. Students develop new skills and interests within an environment that acknowledges individual learning styles and varied rates of learning. Course selections are made within the following categories:

- **On-level:** On-level courses in all subject areas are designed to meet appropriate age and grade level needs, interests, and academic requirements.
- **Gifted and Talented:** GT courses in English, math, science, and world studies at all grade levels are designed for students who wish to engage in academic challenge which goes beyond grade level requirements. When considering GT courses, be sure to acquaint yourself with the suggested guidelines as listed in this document. You will then need to complete the appropriate section of the Parent Information Form and return it with the registration materials. Note: Science and world studies classes are clustered with GT students and on-level students with appropriate differentiation. This structure allows students the opportunity to engage in advanced work and, if successful, receive the appropriate GT designation in those classes.

Please be aware that students taking GT classes may, at different points in their Westland career, be scheduled for lunch and other classes at times different from their grade level peers.

- **High School Level Classes:** Students enrolled in a foreign language course (Spanish, French, or Italian), algebra, or geometry, will follow the high school level curriculum. The grades earned in these courses will appear on the high school transcript and will be factored into the high school grade point average (GPA). See Credit for High School Courses, on page 7, for additional information.
- **Cluster Grouped Classes:** Cluster grouped classes provide the instruction for both GT students and on level students in the same class. All students are exposed to the same topics and information. Differentiated instruction incorporates different levels of reading materials, alternative assessments and writing assignments. Research and open-ended activities are differentiated as well.
- **Special Education:** Decisions regarding special education classes are made by parents and staff at an Individualized Education Program (IEP) team meeting. Students who have been identified as having a disability and requiring specialized classroom instruction are placed in appropriate classes based on goals, objectives, and supplementary aids and services as specified in their IEPs.
- **ESOL (English for Speakers of Other Languages):** ESOL classes at all grade levels are offered in conjunction with on-level and GT classes and planned at the time a student enrolls in the school.
- **Elective Classes:** In addition to required classes, students may register for elective courses. Students are asked to prioritize electives in the event of a scheduling conflict. **It is important to understand that program and staffing decisions are made based on initial course selections.**

SUPPORT SERVICES FOR STUDENTS WITH SPECIAL NEEDS

Identified students who meet the criteria for a particular service receive support during the school day. Depending upon the needs of the student, support services are provided in accordance with the student's Individualized Education Program (IEP), 504 Plan, or English for Speakers of Other Languages (ESOL) level. Any student who is identified as needing additional support is provided appropriate services. Trained specialists deliver these services in collaboration with the classroom teachers.

STUDENT SERVICE LEARNING (SSL)

Each student is required to earn 75 SSL hours by 12th grade for high school graduation. Thirty of the 75 hours needed are infused into the middle school curriculum in 6th grade Science, 7th grade English, and 8th grade American History. Students may begin earning the remaining 45 hours in middle school. For additional information, contact the Westland SSL coordinator, or the MCPS Service Learning Office at (301) 517-8225. The website address is [www.mcps.k12.md.us/departments/pupilservices/student service learning/index.htm](http://www.mcps.k12.md.us/departments/pupilservices/student%20service%20learning/index.htm).

CREDIT FOR HIGH SCHOOL COURSES

Your children will have several opportunities to enroll in high school level classes during their years at Westland. For the 2011 – 2012 school year, Westland will offer the following high school level classes: Algebra, Honors Geometry, Advanced English 8, Science 8, and all World Language courses (Spanish, French, and Chinese).

If you are considering enrolling your children in high school courses while in middle school, please be aware of the following information that may affect their high school transcripts. Credit and grades for middle school students taking a high school course are awarded based on the following:

- Students must pass the course each semester.
- Students must pass the final examination at the end of the second semester.

Students who meet these criteria, by earning an A, B, C, or D, will receive high school credit and will have these grades count towards their Montgomery County Public Schools (MCPS) high school grade point average (GPA). If your child is not satisfied with the grade earned, he or she may retake the course in Grade 7 or Grade 8 if it is available, or they may retake the course 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*.

All courses approved for earning high school credit in middle school follow the procedures outlined above, except for Advanced English in Grade 8. Since students will not be able to retake Advanced English, high school credit for this course will only be awarded based on the following:

- Students must pass the examination at the end of the second semester and must earn a final grade of A or B in each semester to be awarded high school credit.
- Students who do not earn an A or B in the course will not receive high school credit and their grades will not count toward their high school grade point averages—the course will not be reported on the high school transcript.

A high school course will be recorded automatically on the high school transcript, once a student has entered high school. Students receive their first copy of their high school transcript in March of their Grade 9 year and receive updates throughout high school. College admissions offices receive copies of student transcripts when students apply to colleges in their senior year. The transcript shows credits students have earned in high school courses, their cumulative MCPS GPA, and a weighted MCPS GPA. MCPS GPAs are calculated on a four-point scale, awarding four points for an A, three points for a B, two points for a C, 1 point for a D, and 0 points for an E, using the final semester grade for each course. A quality, or extra point, is awarded for honors, Advanced Placement, and advanced-level classes for some final grades. Grades of A, B, and C in honors high school courses earn a quality point toward a student's weighted MCPS GPA. **It is important to note that many competitive universities do not use the MCPS calculated GPAs.** Instead, they use their own calculations based on the profile of students they are seeking.

OUR HIGH SCHOOL: Bethesda-Chevy Chase High School

Established in 1926, Bethesda Chevy Chase (B-CC) serves the communities of Bethesda, Chevy Chase, and Silver Spring in Montgomery County, Maryland. A comprehensive public senior high school, B-CC has a full complement of challenging academic and innovative programs including an Honors program, an Advanced Placement program and an International Baccalaureate program. B-CC is accredited by the Middle States Association of Colleges and Secondary Schools and by the Maryland State Department of Education.

EXTRACURRICULAR ACTIVITIES

Students are encouraged to participate in a variety of exciting after school clubs and athletic programs available at Westland. Students who wish to participate in one or more of these programs are required to pay a \$30 fee to MCPS. Financial assistance is available. There is no fee for activities that provide academic support, such as homework club and ESOL help. The clubs and intramural activities are determined by student interests and participation as well as the availability of staff sponsorship. These extracurricular activities are generally held on Tuesdays, Wednesdays, and Thursdays from 2:40-4:00 p.m. Interscholastic teams may also have practice or games on Wednesdays. Activity buses are provided for students who participate in after school activities. Please refer to the After School Activity Program booklet for more information.

OUTDOOR AND ENVIRONMENTAL EDUCATION

Every Grade 6 MCPS student has the opportunity to participate in outdoor and environmental learning through authentic, engaging, and interdisciplinary experiences at the Residential Outdoor and Environmental Education Program. The course of study does the following:

- Provides students with field experiences where scientific processes are used to investigate the environment, and where components of the MCPS Grade 6 curriculum are taught in a real-world setting. Students actively participate in Chesapeake Bay watershed lessons, including stream quality analysis and an in-depth study of predator-prey relationships. Using the natural world as both a laboratory and classroom, literacy and mathematical skills are integrated into the outdoor education experiences.
- Engages students in learning experiences during which they apply classroom knowledge and practice problem-solving strategies.
- Fosters inquiry, collaboration, and thinking in an atmosphere that utilizes various learning modalities and allows for informal and formative assessment.
- Builds positive interpersonal relationships as students learn and practice positive human relations skills with their peers and teachers.
- Encourages students to be active stewards of the environment in their daily life.

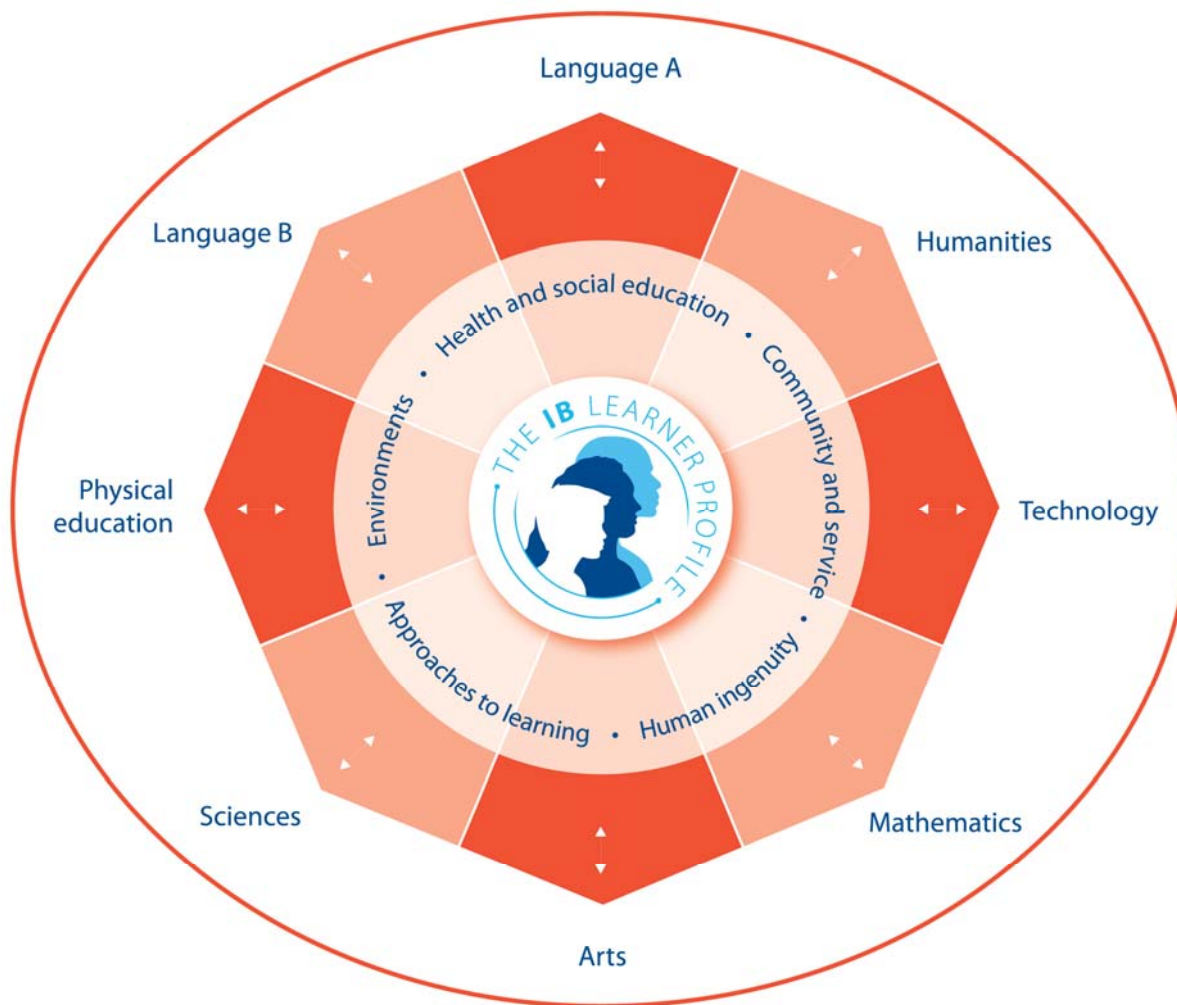
At the Grade 6 Outdoor and Environmental Education Program, students stay in dormitory-style housing at one of three sites. There is a fee charged for this program, set by the Board of Education, but funds exist for any student who may have difficulty meeting the financial requirements of the program. All students are strongly encouraged to attend the residential outdoor and environmental education experience.

IB MIDDLE YEARS PROGRAMME

The Middle Years Program (MYP) is designed for students in grades six through ten. This period, encompassing early puberty and mid-adolescence, is a particularly critical phase of personal and intellectual development. Such a time of uncertainty, sensitivity, susceptibility, resistance and questioning requires an educational program which will provide discipline, challenging standards, skills, creativity and flexibility to aid the individual's growth towards self-reliance and responsible participation in society. The International Baccalaureate is keenly interested in the development of ethics and values in young people. Not willing to prescribe for all the moral code of any one group, the IB nonetheless is concerned that students develop a personal value system by which to guide their own lives as decent and thoughtful members of local communities and the world beyond. One way of understanding the fundamental perspective of the International Baccalaureate Organization and its Middle Years Program is to remember the phrase "and more." Students are expected to be well-versed in traditional subject areas of the curriculum, "and more." They are encouraged to see the

relationships among them. Students are expected to develop a genuine understanding of their own history and culture, "and more." They are encouraged to appreciate the traditions of other people and other places. Students are expected to have a firm command of language as a means of communication, "and more." They are encouraged to develop admiration for the elegance and richness of human expression. Above all, the hope is that students will acquire a genuine love of learning and disciplined habits of mind and body that will guide them into young adulthood and continue to be a source of strength and enjoyment for them throughout the whole of their lives.

MYP CURRICULUM MODEL



ASSESSMENT USING THE MYP AIMS AND OBJECTIVES

At Westland we recognize that students learn in different ways, and in keeping with a holistic view of education, we think it is important to provide a variety of different ways for students to demonstrate what they have learned. This is the guiding principle of MYP assessment. The program provides teachers with a structure for assessment based on fixed objectives for the final year (our grade 10), but the teachers adapt the criteria to meet the needs of their students in earlier years. The teachers create and use criterion-referenced rubrics for both formative and summative assessments that highlight what students know. Teachers convert the rubric scores into percentage grades that align with the MCPS grading and reporting policy.

**Westland Middle School
Course Selection Guide**

	6th Grade	7th Grade	8th Grade
English	English or Advanced English or ESOL 1, 2, 3	English or Advanced English or ESOL 1, 2, 3	English or Advanced English or ESOL 1, 2, 3
Math	Math 6 or Math 7 or Investigations into Math	Math 7 or Investigations into Math or Algebra	Algebra Prep or Algebra or Honors Geometry
Science	Investigations in Science	Investigations in Science	Earth Science Systems A/B
Social Studies	Advanced World Studies or ESOL Social Studies or Immersion Social Studies*	Advanced World Studies or ESOL Social Studies or Immersion Social Studies*	Advanced U.S. History or ESOL Social Studies
PE/Health	P.E./Health	P.E./Health	P.E./Health
Arts Rotation	Arts Rotation or Chorus or Band or Orchestra	Arts Rotation or Chorus or Band or Orchestra	A choice of 2 of the following: TV Studio, Theatre, Computer Applications, Art, & Earth and Space Technology or Chorus or Band or Orchestra
Reading/World Language	Reading 6** or GT Reading 6 or ESOL 1, 2, 3 or French, Spanish or Chinese 1A/B or Spanish Immersion 6***	French or Spanish 1A (Full Year) or French, Spanish or Chinese 1A/B or French or Spanish 2A/B or Spanish Immersion 7	French, Spanish, or Chinese 1AB or French or Spanish 1B (Full Year) or French or Spanish 2A/B or Honors French or Spanish 3A/B or Spanish Immersion 8*

*See page 11.

Please Note
Asterisk * Explanations by Grade

6th Grade

* Immersion students take World Studies in Spanish.

** Students reading above grade level may be considered to start foreign language instead of taking reading.

***Immersion students take Immersion Spanish in place of an elective. Students reading above grade level may be considered for an elective instead of reading.

7th Grade

* Immersion students take World Studies class in Spanish along with Immersion Spanish.

8th Grade

* Immersion students take Immersion Spanish (History is taken in English).

Support Classes

1. Students who are recommended to take support classes will take these classes in lieu of elective classes after consultation with teachers, parents, and students.
2. Students who are in need of significant additional support may be recommended for an Alternative Level 1 class in lieu of an elective class. Reading support classes and math support classes may also be recommended.

WESTLAND COURSE DESCRIPTIONS

ENGLISH

OVERVIEW

The secondary school English Language Arts program focuses on reading, writing, speaking, listening and viewing through the study of language and literature. Courses are organized into four thematic units, approximately one marking period in duration. Each unit addresses an overarching theme designed to serve as a lens through which students explore the human experience across time and distance in their own writing and published exposition, narration, poetry and drama. Enduring understandings and essential questions for each unit provide a larger purpose for learning targeted content. Each unit identifies specific learning goals (assessed indicators) to focus instruction, and provides assignments (common tasks) to help students show their understanding of the objectives.

ENGLISH GRADE 6

ENGLISH - Sixth grade English focuses on the writing process as students compose personal narratives, persuasive pieces, and essays, as well as creative writing and poetry. Instruction in grammar, mechanics, and usage reinforces the writing program. The content is thematically organized to assist students in recognizing relationships between texts and in making interdisciplinary connections. Each thematic unit will have anchor texts, essential questions that clarify the focus of the unit, and common tasks that all students must complete. The over-arching theme for English 6 is “Kaleidoscope” with four thematic units relating to this theme: Foundations, Friendship, Adventures, and Triumphs.

ADVANCED ENGLISH – Advanced English 6 is a new course offering for the 2011-2012 school year. It is designed to engage students in academically challenging work, which goes beyond grade level requirements. Special emphasis is placed on analysis of narrative literature, continued development of higher level thinking skills, experience with all forms of composition, and vocabulary building activities. Classroom instruction focuses on novels, poetry, and essays that challenge the more mature reader. The following guidelines will be considered when selecting this course: academic performance, motivation, work habits, teacher recommendation, and/or parent or student request.

READING - 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 studies 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.

GT READING - The GT 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 GT 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 Program techniques are applied in vocabulary development.

ENGLISH GRADE 7

ENGLISH - Students will be introduced to a variety of forms of discourse. Literature includes novels, short stories, legends, fables, biographies and autobiographies. A wide range of reading for personal enjoyment is encouraged, and outside reading is required for all students. The writing program is designed to provide students with instruction in expressing themselves through different types of writing with a focus on the composing process. Grammar, mechanics, and usage are taught to reinforce the writing program. The content is thematically organized to assist students in recognizing relationships between texts and in making interdisciplinary connections. Each thematic unit will have anchor texts, essential questions that clarify the focus of the unit, and common tasks that all students must complete. The over-arching theme for English 7 is “Challenges”. Each of the four units covered this year involves the study of language and literature in the context of the challenges people face and the traits and actions linked to success or failure. The four themes are Identity, Heroes, Making Decisions, and Creativity.

ADVANCED ENGLISH - Advanced English 7 is designed to engage students in academically challenging work, which goes beyond grade level requirements. Special emphasis is placed on in-depth analysis of narrative literature, continued development of higher level thinking skills, experience with all forms of composition, and vocabulary building activities. Classroom instruction focuses on novels, biographies, poetry, and essays. The following guidelines will be considered when selecting this course: academic performance, motivation, work habits, teacher recommendation, and/or parent or student request.

ENGLISH GRADE 8

ENGLISH - Special emphasis is placed on in-depth analysis of narrative literature and continued development of higher level thinking skills. Students are exposed to a variety of composition forms and vocabulary building activities. Classroom instruction focuses on novels, biographies, poetry and essays that challenge the more mature reader. The writing program is designed to provide students with instruction in expressing themselves through different styles, with a focus on the process of writing. Grammar, mechanics and usage are taught as part of the writing process. The content is thematically organized to assist students in recognizing relationships between tests and in making interdisciplinary connections. Each thematic unit has anchor texts, essential questions that clarify the focus of the unit, and common tasks that all students must complete. English 8 consists of four thematic units all related to the over-arching theme of Exploration. The themes are Journeys, Responsibility, Community, and Discoveries. English 8 was developed to help students think about and plan their futures by considering the experiences of others as encountered in literature and by self-reflections and goal-setting. Reading, writing, and research will help to prepare students for the demands of advanced high school courses and assessments.

ADVANCED ENGLISH - 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. Students will take a mid-term exam and a final exam, and those who earn an A or B in this course will earn high school credit. Students can elect to take this course without receiving credit by checking the non-credit option on the course request sheet.

ESOL & READ 180 ALL GRADES

ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL) -Levels I, II, and III - This is a course for those students whose native language is not English, and whose proficiency in English is limited. The goal of the program is to enable students to communicate in both oral and written English so that they can function effectively in a regular classroom.

READ 180 – This is an intensive reading intervention program designed to meet the needs of students whose reading achievement has been identified as an area of need. The program directly addresses these individual needs through adaptive and instructional software, high interest literature, and direct instruction in reading and writing skills. Enrollment in this class will be a decision based on a combination of test scores, parent, teacher, and counselor recommendations.

MATHEMATICS

OVERVIEW

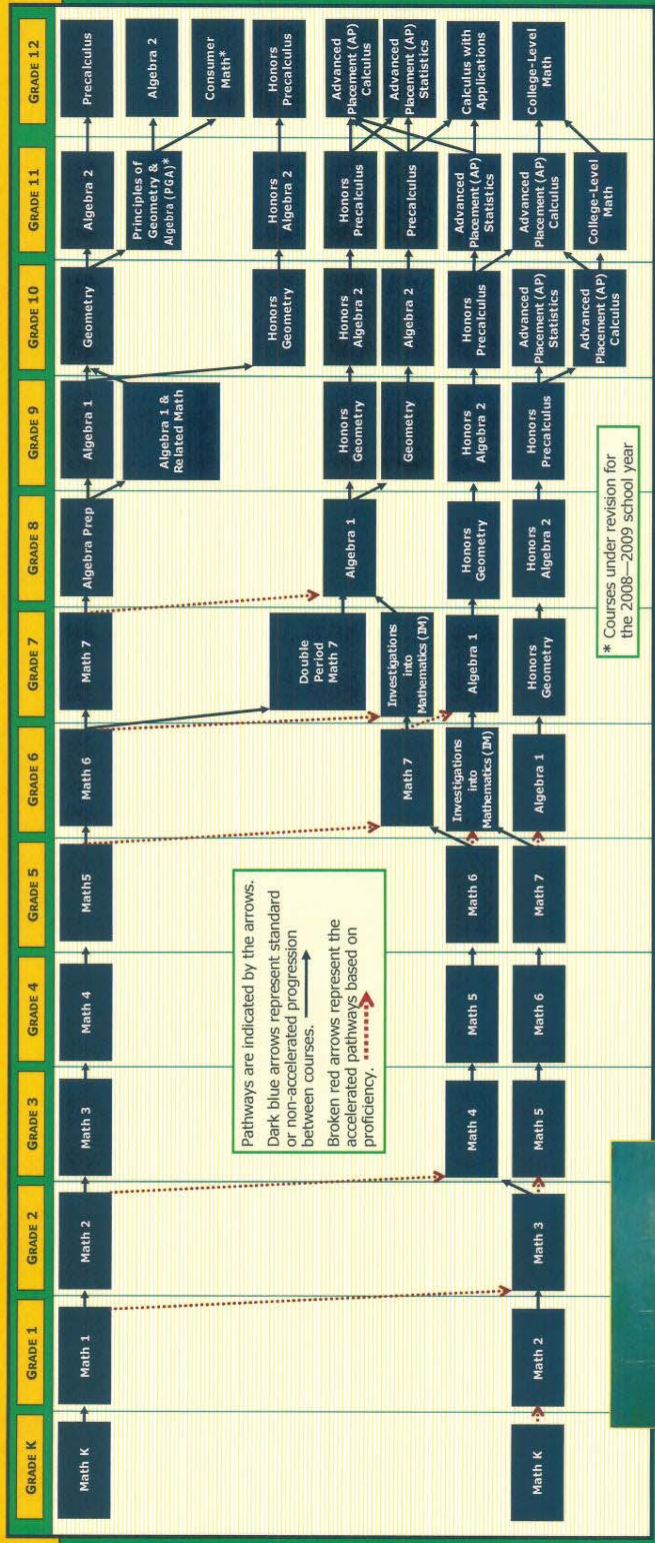
The middle school mathematics program is organized by course objectives rather than by grade level with the goal of preparing students for Algebra 1 by grade 8. In Math 6 the emphasis is placed upon mastery and retention of basic facts and operations in whole numbers, and decimal and common fractions. In Math 7, IM, and Algebra Prep the emphasis shifts to the application of real number concepts and preparation for Algebra and Geometry. Each level is more intense and increasingly more difficult. For students who are having difficulty mastering math concepts and skills, some courses are offered in supported classes that differentiate instruction to help the student meet course objectives with success.

All math courses are organized into comprehensive units. These units are accompanied by assessments that evaluate student progress and readiness for the next level mathematics course. Students continue to be prepared for the Maryland State Assessment Test which is taken in grades six, seven and eight.

Placement in mathematics courses is based upon student mastery of learning indicators and academic performance. The following variables are considered: student study, time management and organizational skills, scores on middle school mathematics course unit assessments, demonstration of ability and skills on specific assessments, and teacher observations.

MIDDLE SCHOOL MATH SEQUENCE

Paths to Success in Mathematics



This chart shows some of the many options that students have in the progression of mathematics courses from Kindergarten through Grade 12. Courses are presented in columns by grade level, starting with Kindergarten on the far left side of the chart and moving to Grade 12 on the far right. Acceleration occurs in Kindergarten through Grade 8. Acceleration does not mean that the student "skips" a course. For example, when the broken red arrow shows a path that takes a student from Math 2 in Grade 2 to Math 4 in Grade 3, this means that the student has mastered the content of both Math 2 and Math 3 in Grade 2 before moving into Math 4 in the next grade. It is important for a student to demonstrate proficiency in the content of a course before he/she is moved to the next level. Students have the option to move from an on-level course to honors or Advanced Placement courses at any time throughout high school.



MATHEMATICS GRADE 6

MATH 6 (Previously Math A) is intended for all students who have completed the Kindergarten to Grade 5 mathematics learning indicators. Units of study include:

- Unit 1: Graphing Data/Analyzing Statistics
- Unit 2: Fractions, Decimals, Percents
- Unit 3: Geometry and Measurement
- Unit 4: Algebraic Reasoning, and Functions
- Unit 5: Probability

All concepts and skills are presented in the context of real-life problem solving that requires reasoning, communication, and making connections. Students investigate concepts to extend their mathematical proficiency. The revised curriculum is designed to prepare as many students as possible for Algebra 1 by Grade 8. The indicators are organized into instructional units accompanied by unit assessments that benchmark student progress as well as readiness for the next level mathematics course.

MATH 7 (previously Math B) is the grade 6 GT class. It is intended for students who have successfully completed the Kindergarten to Grade 5 mathematics curriculum and Math 6 indicators. The units of study include:

- Unit 1: Data Analysis
- Unit 2: Algebraic Relationships
- Unit 3: Geometric Relationships
- Unit 4: Proportional Reasoning
- Unit 5: Functional Relationships
- Unit 6: Measurement

All concepts and skills are presented in the context of real-life problem solving that requires reasoning, communication, and making connections. Students investigate concepts to extend their mathematical proficiency. The revised curriculum is designed to prepare as many students as possible for Algebra 1 by Grade 8. The indicators are organized into instructional units accompanied by unit assessments that benchmark student progress as well as readiness for the next level mathematics course.

INVESTIGATIONS INTO MATHEMATICS is a rigorous course for those 6th and 7th grade students who have exhibited mastery of the K-5, Middle School Math 6 and Math 7 learning outcomes. It has been recently streamlined to combine several topics essential to success in algebra into one unit. The topics presented in this course emphasize problem solving, the application of previously mastered math skills and the use of higher order intellectual skills.

The units include patterns and sets, relations and finite operational systems, real number systems, data analysis, investigations of three dimensional geometry, and algebra foundations.

Sixth grade students in IM may be in a cross-graded class with 7th graders.

MATHEMATICS GRADE 7

MATH 7 is intended for students who have successfully completed the Kindergarten to Grade 5 mathematics curriculum and Math 6 indicators. The units of study include:

- Unit 1: Data Analysis
- Unit 2: Algebraic Relationships

- Unit 3: Geometric Relationships
- Unit 4: Proportional Reasoning
- Unit 5: Functional Relationships
- Unit 6: Measurement

All concepts and skills are presented in the context of real-life problem solving that requires reasoning, communication, and making connections. Students investigate concepts to extend their mathematical proficiency. The revised curriculum is designed to prepare as many students as possible for Algebra 1 by Grade 8. The indicators are organized into instructional units accompanied by unit assessments that benchmark student progress as well as readiness for the next level mathematics course.

INVESTIGATIONS INTO MATHEMATICS (IM) is a rigorous course for those 6th and 7th grade students who have exhibited mastery of the K-5, Math 6 and Math 7 learning outcomes. It has been recently streamlined to combine several topics essential to success in algebra into one unit. The topics presented in this course emphasize problem solving, the application of previously mastered math skills and the use of higher order intellectual skills. The units include patterns and sets, relations and finite operational systems, real number systems, data analysis, investigations of three dimensional geometry, and algebra foundations.

ALGEBRA 1A/B is a rigorous course that provides the foundation for all future math courses. It is a high school course that focuses on the state outcomes that will be measured on the high school assessments required for graduation. The units include functions and graphs, one variable equations and inequalities, linear functions, systems of linear equations and inequalities, statistical organization and analysis, quadratic functions, exponential functions, polynomial functions and expressions. At the end of each semester, students will take the county high school level algebra final exam. Students must pass the June administration of the county final in order to be granted high school credit for algebra. Students who are successful in this class will be granted 1 high school math credit and will be recommended for Honors Geometry in the 8th Grade. The Algebra 1 grade will appear on the student's high school transcript. These students are required to take the HSA. **Algebra is not a weighted grade whether it is taken in middle school or high school.** Students who take Algebra 1 in 7th grade may be in a cross-graded class with 8th graders.

MATHEMATICS GRADE 8

ALGEBRA PREP (previously Math C) is intended for students who need additional preparation in order to be successful in Algebra 1. This placement is based on indicators such as scores on Math 7 unit assessments and performance on the Maryland School Assessment. The principal goal of this course is to provide all students with the prerequisite knowledge and skills necessary for success in Algebra 1 in Grade 9. The units of study include:

- Unit 1: Real Numbers
- Unit 2: Statistics and Probability
- Unit 3: Algebra
- Unit 4: Geometry and Measurement

Algebraic concepts introduced in the previous courses are reinforced and applied in new situations. Additional Algebra 1 indicators, especially those that are assessed on the Algebra High School Assessment, will be foreshadowed. All concepts and skills are presented in the context of real life problem solving that requires reasoning, communication, and making connections. Students investigate concepts to extend their mathematical proficiency. The indicators are organized into instructional units accompanied by unit assessments that benchmark student progress as well as readiness for the next level mathematics course.

ALGEBRA 1 is a rigorous course that provides the foundation for all future math courses. It is a **high school course** that focuses on the state outcomes that will be measured on the high school assessments required for graduation. The units include functions and graphs, one variable equations and inequalities, linear functions, systems of linear equations and inequalities, statistical organization and analysis, quadratic functions, exponential functions, polynomial functions and expressions. At the end of each semester, students will take the county high school level algebra final exam. Students must pass the June administration of the county final in order to be granted high school credit for algebra. Students who are successful in this class will be granted 1 high school math credit and will be recommended for Honors Geometry in the 9th Grade. The Algebra 1 grade will appear on the student's high school transcript. These students are required to take the HSA. **Algebra is not a weighted grade whether it is taken in middle school or high school.**

HONORS GEOMETRY is offered to those students who successfully completed Algebra 1 in the 7th Grade. It is studied through the deductive development of plane and spatial relationships. Topics include geometry in art and nature, geometry as a mathematical system, congruent segments and angles, circle chords, secants and tangents, perpendicular and parallel lines, angle measures, direct and indirect triangle congruence proofs, solids of revolution, logic, similar triangles, the Pythagorean Theorem, geometric constructions, and surface area and volume of solids. At the end of each semester, students will take the county high school level Geometry final exam. Students must pass the June administration of the county final in order to be granted high school credit for Geometry. The Geometry grade will appear on the student's high school transcript. Students who successfully complete this course will be awarded one high school math credit and will be recommended for Algebra 2 or Algebra 2 with Analysis.

SCIENCE

OVERVIEW

The Montgomery County middle school science curriculum includes units from a variety of scientific fields at each grade level. However, science skills and processes spiral through all three grade levels and connections between the various fields of science are explored. Science courses at Westland will continue to focus on hands-on investigations that encourage cooperative learning, critical thinking and scientific problem solving.

The science classes at each grade level are taught as cluster grouped classes. The students in GT Science will receive differentiated instruction and will be cluster grouped. Students will draw on higher order thinking processes, which include analysis, synthesis, and evaluation. The study of the topics will require students to take advantage of their ability to attain factual information about a topic more rapidly and to retain and apply this knowledge to new situations that require interdisciplinary knowledge. Differentiation may also incorporate the use of higher level reading texts, alternative assessments, journals, concept mapping, research projects, and open-ended activities. The following guidelines will be considered when selecting this course: academic performance, motivation, work habits, teacher recommendation, and parent/student request. (See Cluster Classes, page 6)

SCIENCE GRADE 6

INVESTIGATIONS IN SCIENCE 6 - 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 IS 6 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.

SCIENCE GRADE 7

INVESTIGATIONS IN SCIENCE 7 - 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 IS 7 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.

SCIENCE GRADE 8

EARTH SCIENCE SYSTEMS A/B GRADE 8 – This is a new course offering for grade 8 students beginning in the 2011-2012 school year. It 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 who successfully complete both semesters and pass the semester B final exam will earn one science credit toward graduation. Students can elect to take this course without receiving credit by checking the non-credit option on the course request sheet.

WORLD STUDIES

OVERVIEW

The revised middle school world studies curriculum is designed to provide students with a firm foundation in the structures and concepts of the systems of geography, economics, politics, and culture that exist in today's world as well as the historical basis of those systems. Included in this foundation are the requisite skills necessary for students to independently acquire, interpret, evaluate, and communicate information. This foundation will prepare students for more advanced study of U.S. and world history and government at the high school level.

All students are cluster grouped in world studies and will receive differentiated instruction. Students engaged in the GT world studies curriculum will be challenged to draw on higher order thinking processes, including analysis, synthesis, and evaluation. Differentiated instruction for these students will incorporate the use of higher level reading texts, alternative assessments, advanced writing assignments and research, and other open-ended activities. Expectations on writing assignments such as essays and research projects will be more demanding. (See Cluster Classes, page 6)

There are two major strands that run through each unit. The first strand is specific present-day content in geography, economics, government, or culture. The second strand is always history. The history strand progresses chronologically by unit with ancient history to approximately 1000 CE in grade six. However, history is sometimes studied from the "present content" perspective such as World War II in seventh grade.

WORLD STUDIES GRADE 6

ADVANCED WORLD STUDIES 6 – Advanced World Studies 6 is a new course offering for the 2011-2012 school year. 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.

Sixth Grade	Current Situations	Historical Content
Unit 1	<ul style="list-style-type: none"> World Geography Patterns of settlement and trade 	<ul style="list-style-type: none"> Ancient patterns of settlement Mesopotamia, Egypt, Indus River Valley, Northern China and Nubia/Kush
Patterns of Settlement in the Ancient and Modern Worlds		
Unit 2	<ul style="list-style-type: none"> Citizenship Today Process of Government 	<ul style="list-style-type: none"> Ancient concepts of citizenship and government Ancient Greece and Rome
Citizenship and Governance in Classical and Modern Times		
Unit 3	<ul style="list-style-type: none"> Fundamentals of economics The economics-political system connection 	<ul style="list-style-type: none"> Ancient China through the Han Dynasty
The Impact of Economics: Change and continuity in China		
Unit 4	<ul style="list-style-type: none"> Defining culture Culture's impact on political and economic systems. 	<ul style="list-style-type: none"> Case studies of world cultures around the first millennium: Ghana, Maya, Carolingian, Heian Japan, Kievan Russia, Abbasid Empire
Cultural Systems Past and Present		

WORLD STUDIES GRADE 7

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.

Seventh Grade	Current Situations	Historical Content
Unit 1	<ul style="list-style-type: none"> Political systems Connection of geography and economics in control of political systems 	<ul style="list-style-type: none"> Feudalism as political/economic system Rise of dictators
Patterns of Conflict and Power in feudal and Modern Times		
Unit 2	<ul style="list-style-type: none"> Economics and trade impact on cultural The role of trade in modern Africa 	<ul style="list-style-type: none"> Ancient African Kingdoms Spread of Islam
Role of Trade in Africa Past and Present		
Unit 3	<ul style="list-style-type: none"> Geography and modification of the environment in Latin America today 	<ul style="list-style-type: none"> Ancient Americas: Aztecs and Incas
The Impact of Geography: Past and Present Meso-America		

Unit 4	<ul style="list-style-type: none"> • Cultures connected through trade • Globalism and cultures today 	<ul style="list-style-type: none"> • Europe’s Awakening • Exploration • Impact of exploration and settlement around the world
The Interconnected World		

UNITED STATES HISTORY GRADE 8

ADVANCED U.S. HISTORY 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.

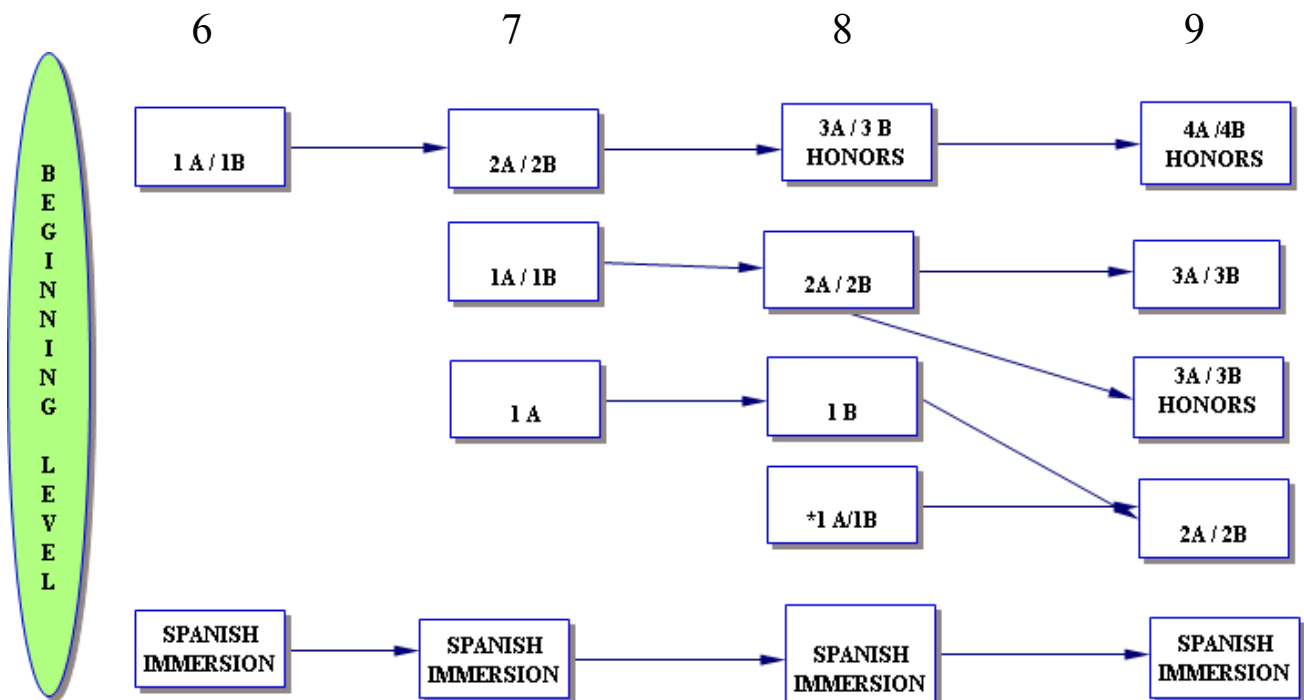
Eighth Grade	Current Situations	Historical Content
Unit 1	<ul style="list-style-type: none"> • Democracy in the US today • Structure and functions of political systems 	<ul style="list-style-type: none"> • Colonies • American Revolution • New Governments
Democracy: Political System of the People		
Unit 2	<ul style="list-style-type: none"> • Economic systems today • Role of economic systems in geographic growth of settlements 	<ul style="list-style-type: none"> • New nation in a war torn world • Impact on Native Americans
Economics Meets Geography: The Early Nation		
Unit 3	<ul style="list-style-type: none"> • Political systems • Resolving conflicts today 	<ul style="list-style-type: none"> • Sectionalism • Rising tensions to Civil War • Conflict and its aftermath
Civil Wars: Past and Present		
Unit 4	<ul style="list-style-type: none"> • Culture and political systems in reconstruction around the world today 	<ul style="list-style-type: none"> • Reconstruction
Reconstruction Past and Present		

WORLD LANGUAGE

OVERVIEW

The goal of the Westland World Language program is to expose students to a language and culture in order to make them knowledgeable and active members of a global society. Through world language study, students develop communication skills and sensitivity to the cultural and linguistic heritage of other groups and their influence on our own. Learning a world language can be an exciting, enjoyable experience, but it also requires practice, time and attention. We believe that **all** students can be successful with required effort. Traditionally 6th grade students in MCPS are enrolled in a reading class as part of their program of study. Advanced 6th grade readers may qualify to take French 1A/B, Mandarin 1A/B or Spanish 1A/B. Westland MS also offers a Spanish Immersion Program. These courses are for 6th, 7th, and 8th grade students coming from the Spanish Immersion Program at Rock Creek Forest Elementary School.

COURSE PROGRESSION



NOTES-World Languages are semesterized. "A" designates first semester; "B" is second semester. Spanish Immersion in 9th grade joins the Honors Spanish 4A/B course.

* Eighth graders will be considered for this course under special circumstances

WORLD LANGUAGE COURSES

LEVEL 1A MODERN WORLD LANGUAGES – Students begin to learn to communicate orally and in written form, and to derive meaning from the written and spoken language that they are studying. The emphasis is on vocabulary development, although simple grammatical structures are taught as a means to understand and produce meaningful conversation. Throughout the course, students apply language skills to real-life communication. Students are introduced to the culture of the people whose language they are learning in relation to the contexts or situations in which they might find themselves within and beyond the school setting.

LEVEL 1B MODERN WORLD LANGUAGES – Building on what was learned in Level 1A, students continue to develop the skills to communicate orally and in written form and to derive meaning from the written and spoken language that they are studying. The emphasis on vocabulary development is continued. Students also acquire additional simple grammatical structures as needed for meaningful communication.

In Level 1B, students continue to learn and produce simple language related to areas of daily interest (e.g. family, home, community) and the culture of the people whose language they are learning. They continue to make comparisons between their own language and culture and that of the world language they are learning. They further their knowledge of other school subjects as they relate to the contexts in which they are learning to communicate.

LEVEL 2A MODERN WORLD LANGUAGES – Students expand their vocabulary while continuing to learn increasingly complex expressions and structures needed for written and oral communication. In this course, students are enabled to communicate about the same topics from Level 1 at a higher level of proficiency, both with regards to the sophistication of the vocabulary and the grammar (e.g. expressing themselves about past experiences in school).

Students learn in greater depth about the culture of the people whose language they are learning, in relation to each of the contexts or situations, in which they might find themselves expected to communicate. They continue to make comparisons between their language and culture and that of the world language they are learning. They further their knowledge of other school subjects as they relate to the contexts in which they are learning to communicate. They are encouraged to use the language both within and beyond the school setting, and to keep informed of current events in countries where the target language is spoken.

LEVEL 2B MODERN WORLD LANGUAGES – Building on the material learned in Level 2A, students continue to grow in their ability to communicate in oral and written forms. As in Level 2A, vocabulary development is emphasized. Students also learn increasingly complex expressions and grammatical structures. In this course, students are enabled to communicate about the same topics of daily concern as in Level 1, at a higher level of proficiency, both with regards to the sophistication of the vocabulary and the grammar (e.g. expressing daily routines in the present and the past).

Students continue their development of oral and written communication skills at Level 2. Increased emphasis is now placed on reading and writing in the world language. Beginning with Level 2 and continuing through Level 6, students work with an increasing number of authentic listening and writing materials as selected by the teacher. These may include broadcasts, videos, films, CD's, songs, newspaper and magazine articles, or different forms of literature (poetry, short stories, etc.).

LEVEL 3A MODERN WORLD LANGUAGES – In Level 3A, students learn to exchange information and share and justify opinions about outdoor activities, the environment, the meaning of friendship, and celebrations and traditions, both in their cultural setting and that of the culture they are studying. While vocabulary development continues to increase, so does the accuracy with which they can express themselves, both orally and in writing.

Students learn in greater depth about the culture of the people whose language they are learning in relation to each of the contexts or situations in which they might find themselves expected to communicate. They continue to make comparisons between their language and culture and that of the world language they are learning. They further their knowledge of other school subjects as they relate to the contexts in which they are learning to communicate. They are encouraged to keep informed of current events in countries where the target language is spoken.

LEVEL 3B WORLD LANGUAGES – Students in this course continue to build on skills developed in Levels 1, 2, and 3A. Students learn to communicate about the complexity of travel experiences, including managing a foreign hotel experience, different levels of fitness and health issues, and technology and the media. As in Level 3A, in this course both vocabulary development and increased grammatical accuracy are stressed.

WORLD LANGUAGE GRADE 6

SPANISH IMMERSION GRADE 6 (Full Year) – This course is for 6th graders coming from the Spanish Immersion Program at Rock Creek Forest Elementary School. The continuation of the Spanish Immersion Program will consist of two periods each day, both taught in the Spanish language. One period will follow the scope and sequence developed by Montgomery County for Immersion 6 and will focus on continuing to develop the language skills begun at Rock Creek Forest. In the additional period, students will master the county world studies curriculum in the Spanish language. This course is content-based and allows for many opportunities to do interdisciplinary work with the English, language arts, and science curricula. Students in the Spanish Immersion Program will not take an elective in the 6th grade, unless they are reading at an advanced level.

FRENCH 1A/B, SPANISH 1A/B, AND CHINESE 1A/B – Students in French 1A/B, Spanish 1A/B, and Chinese 1A/B will complete all of the Level 1 course (semesters A and B) in one year. These courses follow the high school level curriculum and will replace the 6th grade reading class. Therefore, 6th graders who opt to take a world language must be reading at an advanced level. Selection will depend on MSA and MAP-R scores, grades in Reading 5 and Language Arts 5, parent nomination and teacher recommendations. Please review the 6th grade Reading course offering before requesting this course.

WORLD LANGUAGE GRADE 7

SPANISH IMMERSION GRADE 7 (Full Year) – This course is for 7th grade students continuing the Spanish Immersion Program begun at Rock Creek Forest and follows Immersion 6. This continuation of the Spanish Immersion Program will consist of two periods each day, both taught in the Spanish language. One period will follow the scope and sequence developed by Montgomery County for Immersion 7 and will focus on continuing to develop Spanish language skills. In the additional period, students will master the county world studies curriculum in the Spanish language. This course is content-based and allows for many opportunities to do interdisciplinary work with the English, language arts, and science curricula.

FRENCH 1A/B, SPANISH 1A/B, AND CHINESE 1A/B – Students in French 1A/B, Spanish 1A/B, and Chinese 1A/B will complete all of the Level 1 course (semesters A and B) in one year. These courses follow the high school level curriculum

FRENCH 1A, SPANISH 1A – (FULL YEAR) – This course allows middle school students to take a high school level world language course with more time to study and absorb the material. The students will complete the first semester, part A, of Level 1 over a full year. Students will take the high school final for semester one at the end of the year.

FRENCH 2A/B and SPANISH 2A/B – These courses are for students who have successfully completed Level 1A/B of the language in 6th grade. Any student who receives a final grade of D in Level 1A/B is advised to repeat Level 1A/B in 7th grade, to improve the language skills necessary to advance in the language.

WORLD LANGUAGE GRADE 8

SPANISH IMMERSION GRADE 8 (Full Year) – This course is for 8th grade students continuing the Spanish Immersion Program begun at Rock Creek Forest and follows Immersion 6 and Immersion 7. In the 8th grade, the continuation of the Immersion Program will consist of one period each day, taught in the Spanish language. This period will focus on developing the language skills begun at Rock Creek Forest and continued in 6th and 7th grades, and will follow the Scope and Sequence as developed by Montgomery County for Immersion 8. This course will be given the Honors designation. In this Honors course, students work with an increasing number of authentic listening and reading materials, as selected by the teacher. These may include broadcasts, videos, films, CD's, songs, newspaper and magazine articles, or different forms of literature (poetry, short stories, biographies, plays, novels, etc.) Selection will depend on the completion of Immersion 6 and Immersion 7.

FRENCH 1A/B, SPANISH 1A/B, AND CHINESE 1A/B – Students in French 1A/B, Spanish 1A/B, and Chinese 1A/B, will complete the entire Level 1 course in one year. **Eighth graders will be considered for these courses only under special circumstances.**

FRENCH 1B, SPANISH 1B – (FULL YEAR) – This course builds on what was learned in Level 1A in the 7th grade. The students will complete this second semester of Level 1 **over the full year**. Students will take the high school final for semester two at the end of the year.

FRENCH 2A/B, SPANISH 2A/B – These courses are for students who have completed Level 1 of the language. Any student who receives a final grade of D in Level 1 is advised to repeat Level 1B in the full year course, to improve the language skills necessary to advance in the language.

FRENCH 3A/B, SPANISH 3A/B HONORS – Honors French 3A/B and Spanish 3A/B, are for students who have successfully completed Level 2 of the language.

CREDIT FOR HIGH SCHOOL COURSES

All world language courses are designated high school level courses. Students are required to take the county high school level exam at the end of each semester or at the end of the year for the full-year courses. Students **must** pass the June administration of the county final exam in order to be granted high school credit for world language. World language grades earned at Westland Middle School will appear on the high school transcripts. Courses designated as Honors (Level 3 or Immersion 3) will receive Honors designation for high school grade point averages. Levels 1 and 2 **do not** receive weighted grades whether they are taken during middle school or taken during high school.

PHYSICAL EDUCATION/HEALTH COURSES

PHYSICAL EDUCATION GRADES 6, 7, and 8 – The daily physical education program offers a comprehensive and well-balanced series of instructional activities. Included are activities such as conditioning, physical fitness, and individual and team sports. Students are assigned a locker for their clothes. Each student is required to change into approved P.E. attire, i.e., shorts, T-shirt, sweat/warm-ups, and proper shoes. The P.E. Department sells athletic clothing at the beginning of each school year.

COMPREHENSIVE HEALTH EDUCATION COURSE – Health Education is a rigorous nine-week course that rotates through the Physical Education classes. Students will be taking Health in grades six, seven and eight. Topics to be covered include Mental Health, Personal and Consumer Health, Nutrition and Fitness, Safety and Injury Prevention, Tobacco, Alcohol and other Drugs, Family Life and Human Sexuality, and Disease Prevention and Control. At each grade level there are two or three focus units:

GRADE 6 - Mental Health, Safety and Injury Prevention, and Tobacco (Project TNT, Towards No Tobacco use)

GRADE 7 - Nutrition and Fitness and Tobacco, Alcohol and other Drugs (Project ALERT)

GRADE 8 - Family Life and Human Sexuality and Disease Prevention and Control

ELECTIVE COURSES

ARTS ROTATION GRADE 6

Sixth grade students begin their introduction to the Arts through the arts rotation courses. The rotation will be three trimester courses. This rotation includes Introduction to Art, Imagineering Technology, and Orientation to Languages.

INTRODUCTION TO ART -In this course, students will explore Art as it relates to various cultures. Students will be introduced to a variety of different media. The following units will be covered: Drawing (shading, line, visual learning, and space), Design (value, line, and proportion), and Sculpture (paper mache). Plaster, clay, and paper will be incorporated in this unit.

IMAGINEERING TECHNOLOGY - Exploring the Inventive Process - The focus of this introductory course is on the exploration of the inventive process. Students will engage in a number of group and otherwise interactive, hands-on projects that solicit their creativity and abilities to work with others. The initial project is an activity in which students develop and give a group presentation on the effects of technology on our daily lives. A popular and rigorous project deals with designing and building a model single family house. Students learn drafting skills, using a drafting board to draft 3 views of a number of blocks of wood. Then they move on to design a house with rooms. They build the model home from their plans by hand or by using Envisioneering software, the same software used by architects in the business world

ORIENTATION TO LANGUAGES – In Orientation to Languages students explore, and experience first hand, the diversity and interdependence of languages. This is achieved through a study of the history and diversity of world languages. The course work includes in-depth work in Latin structures and vocabulary, as well as the influence of Latin on many modern languages. In addition to spoken language study, students study several forms of non-verbal communication such as gestures, Braille

and American Sign Language. Various written alphabets are examined. Throughout the course, discussion focuses on the interdependence of languages and cultures. A third of the class time is spent working with modern languages; giving the students an opportunity to experience the types of activities which they will encounter in a full-year modern language classroom.

ARTS ROTATION GRADE 7

Seventh grade students who elect to take the Arts Rotation will take four quarter long courses. The 7th grade Arts Rotation includes Media Production, Art, Introduction to Computers and Living with Technology.

MEDIA PRODUCTION – Lights, Camera and Action! Media Production is nine weeks class on the making of movies from the idea to the finish film. Students will watch movies clips, learn camera shots/angles, how to work DVD Cameras, how to create ideas for fun movies, storyboard and script writing, film editing, computer animated graphics and special effects.

ART – Throughout this course, students look at the work of artists from many cultures. This information is incorporated into their studio activities, many of which are interdisciplinary in nature. The following units will be covered: Drawing (shading and contour), Design (line, space, color, pattern and balance), and Sculpture (relief and sculpture in the round).

INTRODUCTION TO COMPUTERS – This course is designed to expose students to fundamental keyboarding skills and general computer usage. It includes units on computer anatomy, Internet safety and usage, as well as basic computer applications. Students will explore a variety of software applications including Microsoft Word, Power Point, Publisher, and Excel. They will also use Imageblender, image editing software.

LIVING WITH TECHNOLOGY – This seventh grade course explores ways to improve the quality of life in our environment and how technological systems affect our everyday life. Students will work in small groups to engineer solutions to practical problems. Projects such as designing and building a soundproof room will enable teams of students to test for noise reduction. A sample hands-on project is the “3-D Slow Roller.” With a marble as the object, students use gravity, friction, a simple machine, and material processing to make the marble go as slowly as possible. In conjunction with History, Technology Education will study the Navajos and their contribution to winning the Great War. The use of their non-written language in sending messages on the battle field will be studied. Cryptology will be looked at, and students will make devices to send and decipher coded messages.

ADVANCED ARTS ELECTIVES GRADE 8

For their grade 8 year, students are allowed to choose two electives. Each elective course is one semester (1/2 year) in length.

ART – Students will be introduced to new media and will expand their existing knowledge. Students will learn to appreciate stylistic differences through the study of famous works. Many of the projects will be interdisciplinary in nature. Units covered are: 1) Introduction Aesthetics, portfolios 2) Drawing 3) Printmaking 4) Painting 5) Sculpture 6) Commercial Art

Note: Upon completion of this course, students who receive a grade of **A** in both marking periods may go through a portfolio review process for possible entry into an advanced art course at Bethesda Chevy Chase High School.

COMPUTER APPLICATIONS – Students will examine how computer technology has evolved over time and the impact these changes have had on their daily lives. This course utilizes the Middle Years Programme Technology Design Cycle to guide students through a variety of investigations using computer software. The Design Cycle capitalizes on the step-wise processes of investigation, planning, designing, creating, and evaluating solutions to real world issues. Students will work individually and as teams, using hands-on activities and various technologies, to generate possible solutions to these problems. The software used in this class includes Microsoft Office Suite, Adobe Studio 8 Suite including Dreamweaver, Flash, and Fireworks, and Imageblender. In addition, students will be introduced to computer programming through the use of Alice, computer software designed to introduce programming to students in an interactive drop and drag format.

EARTH AND SPACE TECHNOLOGY – This elective allows students to design, build, and test their products/devices. Students will use knowledge, (math, science, English, etc.), skills (hand-eye coordination, creativity, and safety), and tools, (hand tools and bench top power tools) to solve problems and extend human capabilities. This work will be accomplished while incorporating National Standards for Technology Education, as well as, conforming to the goals of The International Baccalaureate Middle Years Programme (IBMYP). Designing and playing golf with student built catapults, pendulums, and courses is an example of a great hands-on learning activity. Students solve a space travel problem by building a space craft that can withstand a drop from the school roof and protect the raw egg passenger inside. “Gravity, Geometry, Friction and Creativity” solves a problem of having a marble move continuously yet as slowly as possible on a 3-D plane. Potential and Kinetic energy is exhibited in student built E-Machines and Mouse Trap cars. Additionally, students study bioengineering. They research Atomic Force Microscope “AFM” projects and build various models to show how the “AFM” sees infinitesimal objects by feeling, not seeing.

BEGINNING THEATRE – Students will participate in theater and play production. There will be staged performances in school and out of school. In addition to performing, students will learn the content of plays as literature. This course will enhance dramatic skills of imagination, creativity, concentration and social interaction.

TELEVISION STUDIO – Television Studio Grade 8 offers a great deal of hands-on experience. Students will work on fully scripted production exercises (commercials, music videos, children’s shows, documentaries, etc.) designed to build their studio skills in camera operation, video switching, directing, and lots of special effects. In addition, students will watch and discuss classic TV shows as a medium of persuasion, art, and information.

CHORUS

GENERAL CHORUS GRADE 6 (Full year) – The Sixth Grade Chorus is open to all students who enjoy choral singing. For some students, this may be a first experience in a choral group. For others, it may be a continuation of prior singing experiences. Students will learn rehearsal etiquette and technique, as they work in a group setting. Emphasis is placed on developing breath support, tone quality, and pitch discrimination while learning a wide variety of musical styles. Students will learn to follow a conductor and will begin to study the areas of musical form, creation, performance, and great composers. **Participation at concerts is required.**

GENERAL CHORUS GRADES 7 AND 8 (Full Year) – This is the main performing vocal group for the school. Emphasis is placed on developing formal rehearsal decorum, following a conductor, vocal technique, and voice blends. Knowledge of vocal styles, expressive techniques, and appropriate methods of singing will be incorporated throughout the year. Students will sing a wide variety of music

styles and composers and will learn the social, cultural and intellectual influences reflected in the music they will perform. The study of music theory will include rhythmic and melodic sight-reading, scales and key signatures, and harmonic chord progressions. The critical listening skills which are developed as a result of preparation for their performances are used to help the student formulate criteria for effectively assessing his/her own performances and those of the choir as a group. Students will begin to assume leadership roles within the large performing ensemble. Auditioning for county and state honors groups will be encouraged. **Participation at concerts is required, and field trips and adjudications are an integral part of the program.**

INSTRUMENTAL MUSIC COURSES

BAND GRADE 6 (Full year) – *(This course offering is dependent upon enrollment.)* It is recommended that students have previous experience on a band instrument either in school or in private study and a recommendation from the instrumental music teacher. Students in Band Grade 6 will refine the skills learned in their earlier music classes. Students will learn rehearsal etiquette and technique and work in a large group setting. The technique and abilities to perform music on a regular middle school level will be stressed. Emphasis is placed on following a conductor and developing pitch and rhythmic security in preparation for performing an independent part in the band. Students will also study the music of the great composers as well as contemporary music. They will begin to study the areas of musical form, creation, and performance. Students in this band will also be encouraged to perform in a solo or small group setting. **Home practice of approximately two hours per week is expected. This group will perform in the winter and spring concerts.**

INTERMEDIATE BAND GRADES 7 AND 8 (Full Year) – Prerequisite: Previous experience on a band instrument either in school or private study. Students in Intermediate Band will refine the skills learned in their earlier music classes. Students will learn rehearsal etiquette and technique and work in a large group setting. The importance of home practice is emphasized. The technique and ability to perform music on a middle school level will be stressed. Emphasis is placed on following a conductor and developing pitch and rhythmic security in preparation for performing an independent part in the band. Students will also study the music of the great composers as well as contemporary music. They will begin to study the areas of musical form, creation and performance. Students in this band will also be encouraged to perform in a solo or small group setting. **Home practice is required. This group will perform in the winter and spring concerts.**

ADVANCED BAND GRADES 7 AND 8 (Full Year) – Prerequisite: Attainment of Intermediate Band objectives and recommendation from Westland's instrumental music teacher. Advanced Band students develop and refine their technical skills in order to perform music at the Grade III 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 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 the 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 which 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. Auditioning for AE Band and participating in Solo and Ensemble Festival will be stressed. **Home practice is required. Students are required to perform in all concerts.**

ADVANCED ORCHESTRA GRADES 6, 7 AND 8 (Full Year) – Prerequisite: This course is open to students who have previously studied a stringed instrument. Recommendation from your current instrumental music teacher is required. Students develop skills and understanding needed for playing the violin, viola, cello, or string bass. Techniques and content include introduction to vibrato, bow articulation, scales and arpeggios, use of first and third position, concept of good tone quality, ability to read music and to interpret it in terms of the musical ideas of the composer, ability to analyze simple instrumental techniques (attack release, sustained tone, marcato, crescendo, and diminuendo, rhythmic accuracy, richness and clarity of tone quality), appreciation for music of good quality, ability to play in tune, ability to follow the director, and concepts of phrasing and balance in group playing. **Home practice is required. Students are required to perform in all concerts. Interested 6th graders should contact Westland's music teacher for more information.**

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