

JULIUS WEST MIDDLE SCHOOL

**651 Great Falls Road
Rockville, MD 20850**



**GRADE 7
2009-2010**

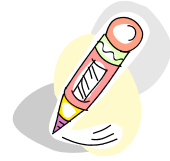
COURSE OFFERINGS BOOKLET



Grade 7



Language A – English/Language Arts



English 7/Advanced English 7

This course is organized with an overarching theme, Forging New Connections, which includes four thematic units: Identity, A Sense of Place, Voices from the Past, and Imagination. 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 (writing, speaking, reading, viewing, and listening) is taught in isolation. In preparation for Advanced English 8 and advanced high school English courses, students read challenging texts written in various time periods and rhetorical contexts. Students develop their ability to express ideas with clarity and precision by writing increasingly complex compositions for a variety of purposes, including literary analysis, persuasion, and research.

Reading 7/Reader's Theater

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

Students interested in scriptwriting, directing, and producing a dramatic work may also have the opportunity to take pieces of literature, analyze them, and adapt them into a script that can then be performed with a minimum of preparation, props or scenery. Students may also participate in an extensive study of the works of William Shakespeare.

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. Students at this level of proficiency understand basic functional and social vocabulary. Materials presented to the students are arranged thematically, always taking into consideration the interests of middle school students. The concept of cultural roots is discussed, and students read biographies and autobiographies and publish their own autobiographies in book form. 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

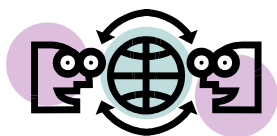
This is a mandatory one period course for level 2 students and is offered to level 3 students as needed. A variety of word attack skills are presented. Students learn to personalize effective reading strategies for understanding while they read increasingly more complex and challenging middle school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

METS

This is a special program designed for ESOL students who have missed education in their native countries. Instruction in math, reading, and social studies is presented to the students in very small group settings at their own levels. The purpose of this program is to provide a foundation in and preparation for the challenges of mainstream classes.



Language B - Modern World Languages

The languages available to 7th graders at Julius West Middle School, enrollment permitting, are: Chinese, French and Spanish.

The following courses are designed for students who have demonstrated readiness through their scores on MSA and MAP-R tests. In addition, students should be earning grades of A, B or C in their English and Reading classes and should be motivated to study a world language. *These classes are high school credit classes, and therefore, the grade the students earn will appear on their high school transcripts.*

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.

Level 1A – Full year – high school credit course

Chinese 1A/French 1A/Spanish 1A

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

Assessment:

The students are able to earn $\frac{1}{2}$ of a foreign language high school credit, if they pass the class and the county exam in June.

Level 1B – Full year – high school credit course

Chinese 1B/French 1B/Spanish 1B

In Level 1B students continue to develop oral and written communication skills. Emphasis remains focused on vocabulary development, simple grammatical structures, the application of language skills to daily life, and the basic culture of the people. Students are encouraged to use the language beyond the school setting, keep informed of current events in countries where the target language is spoken.

Assessment:

The students are able to earn $\frac{1}{2}$ of a foreign language high school credit, if they pass the class and the county exam in June.

Level 1A/1B - Full year - high school credit course

French 1A/AB and Spanish 1A/1B

A faster paced alternative is offered for seventh and eighth grades students. Level 1A is taught semester one, and Level 1B is taught semester two. The pace of the class is more demanding, putting into practice excellent study skills. 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

Assessment:

The students are able to earn one foreign language high school credit, if they pass the class and the county exam The Level 1A exam is in January, where they may earn $\frac{1}{2}$ of a credit. If they pass the class and pass the county exam in June for Level 1B they will earn another $\frac{1}{2}$ of a high school credit.



Mathematics

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, histograms, and scatter plots. This course is for students who have completed the indicators in Math 6. Students successful in Math 7 will take Algebra Prep or Algebra 1 the following year.

Algebra Prep

Algebra Prep extends students' understanding of numbers to include rational and irrational numbers in the real system. All concepts and skills are presented in the context of problem solving that requires the use of reasoning and communication. Areas of focus include multiple representations of linear function, data analysis and representation, probability experiments and simulations, and geometric properties and relationships between two- and three-dimensional figures. Algebra Prep also previews concepts that are assessed on the Algebra/Data Analysis High School Assessment. Those who are successful will take Algebra 1 the following year.

Assessment:

All math courses will assess through formative assessments that focus on communicating mathematically, the prescribed MCPS unit exam (test), and open-ended discovery investigations.

Algebra 1 (high-school credit course)

Algebra 1 examines the basic structure of real numbers, algebraic expressions, and functions. The topics studied are linear equations, inequalities, functions and systems, quadratic equations and functions, polynomial expressions, data analysis, probability, and properties of functions. Mathematical modeling of real-life problems and problem solving are major themes of the course. Successful completion of this course satisfies the high school Algebra I requirement. Students successful in this course will take Honors Geometry the following year.

Assessment:

In addition to the assessments listed for other math courses, students in this course take the state High School Assessment Test for Algebra, which is a high school graduation requirement, and the MCPS Algebra 1 mid-term and final semester exams.

Humanities - Social Studies



The social studies program in middle school builds chronological and thematic understanding of world and United States history while 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 responsible citizenship.

Social Studies 7/Advanced Social Studies 7

In Grade 7, the focus of study continues on ancient world history and culture, and Asia, Africa, Europe, and Latin America are explored. Through the study of world civilizations and global interactions from 1000 CE to 1450 CE, students learn about political, economic, and social systems today. Students enrolled in the Advanced Social Studies cluster will be expected to analyze primary source texts and visuals as a central method for learning about the past and the

challenges of historical interpretation. These skills will also help prepare students for successful participation in Advanced Placement (AP) social studies classes in high school.

Teachers will implement the Grade 7 social studies curriculum as follows:

Unit 1: The Foundation of Modern Political Systems in Europe

- Principles of political systems and the role of government.
- Feudalism as a political, economic, and social system.
- World events and the decline of feudalism.
- The beginnings of nationalism and centralized governments.

Unit 2: The Influence of Culture in Africa

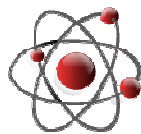
- The principles, role, and influence of culture.
- The influence of culture on the political, economic, and social systems of the Kingdom of Mali and the Kingdom
- The growth of Islamic culture and influence on African political, economic, and social systems.
- Case studies of Africa past and present, including Nigeria, Kenya, and South Africa.

Unit 3: Geography and Identity in Latin America

- The principles and influence of geography.
- The influence of geography on cultural development in Latin America.
- The cultural systems of the Aztecs and Incas.
- Case studies of Latin America past and present.

Unit 4: The Impact of Economics: One World Past and Present

- The principles and influence of economics.
- The historical development and influence of market economies and world trade.
- The impact of European exploration and expansion on the cultures of Asia, Africa, the Americas, and Europe.
- The expansion of global markets today.



Science

The middle school science program allows students to investigate both the concepts and process skills of science. The units studied in seventh grade reflect both the Maryland and National Science Content Standards. Dissection is one of the many instructional methods that may be used in seventh grade science. Students may request one of the teacher's alternatives to dissection in these classes.

Students entering seventh grade may select either **Science 7 -Living in the Human World** or **Investigations in Science 7**.

Science 7 - Living in the Human World

The seventh 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 all levels of students. Units include:

Unit 1: Light and Sound

Unit 2: Cells

Unit 3: Heredity

Unit 4: Structure and Function of Living Organisms

Unit 5: Interactions Within the Solar System

Investigations in Science 7

Investigations in Science 7 (IS7) 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 engage in 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 to be studied in IS7 center around topics related to:

- **Biochemistry**
- **Genetics**
- **Structure and function of organisms and the human body**
- **Biotechnology**

IS7 is a new course for the 2009/2010 school year and the specific units are currently under development.

Students who successfully complete IS7 will be prepared 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



Core of Required Physical Education Activities for Grades 6–8

By the end of Grade 8, students receive instruction in the following activities in each of two groups:

- **Personal Development/Team Activities**—cross-country, field hockey, dance activities, flag football, personal fitness, volleyball, weight training
- **Individual/Dual Activities**—racquet games, tennis, track and field, tumbling.

Core of Preferred Physical Education Activities for Grades 6–8

By the end of Grade 8, students receive instruction in the following activities in each of two groups:

- **Individual/Dual Activities**—adventure activities, archery, golf, gymnastics, table tennis, wrestling
- **Team Activities**—basketball, soccer, softball, street/floor hockey.

Physical Education 7

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, follower-ship, and communication.

By the end of Grade 7, students should be able to do the following:

- Demonstrate beginning-level skills in team, individual, dual, dance, and personal development activities.
- Combine a basic knowledge of rules with strategies in individual, dual, and team play.
- Know the rules of safety and apply them in all activities.
- Assess his/her level of physical fitness and explore avenues to improve fitness.
- Demonstrate good sports etiquette, teamwork, and cooperation.
- Enhance leadership and follower-ship skills.
- Continue to display positive behavior and apply appropriate decision-making skills.
- Continue to set realistic personal fitness goals.

Health Education

Today's students are growing up in a world filled with hazards that were either unknown or largely ignored only a few years ago. Health education instruction in middle school supports what students learn 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.

Comprehensive health education in Grades 6-8 includes the following six units: **mental health; tobacco, alcohol, and other drugs; nutrition and fitness; safety and injury prevention; family life and human sexuality; and disease prevention and control.**

Health 7

Students in Grade 7 receive nine weeks of health education and the **two focus topics are 1) Tobacco, alcohol and other drugs, and 2) Nutrition and fitness.** Special emphasis on tobacco, alcohol and other drug-use prevention is included in Grade 7 through Project ALERT (Adolescent Learning Experience Resistance Training). Students also complete a unit on basic first aid and may receive certification from the American Red Cross. Parents of Grade 7 students will receive information about the family life and human sexuality unit of instruction prior to the start of classroom instruction. Information about teen pregnancy prevention and sexually transmitted disease is included in Grade 7 health education and parents must sign a permission form for their child to participate in this unit of instruction.* If a parent objects to the content of

the instruction and indicates this objection on the permission form, his or her child will be excused from the unit. If excused, the child will complete an independent-study alternative unit of health education that does not include information about human sexuality or sexually transmitted disease.



Arts/Technology Electives



Arts Rotation

Art 7 (quarter)

Students pursue a planned sequence of art activities that develop their skills in using art elements and principles when creating, discussing, and critiquing art. Observation and drawing skills improve as students learn ways to depict still life or posed figures using basic shapes and proportional relationships.

Students develop an awareness of the effects of light and shadow on subjects and learn techniques to create contrast, unity, variety, and emphasis. Through studies of art from various cultures and historical periods, students become aware of unique styles, universal subjects, and themes; many themes selected for art activities relate to other authentic processes employed by professional artists. Students engage in design studies before beginning their final projects. They select, apply, and communicate criteria for making aesthetic judgments about their own work and the work of others.

By the end of this course, students should be able to do the following:

- Create artworks using drawing, painting, sculpture, and printmaking materials and processes.
- Draw figures and still lifes using basic shapes and proportional relationships.
- Use art elements and principles when creating and discussing artwork.
- Identify subjects, themes, and functions of art in society.
- Identify relationships between art and other disciplines.
- Produce works of art based on studies of specific cultural or historical art styles.
- Demonstrate an ability to discuss and evaluate artwork using authentic art vocabulary.
- Demonstrate responsibility in the care and safe use of art materials, tools, equipment, and facilities.

Computer Applications 7 (quarter)

Computer Applications provides students with active learning experiences related to the productive use of computer-based applications. Students use word processing, desktop publishing, spreadsheet, desktop presentation, Web page development, and Internet research skills to complete meaningful and authentic projects. This course focuses on the selection and use of appropriate technology tools and resources to accomplish a variety of tasks and solve problems. Course outcomes are based 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.

By the end of this course, students will be able to do the following:

- Use keyboarding, word processing, and desktop publishing skills to communicate and publish information.

- Use spreadsheet software to design, organize, and manipulate text and numerical data, as well as create charts to display data.
- Research and evaluate the accuracy, relevance, and appropriateness of Internet-based sources.
- Design, develop, publish, and present products using technology resources that demonstrate and communicate curriculum concepts to audiences inside and outside the classroom.
- Use graphics, multimedia, hypermedia, Web editors, and telecommunications tools to organize and present information.
- Demonstrate an understanding of the principles involved in computer network operations and the functions of hardware and software.

Family and Consumer Sciences (FACS) 7 (quarter)

Individuals and families carry out complex processes in their daily lives. A multitude of decisions are made from the minute the day starts. Those decisions range from how to care for and interact with family members and peers to what to eat for good health and nutrition, what to wear and how to care for those items, how to utilize and manage resources, how to organize and make living environments functional and aesthetically pleasing, and how to make good education and career decisions. Family and Consumer Sciences (FACS) focuses on these enduring questions, which need to be addressed throughout the life cycle.

The FACS program helps 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 in preparation for a more specific area of study in high school.

By the end of each grade level, students will develop an understanding of the following:

- 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
- The function and aesthetics of living environments
- The exploration of career options and the career-planning process.

Theater 7 (quarter)

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

By the end of this course, students will be able to do the following:

- Demonstrate fundamental acting techniques of movement and voice and apply them to performance.
- Develop a vocabulary for discussing strengths and weaknesses of a performance and apply it in classroom critiques.
- Identify the theatrical form and literary elements of plays through reading and discussion.
- Analyze theatre as an art form that communicates ideas in a unique way.

- Identify ways in which theatre is a reflection of everyday life.

T.V. Studio 7 (quarter)

Have you ever wondered what multimedia or visual communications really are? Everybody reads about it, talks about it, and wants it. This course will allow students to learn about computer technology through engaging lessons and project-based learning experiences. This course will focus on incorporating the elements of text, image, sound, speech, video, and computer programming in Web-based applications. Students will learn to use technology to enhance information, resulting in effective communication through interactive projects. Course outcomes are aligned with national and state technology standards.

By the end of this course, students will be able to do the following:

- Use the Internet effectively to research information.
- Investigate the impact of technology on society and career development.
- Complete numerous hands-on projects related to Web-based application.
- Use decision-making skills and critical thinking to design projects.
- Collaborate with peers using technology tools to solve problems.
- Identify and use appropriate technology tools to solve problems.
- Develop oral presentation skills and produce an informational broadcast for school-wide presentations.

Full Year Courses

Advanced Band/Advanced Orchestra 7 (full year)

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

Advanced Band/Advanced Orchestra students develop and refine their technical skills in order to perform music at the Grade 2 to Grade 3 Level of difficulty. Emphasis is placed on developing formal rehearsal decorum, following a conductor, and developing pitch and rhythmic security in preparation for performing an independent part in the traditional band or orchestra ensemble. Students learn the social, cultural, and intellectual influences reflected in the musical works they are studying and discuss performance styles and musical forms of corresponding historical periods. The study of music theory includes performance and recognition of major scales, diatonic and chromatic intervals, and simple melodic dictation. The critical listening skills that are developed as a result of preparation for instrumental performance are used to help the student formulate criteria for effectively evaluating his/her own performance as well as the performance of others. Students begin to assume leadership roles within the large performing ensemble. Exploratory experience may be offered in orchestra, jazz ensemble, and solo and ensemble performance. This band or orchestra represents middle schools at public performances.

Chorus Grades 7–8 (full year)

Chorus is offered to students in Grades 7-8 who want to sing and develop their essential musicianship skills. Mastery of breath control, vocal production, diction, intonation, tone blending, singing in harmony, and music-reading proficiency (including sight-singing) are emphasized. Music selected for study and performance is aligned with the content standards for each grade.

Concerts are the culmination of many hours of hard work and provide opportunities for students to demonstrate mastery of the knowledge and skills outlined in the content standards. They are like exams in that they communicate the measure of success to both students and parents. Determining whether students can apply this learning in a public performance is authentic to the real world of music performance. Therefore, participation in all concerts is mandatory.

By the end of one year of chorus, students will be able to do the following:

- Sing accurately and with good breath control throughout their singing ranges, alone and in small ensembles.
- Sing independently, on pitch and in rhythm, with appropriate diction and posture.
- Notate, sight-read, and perform short melody and rhythm improvisations and compositions.
- Identify and perform the dynamic and tempo markings in printed music.
- Explain the interrelationships between a selected piece of music and various disciplines.
- Sing selected pieces from memory.
- Perform with confidence the music that has been prepared.
- Devise criteria for evaluating performances.
- Demonstrate appropriate audience etiquette.

Computer Art Fundamentals 7 (full year)

This course is a prerequisite for enrolling in Foundations of Art A/B in Grade 8, which is a high school credit class. Students are introduced to the principles of color, texture, and form using a variety of media including drawing, painting, and digital art. Students will apply the basic principles as they create original pieces in both the traditional and digital format. Historically significant and contemporary art examples representing a variety of cultures are investigated and represented in the creative production process. Students will learn to evaluate and critique personal artworks and the artworks of others.

Lights, Camera, Film Literacy Grade 7 (full year)

This course offers a study of film and film history as the core for teaching more advanced literacy skills.

[Course Description under Development]