



Language A – English/Language Arts



The goal of the Secondary English Language Arts program is to create literate, thoughtful communicators, capable of controlling language effectively as they negotiate an increasingly complex and information-rich world. Students work to acquire specific skills and strategies in writing, speaking, reading, viewing, and listening through the study of language and literature. Each unit is structured to meet national, state, and county outcomes in a meaningful way.

English 6

The course is organized around an overarching theme, Kaleidoscopes, which consists of four thematic units: Foundations, Adventures, Challenges and Barriers, and Choices. Formative assessments in each unit are designed to measure student progress towards mastering focus indicators for the processes and content of English. No one process (reading, writing, speaking, listening and viewing) is taught in isolation. Students learn to write clearly, read critically, speak thoughtfully, and listen carefully. Students explore language and literature as catalysts for deep thought and emotion.

Reading 6 – *(students enrolled in a daily world language class will NOT take 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 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.

English for Speakers of Other Languages (ESOL)

Level 1

This introductory course is designed to teach beginning level English as a new language. The four skills of reading, writing, listening, and speaking are integrated into thematic units. This course meets two class periods every day.

Level 2

This intermediate level course builds on the skills taught in level 1. Materials presented to the students are arranged thematically, always taking into consideration the interests of middle school students. This course meets one period every day; intermediate ESOL students also have one ESOL reading class every day.

Level 3

The advanced level course builds on the skills taught in level 2. As they expand their vocabulary and increase their control of English, students review grammar structures and continue to develop skills in manipulating sentences. This course meets for one period every day. Advanced students also enroll in an ESOL reading class as needed.

ESOL Reading

This is a mandatory one period course for level 2 students and is offered to level 3 students as needed. A variety of word attack skills are presented. Students learn to personalize effective reading strategies for understanding while they read increasingly more complex and challenging middle school texts.

Academic Language

This is a two period class for beginning ESOL students. It teaches them the language of science, social studies, and math in order to prepare them for these classes in the mainstream.



Language B - Modern World Languages

The languages available at Julius West Middle School, enrollment permitting, are: Chinese, French and Spanish.

The following courses are designed for 6th grade students who have demonstrated readiness through their scores on MSA and MAP-R tests. In addition, students should be earning grades of A and B in reading/language arts classes and be recommended by their 5th grade teacher. World Language classes are high school credit classes, and therefore, the grade the students earn will appear on their high school transcripts.

Level 1A – Full year – high school credit course Chinese 1A/French 1A/Spanish 1A

The development of thematic units in each course is based on the *five C's* of the National Standards for Foreign Language instruction: *Communities, Communication, Connection, Culture* and *Comparison*. The MYP Areas of Interaction are integrated throughout the delivery of the MCPS Foreign Language curriculum. We encourage our students to study a language for at least five years.

In Level 1A students begin to learn to communicate orally and in written form about daily life. The focus of this course of study is to establish and build student capacity in four skill areas: speaking, writing, listening and reading. Emphasis is on vocabulary development, simple grammatical structures, and the basic culture of the people. It also seeks to increase awareness of the global community in reference to the foreign language. Students are encouraged to use the language beyond the school setting and keep informed of current events in countries where the target language is spoken



Mathematics

Math 6

Math 6 extends students' understanding of numbers and computation to include fractions, decimals, and percents. All concepts and skills are presented in the context of problem solving that requires the use of reasoning and communication. Areas of focus include: data representation and analysis using frequency table and circle graphs, customary and metric measurement, geometric relationships and transformations, algebraic patterns and relationships, and probability. Students successful in Math 6 course will take Math 7, Algebra Prep, or the Investigations in Mathematics course in 7th grade.

Math 7

Math 7 extends students' understanding of numbers and computation to include integers and proportional reasoning. All concepts and skills are presented in the context of problem solving that requires the use of reasoning and communication. Areas of focus include functional relationships, arithmetic and geometric sequences, geometric precision, and data analysis and representation using box and whisker plots, and scatter plots.

This course is for students who have completed the kindergarten to Grade 5 mathematics curriculum as well as the indicators in Math 6. Successful students in Math 7 will go on to Pre-Algebra, Investigations into Mathematics, or Algebra 1 in 7th grade.

Investigations in Mathematics (IM)

Investigations in Mathematics is an enriched course for mathematically accelerated students who have successfully completed the Kindergarten to Grade 5 mathematics curriculum as well as the indicators of Middle School Math 6 and the majority of the indicators of Middle School Math 7. This course is designed for students with exceptional talent in mathematics. The units of study include: Patterns and Set Theory, Relations and Finite Operational Systems, Algebra Foundations, Real Number System, Data Analysis, Language of Algebra, Functions and Graphs, and Investigations of Three-Dimensional Geometry. Students successful in this course will take Algebra 1 in 7th grade.

Humanities - Social Studies



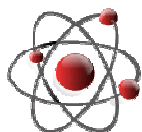
The social studies program in middle school builds chronological and thematic understanding of world and United States history, while also developing the social studies strands of geography, economics, political systems, and culture. Each social studies unit is organized around a historical era and a 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 duties as a citizen.

Unit 1: Patterns of Settlement in the Ancient and Modern Worlds

Unit 2: Citizenship and Governance in Classical and Modern Times

Unit 3: The Impact of Economics in Ancient and Modern China.

Unit 4: Cultural Systems: The First Millennium and Today



Science

The middle school science program builds on the MCPS K-5 science curriculum and allows students to investigate both the concepts and process skills of science. The units studied in sixth grade reflect both the Maryland and National Science Content Standards. All sixth grade students will have the opportunity to participate in outdoor education and earn student service learning credit in their science class.

Students entering sixth grade may select **either** *Sixth Grade Science – Living in the Natural World* **or** *Investigations in Science 6*.

Sixth Grade Science - Living in the Natural World

The sixth grade science curriculum integrates topics in earth science, biology, chemistry, and physics 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 as well as purposeful reading and writing. Students engage in problem solving and online investigations to investigate authentic problems and reinforce science concepts and process skills. This course is designed to provide a challenging and engaging access to science with differentiated instruction for both on grade level and GT students. Units include:

Unit 1: Ecosystems and the Chesapeake Bay

Unit 2: Diversity and Adaptations of Organisms

Unit 3: Forces and Motion

Unit 4: Energy

Investigations in Science 6

Investigations in Science 6 (IS6) is a challenging 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 discussion and purposeful reading and writing. Students undertake student-centered learning facilitated by the teacher in the fields of science, technology, engineering, and mathematics (STEM). Students use research and acquired content knowledge to propose solutions to identified problems. This course is designed for students who have a high interest in science and technology and are motivated learners willing to do independent work in class and at home. Units include:

Unit 1: Butterfly Habitat (Diversity and Adaptations of Organisms in Ecosystems)

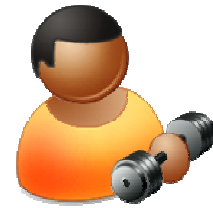
Unit 2: Going Green (Environmental Resources and Protection)

Unit 3: Sudden Impact (Forces, Motion, and Energy)

Unit 4: Alternative Energy (Forces, Motion, and Energy)

Students who successfully complete IS6 can take Investigations in Science 7 (IS7) in seventh grade and can choose to take Earth/Space Science (a high school course) in eighth grade. Successful completion of Earth/Space Science satisfies a Science high school credit requirement.

Physical Education/Health



Physical Education 6

Middle school students participate in a daily program of physical education that includes activities designed to challenge them to cooperate and compete while practicing teamwork, sports etiquette, cooperation, decision making, leadership, and communication. By the end of Grade 6, students should be able to do the following:

- Demonstrate basic strategic concepts and psychomotor skills in team and individual activities.
- Demonstrate competency in rhythmic and creative movement activities.
- Work as a member of a group to accomplish a common goal.
- Display positive behavior and apply appropriate decision-making skills.
- Participate in a variety of activities that can be applied to leisure activities throughout life.
- Set realistic fitness goals.

Health 6

Health education instruction in middle school supports learning at home about good health and safety practices by providing accurate information appropriate for their age level. The program is designed to help students develop personal and social skills and positive attitudes about health that will help guide them through their formative years to adulthood.

Students in Grade 6 receive nine weeks of health education and the two focus topics are mental health, and safety and injury prevention. Special emphasis on tobacco-use prevention is included in Grade 6 through Project TNT (Toward No Tobacco Use). Parents of Grade 6 students will receive information about the family life and human sexuality unit of instruction prior to the start of classroom instruction. Parents who object to the content of the instruction may request that their child be excused from that unit. If excused, the child will complete an independent-study alternative unit of health education that does not include information about human sexuality or HIV prevention.



Arts/Technology Electives



Arts Rotation

Art 6 - quarter

This 9 week class helps students apply their knowledge of line, color, shape, form, and texture to the creation of artworks using a variety of materials. Students begin to understand how artists organize art elements to create drawings, paintings, sculptures, prints, commercial art, and crafts. Students are taught the safe and proper use of art tools, materials, and the art room.

Through projects, students investigate the arts and crafts of other cultures, identify art careers, heighten their sensitivity to the environment, and begin to apply criteria for recognizing quality

in works of art. Students learn to incorporate themes and subjects from daily life in their work and they become aware of the interdisciplinary connections between art and other subjects.

Awareness of Language/Culture - semester

This semester course is taught as part of the sixth grade rotation. The six themes of the course are:

- Languages Around the World
- Communication With and Without Words
- Relationships Between Languages
- The Building Blocks of Languages
- Experiencing Languages
- Understanding Culture.

In the first quarter students will work with different forms of communication: Morse Code, American Sign Language and Braille. In the second half of the class, students will study Latin and see the influence it has had on Romance Languages as well as English. Students will also be expected to learn some Latin dialogues, grammar and vocabulary.

Computer Applications 6 - quarter

In this 9 week class students will participate in active learning experiences related to the productive use of computer-based applications. Students use word processing, desktop publishing, spreadsheet, desktop presentation, Web page development, and Internet research skills to complete meaningful and authentic projects. This course focuses on the selection and use of appropriate technology tools and resources to accomplish a variety of tasks and solve problems. Course outcomes are based on national and state technology standards such as the International Society for Technology in Education, the National Workforce Center for Emerging Technologies, and the Maryland State Department of Education content standards related to technology.

Family and Consumer Sciences (FACS) 6 - quarter

In this 9 week class students develop critical and creative thinking skills and utilize current developing technology to achieve individual, family, and societal goals. A problem-based curriculum meets the students' needs by allowing them to explore the various areas of FACS including:

- The reasoning and decision-making process
- Family and human development and healthy relationships
- Resource management associated with family needs
- The interrelationship between nutritious food choices and health/wellness
- The use and care of textile products

Information and Communication Technology (ICT) 6 - semester

In this semester course, 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. Course outcomes are based on the Maryland

Technology Literacy Standards for Grades PreK-8 and the Maryland State Department of Education Voluntary State Curriculum for technology education.

Theater 6 - quarter

This 9 week class 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.

Upon completion of the course, students should be able to do the following:

- Demonstrate fundamental acting techniques of movement and voice
- Develop a vocabulary for discussing strengths and weaknesses of a performance and apply it in classroom critiques.
- Analyze theatre as an art form that communicates ideas in a unique way.
- Identify ways in which theatre is a reflection of everyday life

Full Year Courses

Lights, Camera, Literacy Grade 6 (full year)

Lights, Camera, Literacy 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 will 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 will transfer reading skills such as inference from screen to script page to book. They will use critical thinking skills and explore new vocabulary in the areas of lexicography, chess, and film. Students will deconstruct information at the literary, dramatic, and cinematic levels. Throughout the course, students will reflect on their learning through student to student discourse and journal writing. They will work collaboratively to apply the various to skills and use technology to produce an authentic product, a short film.

Intermediate Band and Intermediate Orchestra 6 (full year)

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

Students refine skills learned in Beginning String Instruments/Beginning Wind/Percussion Instruments and develop more advanced performance techniques. The development of technical skills necessary to perform Grade 2 Level music is stressed. Emphasis is placed on developing formal rehearsal decorum, following a conductor, and developing pitch and rhythmic security in preparation for performing an independent part in the traditional band or orchestra ensemble. The intermediate band/intermediate orchestra may be organized into several small groups of different instrument types with provisions for combining the groups for public performance. Students also learn melodic form and construction as they examine and perform more complex folk melodies and melodies from master composers. Students discuss the social and intellectual influences that affected the creation of the music they are studying. They begin to develop aesthetic criteria for measuring the quality of instrumental performance. Students may be able to attend live performances and perform in public.