COURSE BULLETIN 2018-2019

http://montgomeryschoolsmd.org/schools/kingsviewms

Table of Contents

Who's Who at Kingsview?

Administration – 301-601-4611
Dyan Harrison – Principal
Matthew Freiman – Assistant Principal
Kelly Bean – Assistant Principal
Aaron Williams – Assistant School Administrator

Office Staff – 301-601-4611
Astrid Perez – Administrative Secretary
Elisabeth Gross – Financial Secretary
Natalie Brown – Main Office Secretary
Teresa Thompson – Attendance Secretary
Philip Gustafson – IT Support Specialist

Counseling – 301-601-4607
2018-2019 Assignments
Heather Cohen – Resource Counselor, ESOL/REL/504 Counselor
Kelli Shelhorse – 6th Grade Counselor
Kathryn Mendelson – 7th Grade Counselor
Janet Moore – 8th Grade Counselor
Catharine Hocker – Counseling Secretary/Registrar

Resource Teachers – 301-601-4611
Caroline Ferrante – World Languages
Eve Janney – Special Education
Janet Kilcoyne – Mathematics
Wymon Lee – Science
Bradley MacKay – Physical Education/Health/Arts/Music
Michelle Sobers – English/Reading/ESOL
Michael Tucci – World Studies

Grade Level Team Leaders – 301-601-4611
Daniel Goldsamt – 6th Grade
Melisa Herczeg – 7th Grade
Karen Pate – 8th Grade

Student Service Learning Coordinator – 301-601-4607
Maria Branham

Overview

We believe that all students will excel at high levels when there is a partnership and relationship among students, staff, and parents. As a community of learners, we take pride in helping to develop the intellectual, ethical, physical, social, and emotional growth of each student. We ensure equity for all students so they may receive the individual support they need to reach and exceed our standards and expectations. Our goal is for all students to access advanced level curriculum and course work to prepare them for what it takes to be college ready.

Grade Level Organization

Teachers collaborate by grade level and subject to plan instructional programs and to ensure interdisciplinary connections. Each grade-level team provides an academic setting that enables staff to respond quickly to the needs of individual students through consultation with colleagues and home/ school communication

Student course selections are based upon academic performance, teacher recommendations, student and/or parent input, as well as standardized test scores. Requests to change a level by a student or parent must be based on educationally sound reasons and submitted, in writing, to the grade level counselor. Parents will be invited to discuss the request and the decision with appropriate staff. **Course change requests for the 2018-2019 school year must be made in writing by Friday, June 1, 2018.**

Daily Schedule

The daily schedule at Kingsview Middle School is based on an eight period day with one period dedicated strictly to lunch and P.A.W.S. time (Panthers are Working Successfully) or intervention time. Each class is approximately 46 minutes in length with an extra 7 minutes in first period for announcements. We have adjusted schedules for half days and 2-hour delays.

Special Education Services

The Special Education Services team provides direct instruction, resource support, and consultative services to students identified as having special education needs, according to state and federal guidelines. This team consists of special education teachers, paraeducators, and related services personnel (speech language pathologist, occupational therapist, etc.). Kingsview Middle School provides both direct and indirect special education services in the classroom and through the use of a pull out model. Classes with direct support consist of a general education teacher working with a special education teacher or paraeducator, both delivering curriculum and support to the entire class. Students are placed in either direct or indirect supported classes according to their Individual Education Plan (IEP). Special education students are assigned a case manager who oversees his/her individualized needs and meets/works with these students on a regular basis.

Course Offering Booklet

This ***Course Offering Booklet*** contains a listing of the courses to be offered during the 2018-2019 school year. The descriptions provide students and parents with information to make knowledgeable choices about course selection for the next school year.

REGISTRATION PROCEDURES

1. **Students should study the course offerings carefully. Changes in student schedules after initial registration are very difficult and may not be possible.**

2. **All sixth grade students will take seven courses which include English/ESOL, Math, World Studies/History, Science, Physical Education/Health, and two of the following: Digital Literacy/Reading or World Language (by teacher recommendation) or two electives. All students will have one period for lunch.**

3. **Students must rank electives in the event that a course is dropped because of insufficient enrollment or over-enrollment. An additional elective subject equaling one class period must be selected.**

4. **Students and parents should work together to make academic decisions which best meet the needs and interests of the individual student.**

5. **Fifth grade students must return the completed registration form to their fifth grade teacher by:**

Wednesday, February 7, 2018

Required Courses

English

English courses integrate the five English/language arts processes (reading, writing, listening, speaking, and viewing) and the two contents (language and literature) in a thematic organization of four units. Rigor and challenge are essential components of the instructional approach.

Students have opportunities to present their work orally and through the use of technology. Instruction in reading and writing strategies, grammar, and vocabulary are embedded in every unit. All students develop portfolios and revisit their compositions as they work to strengthen their writing skills through paragraphs, essays, fiction, advertisements, and responses to literature.

Advanced English 6
Students in Advanced English 6 examine language and literature in the context of four thematic units: Foundations, Adventures, Challenges and Barriers, and Choices. Students read, analyze, and study different challenging texts written in various time periods and rhetorical contexts. Anchor texts include multicultural, contemporary, and classic titles. 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.

Advanced English 7
Students in Advanced English 7 examine language and literature in the context of four thematic units: Identity, A Sense of Place, Voices from the Past, and Imagination. Students read, analyze, and study challenging texts written in various time periods and rhetorical contexts. Anchor texts include multicultural, contemporary, and classic titles. 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.

Advanced English 8
Students in Advanced English 8 will study writing and language first semester and literature and language in second semester. English 8 and 9 are parallel courses that help students realize the promise of language and literature for their own purposes and audiences. Semester A puts writing at the center of teaching and learning. Semester A focuses on developing the skills students need to communicate effectively for a variety of purposes, audiences, and media. In semester B, students engage in the study of language and literature through three six-week units. Throughout the year, students read as writers, analyzing short texts, practicing the writers' techniques, and imitating the style and sentence structures of published authors. They study literature and language as an integral part of the writing and revision process. Students write to explore their own thinking, engage in reflection, and learn each day that they have control over improving their craft. Students read short stories, novels, nonfiction, drama, and poetry and explore how writers use the same techniques students have practiced in their own writing.

English for Speakers of Other Languages (ESOL)

Level 1
This course is designed to teach English as a new language to Entering ESOL students. The four skills areas of reading, writing, listening, and speaking are integrated as students practice oral and written language in an academic context. Students have various learning activities that emphasize vocabulary development and oral fluency. This course meets for a double period every day.

Level 2
This course is designed to teach English as a new language to Emerging ESOL students. Students continue to develop proficiency in four skills areas of reading, writing, listening, and speaking are integrated as students practice oral and written language in a variety academic contexts. Learning experiences are provided to support students as they read informational and literary texts. Students also learn to respond to factual questions and write paragraph summaries about their readings. This course meets for a double period every day.

Level 3
This course is designed to teach English as a new language to Developing ESOL students. The four skills areas of reading, writing, listening, and speaking are integrated as students practice oral and written language in an academic context. Students at this level of language proficiency understand basic vocabulary dealing with everyday home and school life. Students learn to analyze reading passages and respond to both factual and inferential questions as they read and discuss both literary and informational texts. Students practice speaking fluency, applying editing skills to their writing, and composing different types of paragraphs using grammatical structures that have been taught. This course meets for a single period every day.

Level 4
This course is designed to teach English as a new language to Expanding ESOL students. The four skills areas of reading, writing, listening, and speaking are integrated as students practice applying language using a variety of academic functions, academic vocabulary, and grammatical structures, in context, both orally and in writing for a variety of academic purposes in discourse. Students practice using various reading strategies while reading a variety of literary and informational texts. Students practice writing single-text and multiple-paragraph essays. In this course, they review known text structures (problem and solution, sequence, main idea and detail, comparison and contrast); study text structure as a guide to increased comprehension; and focus on cause and effect as a structure. Students study poetry, its elements, and its interpretation as they read, analyze, and respond to poetry. They discuss and write comparisons of related ideas in two forms—poetry and prose.

Level 5
This course is designed to teach English as a new language to Bridging ESOL students. Students practice applying language in the four skills areas of reading, writing, listening, and speaking both orally and in writing during extended discourse. As students expand their vocabulary and increase their control of English, they practice using sophisticated sentence structures by connecting ideas and combining sentences to form compound or complex sentences, in context, when speaking and writing. Students focus on expressing their ideas in a paragraph format. Emphasis is placed on forming introductory and concluding paragraphs. Students employ the writing process to produce five-paragraph essays. Students also select a research topic, research the topic, analyze the data, write a report, and make a presentation. In order to become more effective essay and report writers, students learn about paraphrasing and plagiarism. While conducting research, students practice using electronic-literacy skills.

Reading

Digital Literacy 1 (Replaces Reading 6 and Advanced Reading 6)
The Digital Literacy 1 curriculum focuses on developing critical and creative thinking through reading, writing, speaking, listening, and viewing in a 21st Century approach. Working through a problem-based process, students learn to define real world problems of interest, research the causes of those problems using real-time global texts and then create solutions to address the problems. Students will advance their understanding of comprehension, analysis, and evaluation of text as well as vocabulary acquisition through reading complex informational and argumentative texts in a technology-rich medium. Students will collaborate regularly both through the research and the solution phases of their investigations. Students' curiosity and motivation will engage the students in their investigations while learning and refining the processes that will enrich all other courses and prepare them for college and career projects.

Reading Intervention Programs

Digital Literacy 3
The Digital Literacy 3 curriculum 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. 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.

Read 180 6/7/8
Read 180 is an intensive reading intervention program designed to meet the needs of students performing below proficiency. The program directly addresses individual needs though adaptive and instructional software, high-interest literature, and direct instruction of reading skills.

Academic Literacy 6/7/8
REWARDS is an acronym for **R**eading **E**xcellence **W**ord **A**ttack and **R**ate **D**evelopment **S**trategies. The focus is on teaching strategies for decoding grade-level multisyllabic words, in addition to increasing fluency and vocabulary. The goal is to develop confidence with reading skills.

Mathematics

The middle school mathematics curriculum is not organized by grade level, but rather by courses, similar to high school. Students are placed in math courses based on teacher recommendations, mathematics grades, and demonstrated proficiency with the eight Standards of Mathematical Practice. The teacher's assessment of a student's ability to think theoretically, learn independently, be creative, understand concepts in depth, and demonstrate motivation to work industriously in math are also considered.

The Curriculum 2.0 (C2.0) math curriculum focuses on the Standards for Mathematical Practice in order to build a climate that engages students in the exploration of mathematics. The Standards of 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.

Standards of Mathematical Practice

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning

Grade Six Mathematics

Curriculum 2.0 Math 6

Curriculum 2.0 (C2.0) 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. Courses following C2.0 Math 6 include C2.0 Mathematics 7 and C2.0 Investigations into Mathematics.

Curriculum 2.0 Investigations into Mathematics

Curriculum 2.0 (C2.0) Investigations into Mathematics (IM) extends students' understanding of mathematical concepts developed in C2.0 Mathematics 6 and accelerates the pace of instruction to prepare for C2.0 Algebra 1. 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. Students who successfully complete C2.0 IM are prepared for C2.0 Algebra 1 in Grade 8. The remaining Grade 8 CCSS are compacted into the C2.0 Algebra 1 course. Instruction for C2.0 IM will focus on four critical areas: (1) developing a unified understanding of number, recognizing fractions, decimals (including both those that have a finite or a repeating decimal representation), and percents as different representations of rational numbers; (2) using linear equations and systems of linear equations to represent, analyze, and solve a variety of problems; (3) comparing two data distributions and reasoning about differences between populations; (4) analyzing geometric relationships in order to solve real-world mathematical problems.

Grade Seven Mathematics

Curriculum 2.0 Mathematics 7

Curriculum 2.0 (C2.0) Mathematics 7 extends students' understanding of mathematical concepts developed in C2.0 Mathematics 6. Instruction at this level will focus on four areas: (1) developing understanding of and applying proportional relationships; (2) developing understanding of operations with rational numbers and working with expressions and linear equations; (3) solving problems involving scale drawings and informal geometric constructions, and working with two– and three–dimensional shapes to solve problems involving area, surface area, and volume; and (4) drawing inferences about populations based on samples. Students who successfully complete this course will be ready for C2.0 Mathematics 8 in Grade 8, strengthening their foundation for the Common Core State Standards Algebra 1 in Grade 9.

Curriculum 2.0 Investigations into Mathematics

Curriculum 2.0 (C2.0) Investigations into Mathematics (IM) extends students' understanding of mathematical concepts developed in C2.0 Mathematics 6 and accelerates the pace of instruction to prepare for C2.0 Algebra 1. 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. Students who successfully complete C2.0 IM are prepared for C2.0 Algebra 1 in Grade 8. The remaining Grade 8 CCSS are compacted into the C2.0 Algebra 1 course. Instruction for C2.0 IM will focus on four critical areas: (1) developing a unified understanding of number, recognizing fractions, decimals (including both those that have a finite or a repeating decimal representation), and percents as different representations of rational numbers; (2) using linear equations and systems of linear equations to represent, analyze, and solve a variety of problems; (3) comparing two data distributions and reasoning about differences between populations; (4) analyzing geometric relationships in order to solve real-world mathematical problems.

Related Math

Related Math class is designed to support above grade level math learning and engagement. Students in this class will actively participate in learning opportunities that will allow for a stronger mastery of curriculum taught in their above grade level math class. Additionally, students will engage in scaffolded instruction designed to strengthen underlying skills necessary for success.

Curriculum 2.0 Algebra

Curriculum 2.0 (C2.0) Algebra 1 is designed to analyze and model real-world phenomena. Exploration of linear, exponential, and quadratic functions forms the foundation of the course. Key characteristics and representations of functions – graphic, numeric, symbolic, and verbal – are analyzed and compared. Students develop fluency in solving equations and inequalities. One- and two-variable data sets are interpreted using mathematical models.

Grade Eight Mathematics

Curriculum 2.0 Math 8

In order to prepare students for C2.0 Algebra I, teachers will teach a focused set of major math concepts and skills. Specifically, instructional time will focus on three critical areas: (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem. Students who successfully complete this course will have a strong mathematical foundation that will ready for them for success with C2.0 Algebra in Grade 9.

Curriculum 2.0 Algebra

Curriculum 2.0 (C2.0) Algebra 1 is designed to analyze and model real-world phenomena. Exploration of linear, exponential, and quadratic functions forms the foundation of the course. Key characteristics and representations of functions – graphic, numeric, symbolic, and verbal – are analyzed and compared. Students develop fluency in solving equations and inequalities. One- and two-variable data sets are interpreted using mathematical models.

Related Math

Related Math class is designed to support above grade level math learning and engagement. Students in this class will actively participate in learning opportunities that will allow for a stronger mastery of curriculum taught in their above grade level math class. Additionally, students will engage in scaffolded instruction designed to strengthen underlying skills necessary for success.

Curriculum 2.0 Honors Geometry

Curriculum 2.0 (C2.0) Geometry formalizes and extends students' geometric experiences from the elementary and middle school grades. Students explore more complex geometric situations and deepen their understanding of geometric relationships, progressing towards formal mathematical arguments. Instruction at this level will focus on the understanding and application of congruence as a basis for developing formal proofs; the relationship among similarity, trigonometry, and triangles; the relationship between two- and three-dimensional objects and their measurements; exploration of geometric descriptions and equations for conic sections; and application of geometric concepts in modeling situations.

Curriculum 2.0 Algebra II

Curriculum 2.0 (C2.0) Algebra II formalizes and extends students' algebra experiences from C2.0 Algebra I. Building on their work with linear, quadratic, and exponential functions, students extend their repertoire of functions to include polynomial, rational, radical, and trigonometric functions. Students work closely with the expressions that define the functions, and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms. Students extend their knowledge of statistics and explore probability.
Sections of Algebra II will be taught at Northwest High School

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 responsibilities as citizens.

In Grades 6 and 7, the focus of study is on ancient world history and culture from Asia, Africa, Europe, and Latin America. In Grade 8 students learn about the founding and early development of our nation from the Revolution through Reconstruction. At all grade levels, students build understanding of the modern world by applying concepts of geography, economics, political systems, and culture to present-day scenarios.

At Kingsview Middle School, the Advanced Social Studies Curriculum focuses on historical thinking and analyzing skills. For example, students will learn to analyze documents for evidence, point of view, or purpose. Students will also learn to categorize and corroborate evidence. All of these advanced skills are designed to help students master answering Document Based Questions, the primary method of assessment in AP Social Studies.

Historical Inquiries in World Studies 6

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

- World geography
- Patterns of settlement and trade
- Ancient patterns of settlement
- Mesopotamia, Egypt, Indus River Valley

Unit 2: Citizenship and Governance in Classical and Modern Times

- Citizenship today
- Processes of government
- Ancient and present-day concepts of citizenship and government
- Ancient Greece and Rome

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

- Fundamentals of economics
- The economic-political system connection today and in the past
- The dynastic cycle in ancient China

Unit 4: Cultural Systems: The First Millennium and Today

- Defining culture
- Culture's impact on political and economic systems
- Case studies that connect ancient civilizations to modern-day regions including the Heian Japan-Japan, Carolingian Europe-France, Abbasid Caliphate-Iran/ Iraq, Gupta Empire-India

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.

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 Kingdoms Ghana, Mali and the Songhai
- The growth of Islamic culture and influence on African political, economic, and social systems
- Case studies of Africa past and present South Africa

Unit 3: Geography Shapes Latin America Past and Present
- The principles of geography
- Case studies of human modifications to geography in Latin America
- The geography and cultural systems of the Mayans, Aztecs and Incas

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

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 analysis.

Unit 1: Democracy: Political System of the People 1763–1783
- The causes, course, and consequences of the American Revolution
- The various perspectives and influence of individuals and groups in the colonies and Britain
- The important ideas and documents that came out of the Revolution
- Overview of themes, principles, and concepts of United States history from the Revolution to the present

Unit 2: Creating a National Political System and Culture 1783–1815
- Challenges and debates of the Articles of Confederation and the Constitutional Convention
- The resulting system and structure of government and the adoption of a Bill of Rights
- The efforts of early administrations to establish the new government, and foreign and domestic events that shaped an emerging national culture

Unit 3: Geographic and Economic Change Shape the Nation 1815–1850
- The United States' geographic expansion and settlement
- The various perspectives and influence of individuals and groups, including significant leaders, women, African Americans, and Native Americans
- The political and cultural consequences of geographic expansion
- The developing sectional economic and cultural tensions

Unit 4: A Nation Divided and Rebuilt 1840–1877

- The major events, issues, and debates leading up to the Civil War that reflected cultural divisions among the North, South, and West
- Major turning points of the Civil War
- The effect of the war on economic, social, and political systems of the nation
- The goals, results, and impact of Reconstruction on the extension of rights to African American

Science

The middle school science program allows students to investigate both the concepts and process skills of science. At each grade level, topics in earth science, biology, chemistry, and physics are interconnected to show students relationships between the sciences and the natural world. Inquiry and laboratory investigations are an integral part of the program. Problem solving and online investigations are used continually to allow students to investigate authentic problems and reinforce science concepts.

The middle school science program was developed through a National Science Foundation grant and reflects the Maryland and National Science Content Standards. High expectations and differentiated instruction allow all students challenging and engaging interactions with science.

Investigations in Science 6 (IS6)

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 IS6 center around topics related to matter and its interactions, ecosystem dynamics, human impacts on the environment, energy, and waves. Students engage in science, technology, engineering, and mathematics (STEM) in order to propose solutions to identified problems.

Investigations in Science 7 (IS7)

Like IS6, IS7 is a problem/project-based curriculum. Instruction is interwoven around a relevant problem/project to allow a focus for student learning. Students engage in minds-on inquiry and hands-on explorations, productive discourse, and purposeful reading and writing. Units studied in IS7 center around topics related to cellular processes, structure and function in living things, genetics, Earth's history, and biological evolution. Students engage in science, technology, engineering, and mathematics (STEM) in order to propose solutions to identified problems.

Investigations of Science 8 (IS8)

IS8 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 IS8 center around topics related to solar energy and fluid circulation, astronomy, earth structure/internal energy, earth materials and processes, and earth history/global change. Students engage in science, technology, engineering, and mathematics (STEM) in order to propose solutions to identified problems.

World Languages

The study of a world language is an invaluable opportunity for students, and Kingsview Middle School students are able to begin world language study at any grade level. The academic standards for each level of instruction in French and Spanish are organized among the five goal areas of language learning which describe what students will learn by the end each level of study:

- Communication - Culture - Connection - Comparison - Community

All world language courses taken at the middle school level are high school credit-based courses. Students and parents must read and understand this information carefully prior to deciding to begin studying a language. At Kingsview Middle School, we are able to offer the first level of Spanish and French over two years. This pace allows students to establish a solid foundation in written and oral communication. Students may begin a world language in 6th grade. If a student does not begin a world language in 6th grade, the student may begin in 7th or 8th grade with French or Spanish. For Spanish in 7th grade, students have the option of taking a full year 1A course or the 1A/B high school level course It is not mandatory to begin a world language while in middle school.

Spanish 1A or French 1A Grade 6 or 7 (Full Year)

These courses offer students the opportunity to experience a one year high school world language course over the span of two years. Spanish 1A *e*ncompasses four units of study which include: *Welcome to Spanish Class, Getting Acquainted, School and Food*. French 1A encompasses four units of study which include: *Welcome to French Class, What do you like?, Family, and At Schoo*l. The vocabulary that the students learn directly relate to the purposes and situations identified with each topic. Vocabulary acquisition is heavily emphasized over these levels, although a greater emphasis on structural accuracy to enhance communication occurs with each year. Students who successfully complete this course will receive ½ credit for high school and the grade earned will appear on the students' high school transcripts.

Spanish 1B or French 1B Grade 7 or 8 (Full Year)

This is the second half of level 1 for Spanish and French. In each class, listening, speaking, reading, and writing skills continue to be developed. As in level 1A, the vocabulary and grammar are studied as a means to communicate effectively in real life situations. Cultural aspects of the language are also integrated into the course. Theme areas in Spanish 1B include*: Pastimes, Family Celebrations, House, Clothing and Stores*. Theme areas in French 1B include: *Pastimes, Food, Clothing, and House*. Students who successfully complete this course may enroll in French or Spanish level 2. Students who successfully complete this course will receive ½ credit for high school and the grade earned will appear on the students' high school transcripts.

Spanish 1 A/B Grade 7 (NEW) or 8 (Full Year)

Spanish 1 A/B is the traditionally paced high school course spanning over one year. Students who successfully complete this course will receive 1 credit for high school and the grade earned will appear on the students' high school transcripts (See description of 1A and 1B above to read the full course description).

Spanish 2A/B or French 2A/B Grade 8 Only (Full Year)

Students will move through this world language class at an accelerated pace as their listening, speaking, reading, and writing skills continue to be developed in the target language. The theme areas started in level 1 are expanded to include more extensive vocabulary and more advanced grammar. The prerequisite for this class is the successful completions of Spanish or French levels 1A and 1B. Students who successfully complete this course will receive 1 credit for high school and the grade earned will appear on the students' high school transcripts. Students who successfully complete this class may enroll in Spanish or French 3 in the 9th grade.

Physical Education and Health

Physical Education

Middle school physical education instruction focuses on standards-based content that has been categorized into three measurement topics: health-related fitness, movement skills and concepts, and personal and social responsibility.

The learning tasks in physical education emphasize and teach problem-solving and decision-making skills. Middle school students participate in learning tasks that are organized into personal development and tactical games activities. These activities provide opportunities for students to learn specific criteria aligned to each measurement topic. Personal development activities center on creative expression or individual gains through participation in the learning tasks. Tactical games/activities concentrate on the application of tactics and strategies to the learning tasks. Tactical games/activities are arranged into three conceptual classifications: invasion, net/wall, and target. Students receive instruction in a variety of the following activities:

- Invasion: basketball, soccer, street hockey, lacrosse, field hockey, flag football, speedball, and team handball
- Net/Wall: volleyball, badminton, tennis, and pickleball
- Target: archery, golf, and bowling
- Personal Development: stunts and tumbling, weight training, track and field, cross-country, and wrestling

Kingsview tee shirt and shorts are available for $27.00 and can be used for a student's physical education attire. We also encourage sweatpants and sweatshirts for the colder months of the school year.

Health Grade 6

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.

Health Grade 7

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 five units of instruction: mental and emotional health; alcohol, tobacco, and other drugs; personal and consumer health; family life and human sexuality; and disease prevention and control.

Parents of Grade 7 students will receive information about the family life and human sexuality unit and the disease-prevention and control unit of instruction prior to the start of classroom instruction. Information about responsibilities of families, components of healthy relationships, responsible decision-making are included in the family life and human sexuality unit. The disease unit includes information about sexually transmitted diseases and infections, including HIV/AIDS. Parents must sign a permission form checking "Yes" for their child to participate in these units of instruction. Parents who object to the content of this instruction will check "No" on the parent permission form and the child will 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 disease prevention, including HIV/AIDS.

Health Grade 8

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 five units of instruction: alcohol, tobacco and other drugs; personal and consumer health; family life and human sexuality; safety and injury prevention; and nutrition and fitness.

Parents of Grade 8 students will receive information about the family life and human sexuality unit of instruction prior to the start of classroom instruction. Information about components of healthy relationships, human reproduction, sexual limits and responsible decision-making, contraception methods, gestation, prenatal care and parenting skills are included in Grade 8 health education. Parents must sign a permission form checking "Yes" for their child to participate in these units of instruction. Parents who object to the content of this instruction will check "No" on the parent permission form and the child will be excused from that unit. If excused, the child will complete an independent-study alternative unit of health education.

Grade 6 Electives

Arts Exploration 6 (Full Year Course)

Arts Exploration 6 introduces students to ***four different courses*** within one year. It is designed to give students a variety of opportunities to develop their skills, talents and interests. Sixth graders will take a different course each marking period. The courses offered are Visual Arts, Technology Education, Computer Applications, and Study Strategies. Below is a brief description of each course:

- ***Visual Arts (600200):*** The Art curriculum and lab provides students with a foundation class in which the students learn the use of various medium and applications as an artistic means to explore and create a rich variety of visual concepts and expressions. Students learn to draw, paint, and manipulate natural medium to create a variety of artwork. As well, students discuss the cultural, historical, philosophical and ethical issues in their world, society and their lives. Students are responsible for compiling two projects in one quarter, building their portfolios of all their work by the end of the quarter. An art lab fee of $5.00 for 6th grade "arts rotation" will be collected when the students work is judged for exhibitions, or competitions. The artwork for these are mounted and matted.
- ***Introduction to Computers (294000):*** Students will take a broad look at computer science topics, covering the development of computers, hardware, logic, and an introduction to programming, creating interactive games and animation. Students will create authentic artifacts and use computer science as a basis for problem-solving, communicating and creativity. Students will also regularly practice their keyboarding skills.
- ***Study Strategies (805800):*** Students will learn essential academic skills to enhance their transition to middle school. Hands on projects, lessons, games and videos help students identify and implement independent study strategies, organizational skills, time management strategies and test taking strategies. Students will leave the course with a "tool box" full of strategies to help them be academically successful.
- ***Technology and Design (789800):*** Students explore and develop an understanding of the scope, characteristics, and core concepts of technology. They recognize the relationships and the connections between technology and other fields of study, while working to understand the attributes of design, and apply the design process through a series of hands-on activities. Students develop skills in the areas of assessing the impacts of products and systems, researching, problem-solving, and developing an attitude of safety, while working collaboratively with others.

Beginning Band (Full Year Course 789236)

Students who have no musical experience can learn to play a wind instrument. Middle School is a perfect time for students who did not begin studying an instrument in elementary school to begin! Most instruments are available for rent from local, private vendors. The teacher will assist the student in the selection of a suitable instrument. If many students choose drums, the teacher will give aptitude tests to select only a workable number of percussionists for the size of the class. All percussionists will begin on bells or xylophone before playing drums. The group will perform at a minimum of two evening concerts during the school year. Attendance at evening concerts is required. *Course is subject to cancellation pending enrollment.*

General Chorus (Full Year Course 669036)

Membership in sixth grade chorus is open to all students. Because this may be the first choral experience for some participants, emphasis is placed on the development singing fundamentals including diction, breathing and breath support, tone production, and pitch discrimination. Fundamentals of reading music will be taught. The chorus will perform in a minimum of two evening concerts during the course of the school year. Attendance at evening concerts is required.

Intermediate Band (Full Year Course 688036)

This course is open to students who have had one year of instruction on a wind or percussion instrument in elementary school and who can read music. Students with one year of experience may be recommended for this intermediate level by their elementary music teacher, or they may be placed in Beginning Band to strengthen fundamental skills. Students are given the chance to learn a different instrument at the beginning of the school year. The band will perform at a minimum of two evening concerts during the school year. Attendance at evening concerts is required. **Prerequisite: At least one year of previous instrumental music instruction.**

Orchestra (Full Year Course 680036)

Middle School is a perfect time for students to begin or to continue studying an instrument! The instruments to choose from in orchestra are: violin, viola, cello, and double bass. Most instruments are available for rent from local, private vendors. Orchestra focuses on reading music, developing expertise with a selected instrument, mastering tempo, understanding the special requirements of solo and ensemble performances, and appreciating the total effect of each player's contribution to a variety of music. The orchestra will perform at a minimum of two evening concerts during the school year. Attendance and proper dress at evening concerts is required.

Grade 7 & 8 Electives

Seventh and eighth grade students will take a total of two elective courses unless the elective they choose is a full year course. Students will be placed in elective classes according to their first and second choices when possible. It is sometimes necessary to enroll students in their alternate selections. Some classes may require a nominal materials fee. *All courses are subject to cancellation pending student enrollment.*

Full Year Courses

Advanced Band (Full Year Course 683037/683038)
This class is designed for students with more advanced playing and rehearsal skills. This band will represent the school at band festivals, and will be rated for their performance. Students may be asked to participate in after-school rehearsals. Concert attendance and appropriate dress are expected**. Enrollment is by recommendation of the band director only.**

Advanced Orchestra (Full Year Course 686037/686038)
This course is designed for students with more advanced playing and rehearsal skills. This orchestra will represent the school at orchestra festivals and will be rated for their performances. Students may be asked to participate in after-school rehearsals. Concert attendance and appropriate dress are required. **Enrollment is by recommendation of the orchestra director only.**

Advanced Women's Chorus (Full Year Course 669500)
This class is designed for female students with more advanced singing and rehearsal skills. Because this is an advanced chorus, emphasis is placed on more advanced vocal techniques and more advanced choral music literature. This chorus will represent the school at choral festivals and will be rated for their performance. Students may be asked to participate in after-school rehearsals. Concert attendance and appropriate dress are expected. **Enrollment is by recommendation of the choral director only.**

Contemporary Communications (Journalism) (Full Year Course 114137/114138)
Students will learn the skill of writing for newspapers. Students will explore how to write news stories, columns, blogs, and features that could appear in a daily/weekly/monthly publication. This class will prepare students to write for Kingsview's online magazine in the second semester. Second Semester may be repeated.

Exploring Dance 1 (Full Year Course 602700) (NEW)
Students identify how the elements of dance are used to communicate meaning and/or represent a theme. Students examine a variety of dance styles and perform popular dances from other cultures.

Intermediate Band 7/8 (Full Year Course 688037)
This class is designed as the next step after Intermediate Band 6. It is open to students who have had one or two years of instruction on a wind or percussion instrument with no more than one year away from playing. Intermediate Band 7/8 continues the focus on reading music, developing expertise with a selected instrument, mastering tempo, understanding the special requirements of solo and ensemble performances, and appreciating the total effect of each player's contribution to a variety of music. The band will perform at a minimum of two evening concerts during the school year. Attendance at evening concerts is required. This is not a beginning band class. **Prerequisite: At least one year of previous instrumental music instruction.**

Men's/Women's Chorus (Full Year Course 669037/669038)
Membership is open to 7th or 8th grade students. Because this may be the first choral experience for some participants, emphasis is placed on developing singing fundamentals including diction, breathing and breath

support, tone production, and pitch discrimination. Fundamentals of reading music will be taught. This program is designed for general seventh and eighth grade males who want to sing in a performing group. There will be a minimum of two evening concerts during the course of the school year. Concert attendance and appropriate dress are expected.

Yearbook (Full Year Course 805830)
This full year course is designed for motivated and committed students who are interested and willing to work hard. Graphic design, digital photography, and photojournalism will be combined with leadership skills, teamwork, organizational skills, marketing, publishing ethics, and creativity in this specialty course. Students will have a lasting impact on our school by creating the Kingsview Middle School 2017-2018 Yearbook! In a work like environment, students will apply for a position. Students will be asked to work outside the school day to capture school events. Also, students will create the year-end slide show for 8th grade. This course may be repeated.

Semester Courses

Basic Studio Art (Semester Course 602037/602038)
The Art curriculum and lab provides students with a foundation class in which the students learn the use of various medium and applications as an artistic means to explore and create a rich variety of visual concepts and expressions. Students advance their learning skills in drawing, painting, printmaking and manipulate natural medium to create a variety of artwork. As well, students discuss the cultural, historical, philosophical and ethical issues in their world, society and their lives. Students are responsible for compiling four projects in one semester, building their portfolios of all their work by the end of the semester. An art lab fee of $10.00 for 7th and 8th grade "Studio Art" will be collected when the students work is judged for exhibitions, or competitions. The artwork for these are mounted and matted.

Beginning Theater (Semester Course 690731/690732)
No prior theatre experience is required but a willingness to perform and learn about theater is required! Students will develop creative thinking and self-expression through puppetry, pantomime, study of what a theatre critic does, improvisation, script writing, and performances of scripted material. Students should have an interest in performing, puppetry and creating plays. Each student will have a role in a performance at the end of at the end of the semester-long class. This course may be repeated.

Ceramics and Sculpture (Semester Course 602431/602432)
The Art curriculum and lab provides students with a foundation class in which the students learn the use of various medium and applications as an artistic means to explore and create a rich variety of visual concepts and expressions. Students learn to illustrate their ideas, construct them into sculptures and ceramic pieces using various tools, and equipment. Students will learn to manipulate various mediums to create two sculptures and two ceramic pieces of artwork. As well, students discuss the cultural, historical, philosophical and ethical issues in their world, society and their lives. Students are responsible for compiling two projects in one quarter, building their portfolios of all their work by the end of the semester. Students will be responsible for four projects in one semester.

Computer Applications: Multimedia and Digital Communication (Semester Course 294137/294138)
This course, based on the framework for 21st century learning, includes digital citizenship, visual communication, and game development units. Students will learn the importance of a digital footprint, the impact of technology on learning, being creators of technology, not only consumers. Through multimedia tools and game development, this standards-based course gives students opportunities to explore the many digital tools that are widely available. This course will prepare students to confidently and competently adapt to emerging technologies in a safe and respectful manner. This course may NOT be repeated.

Digital Art (Semester Course 600537/600538)

Digital Art 7th and 8th is a course that focuses on computer art skills; mainly Photoshop application. The art curriculum and lab provide students with a foundation class in which the students learn the use of Photoshop applications, user Interface and functions. Learn to create abstract Designs, Type Portrait: Role Model, and Surrealist Images as an artistic means to explore and create a rich variety of visual concepts and expressions.

Invention and Engineering (Formerly Critical Thinking Through Applied Technology) (Semester Course 353000)

The focus of this course will be to drive students to think critically to create real-world products and develop an understanding of how they work. Students will explore and engage modern technologies, learning their functions, mechanics, and development. In this way, they will gain a better understanding of the technologies around them and how they can play a role in making the world a better place. Students will work through a progression of skills. We will begin with a focus on following directions and creating clear instructions, using these skills create maps, graphics, and flying rockets. Students will then work with the elements of good communication to create audio recordings and videos. Using these sequencing skills, we will program original video games. Then, we will explore the mechanics of common machines and vehicles by constructing working models. Finally, students will combine what they learned to build and program Lego robots that will complete tasks on their own. This course may NOT be repeated.

Lights, Camera, Literacy! (Semester Course LINKED (NEW) with Lights, Camera, Media, Literacy 104100)

This course increases literacy in both written and visual text, improves collaboration skills, builds confidence and motivation, and provides opportunities for high-level thinking via specific strategies. Students transfer their skills as viewers of film to writing skills while learning how to read visual text and create effective visual communications. The course focuses on all three areas of the MCPS Moving Image Education – integrating, deconstructing, and creating the moving image. Students transfer reading skills such as inference from screen to script page to book. They use critical-thinking skills and explore new vocabulary in the areas of lexicography, chess, and film. Students deconstruct information at the literary, dramatic, and cinematic levels. Throughout the course, students reflect on their learning through student-to-student discourse and journal writing. They work collaboratively to apply the various skills and use technology to produce an authentic product – a short film. Additional information is available on the MCPS website at www.montgomeryschoolsmd.org/info/lcl/. This course may NOT be repeated. Students who choose Lights, Camera, Literacy will also choose Lights, Camera, Media, Literacy.

Lights, Camera, Media, Literacy (Formerly TV Studio)! (Semester Course LINKED (NEW) with Lights, Camera, Literacy! 104200)

This course offers a study of media, its history, and basic related physics concepts as the core for teaching even more advanced literacy skills. Lights, Camera, Media Literacy! presents a timeline of media with focus on the history and physics of communication from the earliest times via storytelling by troubadours and griots to today's mass media world. The units include "Storytelling," "The Printing Press," "Newspapers & Print Advertising," "Photography & Film," "Radio," "Television," "Computers and the Internet," and "Media & Our World." Students develop related multimedia projects within each of these units. Additionally, students will develop the ability to design, produce, record and/or air video segments about a variety of academic and social topics. Some video segments could be designed for school activity advertisements, promotion of school and community ideals (for example, PBIS R.O.A.R. initiatives) and will be showcased via in-school closed-circuit channel television. Students who choose Lights, Camera Media, Literacy will also choose Lights, Camera, Literacy!

Science of Sports and Recreational Activities (Semester Course 805930/805931)

Students will be exposed to and engage in the science that exists in the world of sports and recreation. Utilizing the Science and Engineering Design process, students will engage in practical and physical application of the science of sports to identify current problems that exist in the world of sports and recreational activities. Applying 21st century

technology skills, students will research, design, propose and communicate solutions to the problems that they uncover and identify. This semester long course will focus on the physics, biology, and strategy that is utilized in several set sports and games. There will be an emphasis on team sports and that include (but are not limited to) Football, Basketball, and Soccer in addition to many recreational activities like Frisbee, computer games/simulations, and other field games like European Handball. The course will culminate in a final project where students will focus on an independent sports problem/concept of their choice to propose a practical and viable solution to that can be applied to their everyday lives. This course may NOT be repeated.

Technology Systems (Semester Course 789931/789932)

Students develop the ability to apply learned knowledge and skills to solve problems involving basic medical technologies, agricultural and related biotechnologies, energy and power technologies, information and communication technologies, transportation technologies, manufacturing technologies, and construction technologies. Emphasis is placed on the study of the human-designed world. Students also develop additional understanding of the nature of technology, technology and society, design, and the abilities needed to succeed in a technological world. This course may NOT be repeated.

Projected School Fees*

It is highly recommended that students have an agenda book; however, students will not be penalized academically for their inability to pay for supplemental materials. If you are unable to pay for supplemental materials, please contact Ms. Elisabeth Gross, Financial Assistant, for a possible waiver or alternate payment arrangement. It is also recommended that students purchase a physical education (PE) uniform. If students have a PE uniform from a previous year, it can be worn again in subsequent years.

Supplemental Materials	**Price**
Assignment Book (Replacement)	$5.00
Computer Fee	N/A
PE Uniform	
Shirt	$12.00
Shorts	$15.00
Uniform Bag	$7.00
Combination Deal for shirt, shorts, & bag	$30

Other Projected Curricular Expenses

Listed below are other possible curricular expenses depending on course enrollment.

Tech Ed/Grade 6 – Materials Fee	$5.00
Tech Ed/Grade 7/8 – Materials Fee	$10.00
Outdoor Education – Grade 6	$91.00
School Instrument Security Deposit - N/A	

Calculators for Mathematics

Calculators for C2.0 Algebra, C2.0 Honors Geometry, and C2.0 IM
Students will need one of the following TI-83PLUS/TI-84/TI-84PLUS graphing calculator. The school will provide calculators to students who cannot purchase them. Students who use a school-owned calculator will need to return the calculator in working order at the end of the school year. If the calculator is not returned, a $120.00 obligation will be issued.

Calculators for C2.0 Math 6 and C2.0 Mathematics 7
Students will use a standard calculator.

*Projected fees may change. Parents and students will be notified in the event that this occurs.