

**Earle B. Wood Middle School
6th Grade Course Description Booklet
2021-2022**



**Earle B. Wood Middle School
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Welcome to Sixth Grade
Earle B. Wood Middle School

Administration:

Ms. Heidi Slatcoff, Principal
Dr. Natasha Booms, Principal Intern
Dr. Augustine Kang, Assistant Principal
Ms. Edwina Kollo, Assistant Principal

Earle B. Wood Middle School students receive a rigorous and comprehensive academic program at every grade level. There are eight class periods daily. All students take courses in Math, World Studies, Science, English and Physical Education. Students may also take a Literacy or Reading or Math intervention class if recommended, a world language class, or one or two elective courses.

All students participate in a Physical Education program every year, and have Health for one quarter.

Our students have the opportunity to sample a variety of rigorous 21st century courses throughout their three years in our electives program. These range from courses in computers, engineering and design, to courses in the visual and performing arts.

Earle B. Wood Middle School is a global access school with 21st century white-board technology in each classroom. Teachers and students have access to high technology research and publishing possibilities.

The Wood staff is concerned with the whole child and helps to ensure healthy development through an extra-curricular program. The many after school activities include academic supports, intramural sports, athletic teams, music ensembles, and other topics of student interests such as; Science, Technology, Engineering, Art, and Mathematics (S.T.E.A.M), drama and robotics clubs, such as the Lego League Club, and The Mustang Marauders Airplane Club. The Student Government Association (SGA) presents an excellent opportunity for children to become involved in their school. Many teachers stay after school to provide individual academic support. Activity buses are available on Tuesday, Wednesday, and Thursday for students who stay for an organized activity or who work with a teacher.

The Counseling Department works with the grade-level teams to implement a successful educational program for each child. Counselors for every grade level meet with individual students, run counseling groups, and visit classrooms to address important topics. They are available to consult with, and support, parents to facilitate a positive overall school experience for their student.

Counseling:

Ms. Amy Davis, Resource Counselor
Ms. Keyosha Lewis, 6th grade Counselor
Ms. April Tegeler, 7th grade Counselor
Ms. Grace Fernandez, 8th grade Counselor
Ms. Linda Albrecht, Counseling Secretary/Registrar

Registration

Building upon the knowledge and skills acquired in previous years, students are encouraged to pursue a well rounded, rigorous program of studies based on their individual interests and abilities. The **2021-2022** Course Description Booklet contains information on the instructional program that will be offered. It is designed to be a guide for parents and students as they register for the next year.

The Course Description Booklet contains a complete listing of courses available, student placement criteria, descriptions for courses offered, and any specific course requirements. Some classes may require nominal laboratory, project, or materials fees. Please note: the final course offerings for the following school year

Parents and students should give special attention to the selection of courses during registration. **The master schedule of classes and the allocation of staff is based on your initial registration. After the registration period, schedule changes will be made in exceptional cases only.** Requests for changes by a student or parent must be for educationally sound reasons and submitted in writing to the principal. A parent/counselor/team meeting will then be scheduled to discuss the request. **Course selections must be done with great care and preplanning.**

Course Descriptions

*** Mathematics ***

Mathematics 6:

Math 6 extends students' understanding of whole number and fraction concepts developed throughout the elementary grades. Instruction at this level will focus on four areas: (1) connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; (2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; (3) writing, interpreting, and using expressions and equations; and (4) developing understanding of statistical thinking.

The content of Math 6 focuses on the Standards for Mathematical Practice to build a climate that engages students in the exploration of mathematics. The Standards for Mathematical Practice are habits of mind applied throughout the course so that students see mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. Through this course, students will do the following:

- Reason about multiplication and division to solve ratio and rate problems about quantities.
- Use the meaning of fractions, the meanings of multiplication and division, and the relationship between multiplication and division to understand and explain why the procedures for dividing fractions make sense.
- Understand the use of variables in mathematical expressions.
- Build on and reinforce the understanding of number, to develop the ability to think statistically.
- Reason about relationships among shapes to determine area, surface area, and volume.

Accelerated Math 6+:

The Accelerated Math 6 Plus (AMP 6+) course begins with a study of area and surface area concepts. This work sets the tone for later units that use area models for arithmetic using rational numbers. Next, students begin study of ratios, rates, and percentages with an introduction using representations such as number line diagrams, tape diagrams, and tables. Student understanding of these concepts expands by exploring fraction and decimal representations of rational numbers. They explore sums, differences, products, and quotients using intuitive methods and efficient algorithms. Next, students are introduced to equations and expressions including finding solutions for linear equations in one variable and basic equations involving exponents. Student understanding of ratios and rates combined with a basic understanding of equations leads students to study proportional relationships with special emphasis on circumference and area of a circle as an example and nonexample of proportional relationships. This is followed by looking at percentage concepts and applications such as sales tax, tipping, and markup. They learn about rational numbers less than zero expanding their understanding of arithmetic to negative numbers. A brief study of data and statistics concludes the new concepts in the course. The last unit offers students an optional opportunity to synthesize their learning from the year using a number of different applications.

Math 7:

The Grade 7 Math Course begins by studying scale drawings and makes use of grade 6 arithmetic understanding and skill. Students then build on their understanding of ratios to study proportional relationships and apply that knowledge to the study of circles. The first semester ends by building on

percentage work started in compacted 5/6 to include operations with multiple percentages involving decrease or increase in value. During the 2nd semester, significant learning occurs involving computation with rational numbers and solving more complex equations and inequalities. The course is completed by building on knowledge of angle relationships and the introduction of probability

Applied Investigations into Math 6 (Applied IM):

Grade 6 students who demonstrate readiness for additional acceleration in mathematics will be placed in Applied IM. Applied IM extends students' understanding of mathematical concepts aligned with Common Core State Standards (CCSS), accelerating the pace of instruction while diving deeper into concepts at an equal level of intensity. This course compacts all of the Grade 7 Common Core State Standards and much of the Grade 8 Common Core State Standards into a single year. However, this is much more than an accelerated mathematics course as the program offers access to many academic competitions and the opportunity to conduct fieldwork. Students work with an academic cohort to conduct independent inquiries using mathematics, computer science, and the scientific process to solve real-world problems

Math 180:

Math 180 is a comprehensive system of instruction, assessment, and professional development designed to help students who are more than 2 years below grade level prepare for algebra. The program directly addresses individual needs through adaptive and instructional software, high-interest materials, and direct instruction in mathematical calculation and application skills. Students rotate among a small group, teacher-directed lessons, a computer station for reinforcement and practice, and an independent brain arcade where students complete math problems at their instructional level. Built with the student in mind, the learning experience is a uniquely motivating and fun way to accelerate to grade-level ability.

Math 6 Focus:

Students participating in the Math 6 Focus course will have the opportunity to reinforce the skills they are learning in their Math 6 course, as well as work on building their foundational mathematical skills. This course is designed to have students work both collaboratively and individually to preview upcoming learning tasks, receive extended practice on current instructional topics, and receive remediation on skills that still need to be mastered. Wood Middle School will make recommendations for Math 6 Focus based on data during the spring and summer.

*** English ***

Advanced English 6

This course involves implementation of the English 6 curriculum for motivated students with a lively interest in the power and versatility of language. In preparation for advanced middle and high school English courses, students read challenging texts written in various time periods and rhetorical contexts. Students develop their ability to express ideas with clarity and precision by writing increasingly complex compositions for a variety of purposes, including literary analysis, persuasion, and research.

*** Literacy & Reading Intervention Courses ***

(Students are recommended for a reading intervention course based on classroom, district and external assessment data.)

Academic Literacy

This course involves implementation of System 44, a researched based intervention program. Instruction methods are focused on improving decoding and fluency skills. The course will include daily rotations of small group instruction, System 44 software practice, and independent reading. The lessons are systematic and cumulative.

READ 180

READ 180 is an intensive reading intervention program designed to meet the needs of students whose reading achievement is below proficient level. The program directly addresses individual needs through adaptive instructional software, high-interest reading materials, and direct instruction in reading and writing skills. Students rotate among a small-group teacher-directed lesson, a computer station for reinforcement and practice, and an independent reading center where students read books at their reading level. The program is designed to rapidly accelerate student achievement with the goal of bringing students to grade level.

College Ed

College Ed is a transitional reading intervention program designed to meet the needs of students whose reading proficiency has been demonstrated 1-2 years below grade level. The curriculum uses grade-level Common Core standards and can be tailored to individual needs through instructional software, high-interest reading materials, and direct instruction in reading and writing skills. Students rotate among a small-group teacher-directed lesson, a computer station for reinforcement and practice, and an independent reading center where students explore texts from their core subjects. The program is designed to rapidly accelerate student achievement with the goal of bringing students to grade level in reading as well as provide direct support for literacy in the core contents and in preparation for college and career readiness.

*** English for Speakers of Other Languages (ESOL) ***

For the 2021-2022, there will be changes in Grades 6-12 to ensure that ESOL courses are aligned to grade level expectations for English learners at different levels of language proficiency. These changes are a result of new accountability measures and requirements from the Maryland State Department of Education. To prepare English learners for these new requirements, ESOL courses will now be aligned to a grade level English course in both middle and high school.

The goal of the English for Speakers of Other Languages (ESOL) program is to empower ESOL students to master academic English to thrive in school, college, careers, and as global citizens. Students who qualify and receive ESOL services will take quarterly District Assessments to gauge comprehension of the literacy curriculum, including skills in writing either an analysis or argument in response to one or more grade-level texts. Additionally, students will take ACCESS assessment (Assessing Comprehension and Communication in English State-to-State) which is the annual English language proficiency test that is aligned to the World Class Instructional Design and Assessment (WIDA) English language development standards.

ESOL Courses	
ELP Level 1	WIDA Level 1 (Sheltered English - Double Period)
ELP Level 2	WIDA Level 2 (Sheltered English - Double Period)
ELP Level 3	WIDA Level 3 (ELD Sheltered English or Grade Level English)
ELP Level 4	WIDE Level 4 (ELD in Grade Level English)

ELD - English Language Development

METS

The Multidisciplinary Education, Training, and Support (METS) program of MCPS is designed to meet the linguistic and academic needs of English language learners who have had limited or no previous schooling or significant schooling gaps, due to interrupted or disrupted education. Students enrolled in the METS program receive instruction in developing English language proficiency and basic literacy and academic skills. Students also receive instruction and support to facilitate adjustment to both the academic and social school environment.

*** Science ***

Investigations in Science 6

Investigations in Science 6 provides opportunities for students to actively engage in the science and engineering practices and apply crosscutting concepts to deepen their understanding of core ideas across science disciplines. The curriculum is problem/project-based; instruction is woven around a relevant problem/project that drives student learning. Students apply their understanding of science, technology, engineering, and mathematics (STEM) to propose solutions to problems. Instruction provides opportunities for hands-on explorations, productive discourse, and purposeful reading and writing. Students are awarded 10 SSL hours at the completion of Grade 6 Science for their full participation in SSL activities.

Teachers will implement the curriculum in Grade 6 as follows:

- Unit 1: Matter and Its Interactions
- Unit 2: Ecosystems, Energy, and Dynamics
- Unit 3: Earth’s Resources and Human Impacts on the Environment
- Unit 4: Energy and Waves

*** Social Studies ***

Historical Inquiries in World Studies 6

This course provides enriched opportunities for learning about ancient world history. Building on the current four units of Grade 6 world studies, students will deepen their understanding of the rich cultures

and history from the earliest human settlements to great civilizations of the year 1000 CE. Students are challenged to analyze archaeological evidence, ask questions to further their knowledge, and understand history as an ongoing investigation. These historical thinking, reading, and writing skills support success in future Advanced Placement and honors social studies courses.

Teachers will implement the curriculum in Grade 6 as follows:

- 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

Historical Inquiry into Global Humanities 6

Eligible students will be identified through a centralized process that includes a central review of multiple data points of each student's academic profile. This course is built around the core Grade 6 social studies curriculum, Historical Inquiry in World Studies 6, which includes historical content from early civilizations, the empires of Greece and Rome, the dynasties of China, and civilizations of the first millennium. Cohort students will go beyond this core as they learn additional content, explore deeper connections to today, engage in investigative inquiry to strengthen their writing through Document Based Questions, and enhance their learning through relevant literature connections. They will also participate in a culminating Model UN simulation at the end of the year.

*** Grade 6: Physical Education & Health ***

Physical Education

The middle school physical education program focuses on health-related fitness, movement skills and concepts, and personal and social responsibility. Each physical education unit challenges students to better understand the benefits of physical activity toward fitness, fundamentals of efficient movement in physical activity and sport, and the essentials of responsibility in a movement setting. The learning tasks in physical education emphasize and teach problem-solving and decision-making skills. Students participate in games and activities that promote fitness, develop tactical awareness, and indoctrinate social qualities.

By the end of Grade 6, students should know and be able to do the following:

Health-related fitness:

- Define and compare the health-related fitness components, including aerobic capacity/cardiorespiratory fitness, muscular strength, muscular endurance, and flexibility.
- Define the exercise principles of overload, specificity, and progression.
- Develop a personal fitness plan using the Frequency, Intensity, Time, and Type (F.I.T.T.) formula.
- Define and calculate target heart rate.

Movement Skills and Concepts:

- Perform fundamental movement skills essential to physical activity and sport.
- Demonstrate creative skill combinations, such as tumbling sequences and dances.
- Create a personal movement (practice) plan.

Personal and Social Responsibility:

- Perform tasks effectively with others in physical activity settings.
- Acquire and maintain relationships that develop a sense of community in physical activity settings.
- Establish and modify personal goals.

Comprehensive Health Education

Comprehensive Health Education promotes positive health-related attitudes and behaviors that support self-reliance and self-regulation while developing health literacy and lifelong wellness. The health skills emphasized throughout the program include analyzing influences, accessing information, interpersonal communication, decision-making, goal-setting, self-management, and advocacy. This nine-week course includes the following four units of instruction: mental and emotional health; alcohol, tobacco and other drugs; personal and consumer health, and safety and injury prevention.

*** World Languages ***

The goal of the world languages program in Montgomery County Public Schools (MCPS) is to prepare students to be linguistically and culturally competent in languages other than English. The ability to communicate in a culturally appropriate manner with speakers of other languages is the key to success in the increasingly diverse global community of the 21st century. As students develop proficiency in world languages and an understanding of the underlying values and beliefs of other cultures, they gain the skills that are essential to meaningful communication. World languages courses must be taken in sequential order. **Students who are native speakers of French or Spanish, or students who have received comprehensive instruction in a language, may request a placement exam to bypass the initial level of a language course. If students are recommended for a Literacy or Reading Intervention Course, they are not eligible to enroll in a world language for 6th grade.**

In order to receive credit for high school courses completed while in middle school, middle school students must meet the same requirements as high school students. **For students who enter Grade 6 during or after the 2018-2019 school year, the final grade and credit for high school courses successfully completed while in middle school will be reported on the high school transcript, but will not be calculated into the cumulative Grade Point Average (GPA) unless requested by the parent/guardian.** Students will take an MCPS Integrated Performance Assessment (IPA) each quarter. Students begin to learn to communicate orally and in written form about daily life. Emphasis is on vocabulary development, simple grammatical structures, and the basic culture of the people.

Course Title	Course
French I	1 A / 1 B
French II	2 A / 2 B
Spanish I	1 A / 1 B
Spanish II	2 A / 2 B

Level 1A/1B (Full Year Course)

Spanish or French

This is a high school credit-bearing course. Students begin to learn to communicate orally and in writing in a culturally appropriate manner about topics related to daily life. They interpret basic information when listening and reading. Vocabulary and basic grammatical structures are taught within the context of these familiar topics. Culture is embedded throughout the course. Students who successfully complete both semesters of 1A/1B earn one foreign language credit toward graduation.

Level 2A/2B (Full Year Course)

Spanish or French

This is a high school credit-bearing course. Students expand their ability to communicate orally and in writing in a culturally appropriate manner about topics related to daily life. They interpret information when listening and reading. Vocabulary and grammatical structures are taught within the context of these topics. Culture is embedded throughout the course. Students who successfully complete both semesters of 2A/2B earn one foreign language credit toward graduation.

*** Fine Art Electives ***

(Elective courses are a regular part of the students' schedule and meet for one period each day.)

The fine arts are important to every child's development and play a vital role in providing the students in Montgomery County Public Schools with the well-rounded, world class education necessary for college and career readiness. The fine arts promote the core competencies – Academic Excellence, Creative Problem-solving, and Social Emotional Learning – identified by MCPS as essential to prepare students for success in the 21st century. Students can take a fine arts course every year. This allows students with access to advanced courses and multiple opportunities/pathways in the fine arts.

Middle School Studio Art 1: In MS Art Level 1, students will explore *IDENTITY* and the many ways this theme can be represented through visual art. Students will have the opportunity to engage in lessons where they will respond, connect, create and present meaningful artwork. Students will explore a variety of traditional student media and techniques including drawing, painting, printmaking, sculpture, ceramics, and mixed media to create artworks. Students will develop a fundamental understanding of ideation, media techniques, formal qualities, and compositional devices.

Middle School Digital Art and Photography 1: Students with no previous art experience in middle school will utilize a variety of digital art programs using computer based programs, such as Photoshop/Illustrator to create and reflect on meaningful artwork. Students will develop a fundamental understanding of ideation, media techniques, formal qualities, and compositional devices.

Middle School Beginning Band (Full Year)

This course is for students with 0-2 years instrumental music experience. Students prepare for participation in performing ensembles and develop technical skills necessary to perform Grade 1 Level music, a performance level established by the National Association for Music Education, and not a reference to first grade. Basic instrumental skills are developed by performing a variety of music. Students are taught the elements of musical form, terms and symbols, tone production, instrument care

and maintenance, and the importance of consistent practice habits. Cultural context of the music and its historical significance as they relate to performance is studied. Students will perform beginning level music publicly and participation in concerts is mandatory.

Beginning Orchestra/Strings (Full Year)

This course provides students opportunities to begin the study (0-2 years experience) of an orchestral string instrument (violin, viola, cello, or bass). Areas of study include the basic string techniques, elements of musical form, terms and symbols for music reading, basic music history and theory, composition, tone production, instrument care and maintenance, and the importance of consistent practice habits. Students will perform beginning level music publicly and participation in concerts is mandatory.

Middle School Band I (Full Year)

This course is for students studying a band instrument at an intermediate level (minimum of 2 years of experience) and is a continuation from our beginning band program. Students have further opportunities to develop technical proficiency and to improve rehearsal techniques. Students will also acquire a wider vocabulary of musical terms and band literature. Additional experience may be offered in jazz ensemble and/or solo and ensemble performances. Students will perform MBDA Grade I-II music. Participation in concerts is mandatory. Enrollment in Intermediate Band (Band 1) is based on the recommendation of students' elementary band teacher.

Middle School Chorus I (Full Year)

Chorus is offered to all students who want to sing and develop individual and ensemble vocal skills. Students will create, perform, and respond to music in a variety of styles/genres. Students will continue to develop the fundamentals of proper vocal technique and choral singing in relation to posture, breath control, tone, intonation, diction, blending, singing in harmony, music literacy, and sight-singing. Students will primarily sing state level 2 music. There are two school concerts with additional opportunities to participate in district concerts. All students are expected to participate in all performances.

General Music (Semester Course)

In this course, students will have the opportunity to learn about about the history of popular music from around the world and receive an introduction to the basics of music technology. This class is a great opportunity for those who want to learn more about music without having to perform in an ensemble.

Music Technology (Semester Course)

Music Technology is a course that explores various technical aspects to the creation of music. Students will explore basic composition and music theory and learn about the history and techniques around podcasting, voice-over techniques, and looping and mixing music. They will have the opportunity to create music to share with friends and family. This course is open to all 6th, 7th, and 8th graders and is a fantastic option for students who enjoy music, but may not wish to perform live.

Middle School Theatre I (Semester Course)

Students with no previous theatre experience will explore how the theater is a space that both creates and challenges community. Theatre artists create an ensemble amongst themselves which functions as a safe space for risk-taking and creating. A sustained investigation of community in this intermediate level course engages students to study a variety of dramatic works, participate in the creation and enhancement of ensemble, and question the role of theatre within their community.

*** Science/Technology/Engineering/Mathematics (STEM) Electives ***

(Elective courses are a regular part of the students' schedule and meet for one period each day.)

Coding, Engineering, and Robotic Design (Semester)

This course includes a combination of coding, computer science, robotics, and engineering. Students explore and develop an understanding of the scope, characteristics, and core concepts of technology. Students use technology to learn basic computer programming skills in Game Development, Design and Modeling, Design and Engineering Process and Lego Robotics.

*** Additional Support Courses ***

Related Studies – *Placement is determined by individual needs in the areas of attendance, academic eligibility and behavior support in consultation with the student's teachers, counselor or administrator.* The vision of Related Studies is to provide students with the skills necessary to achieve excellence in all areas of their personal and educational development, including attendance, behavior and academics. Students develop short and long term goals and learn to recognize the connection between their efforts in the present and their opportunities in the future.

Resource - *Placement is determined by individual academic needs in consultation with the student's grade level teachers, counselor or IEP team as appropriate.*

Resource offers students, who have been identified with academic needs, the daily opportunity to work on self-advocacy, organization, test taking strategies, re-teaching of content, reading and writing skills, basic math skills, as well as homework support.

*** General Electives ***

(Elective courses are a regular part of the students' schedule and meet for one period each day.)

Digital Literacy 3- Formerly Innovative Minds 1 (Semester) - This course focuses on increasing critical and creative thinking through reading, writing, speaking, listening, and viewing through an integrated approach. Students will be introduced to a variety of social issues from various perspectives, examine the history of social movements and the impact on social and economic justice, explore their identity, and understand the ways in which communities can respond to these complex issues. Students will explore social justice terminology in order to better advocate for a socially just society. They will have multiple opportunities to participate in book clubs, where they will interact with classmates to analyze social justice texts. Students will participate in sustained inquiry, analysis, and evaluation of text through reading complex informational, expository, and argumentative texts in a technology-rich

medium. Students will use research skills to investigate a contemporary social issue using real-time global texts and then create solutions to address the issue at the individual and/or systemic level.

*** Special Education Programs ***

Placement is determined by the Individualized Education Program (IEP) team.

The Special Education Department serves students who are identified with an educationally related disability. Services are provided based on the IEP for each student. The main focus is to use the curriculum for each grade and subject to address goals and objectives. Classes are offered as a continuum of services including self-contained and inclusion classes. A variety of strategies and accommodations are incorporated into the program. Programs offered at Wood include Autism, Deaf and Hard of Hearing, Learning and Academic Disabilities and Resource.

Learning and Academic Disabilities Program (LAD)

The Learning and Academic Disabilities (LAD) program serves students who qualify for Special Education services for a variety of reasons including, Specific Learning Disabilities, Speech Language Impairments, or Other Health Impairments. Students in the program receive support in the setting that best meets their academic needs, including self-contained and/or inclusion classes. Special Education staff is trained in strategy based teaching and focus on incorporating the strategies as the students access the general education curriculum.

Autism

The Autism Department focuses on the following goals:

- To provide comprehensive special education instruction to students with Autism Spectrum Disorders.
- To provide a highly structured individualized program that is based on a behavioral model of skill instruction and behavior change.
- To provide structured opportunities to interact with non-disabled peers.
- To meet the needs of students with Autism Spectrum Disorders whose educational needs cannot be met in a less restrictive special education setting with a more varied peer group.

Deaf and Hard of Hearing (DHOH)

Earle B. Wood Middle School offers the middle school component of Montgomery County's programs for students who are Deaf and Hard of Hearing. Students are offered three modes of communication: Total Communication (Sign Language), Cued Speech, and Oral/Auditory. Total communication Interpreters and Cued Speech Translators are provided for students in classrooms and for after school activities. The program also provides communication and speech services.

CONTACTS

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