



Respectful, Responsible and Ready

WHITE OAK MIDDLE SCHOOL

# **COURSE BULLETIN**



# **GRADE 6**

## **2009-2010**

# WHITE OAK MIDDLE SCHOOL

## *Vision*

**The White Oak Middle School community actively engages students, staff and parents in the learning process, and consistently communicates high expectations for all. Every day, in every class, all students will be engaged in collaborative learning, challenging curriculum, interactive technology and creative approaches to problem solving.**



Montgomery County Public Schools Middle School education prepares students academically for high school and for full participation in their communities. All students have the opportunity to reach their academic potential, learn higher-order thinking skills, and develop their abilities to find and analyze information, pose problems and seek solutions, persevere, collaborate, and take responsibility for their own learning.

The White Oak Middle School experience include rigorous and challenging academic programs, elective courses, sports and extracurricular activities, and special programs to address the academic, social, and emotional characteristics of early adolescents. Students experience instructional practices that include differentiated strategies, flexible grouping, and increasing use of technology that emphasize critical thinking skills through relevant curriculum. While instruction is designed for early adolescents, it is intended to maximize success as students prepare for rigorous high school standards, post secondary education and the world of work.

## **We are a Phase II Middle School Reform School**

Building on the recommendations of the Middle School Reform Report and the success of the Middle School Magnet Consortium (MSMC), our school has selected and will continue to pilot rigorous instructional offerings over the next 5 years. We have selected several courses from the 31 new courses that have been field tested in the MSMC or Phase I middle schools. New program offerings incorporate rigorous coursework, including seven high school credit courses, with engaging content and innovative units of instruction. We will select multi-year offerings with course pathways that will run from grade 6 through grade 8 which will be optional for our students.

In addition, these new courses are aligned with Montgomery County Public Schools (MCPS) goal of increasing its focus on rigorous courses and using student performance in honors and Advance Placement courses as a measure of success. By having our students participate in these courses we hope to increase access to enriched, accelerated, and compacted courses at the middle school level will create opportunities for all students to realize their full potential as learners.

Our teachers are trained to deliver instruction in a way that reflects the PACE model. They incorporate instructional strategies that best support the adolescent learner's need for discourse and emotional connections to curriculum they find relevant to their daily lives. The teachers promote critical thinking skills across all grade levels and in all content areas. Through the courses, they provide a platform for students to make connections across content areas and to explore new material in a stimulating environment.

<b>P</b> = Provocative <b>A</b> = Ambiguous <b>C</b> = Complex <b>E</b> = Emotional
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### **Student Program Structure**

We follow a hybrid block schedule. Every day begins with the same anchor period that meets for approximately seventy minutes. Three days per week (Monday, Tuesday, and Friday) students follow a 7 period day with classes meeting for an average of forty seven minutes. Two days per week (Wednesday and Thursday) students follow a block schedule where classes meet for ninety minutes.

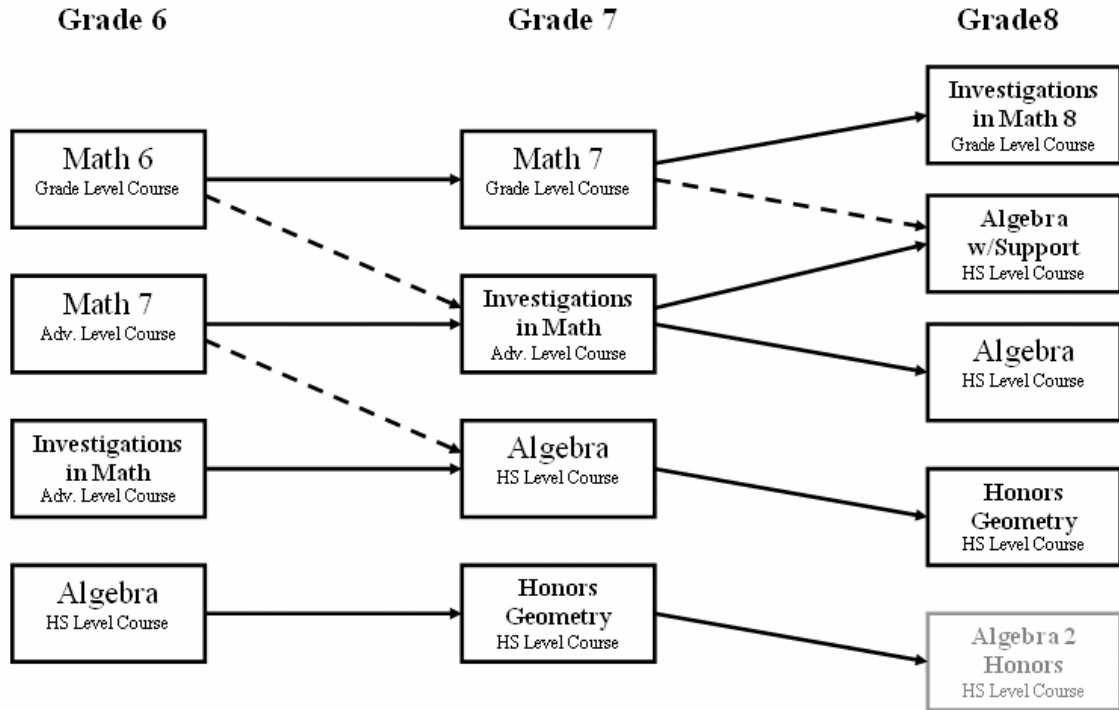
WOMS is organized into six interdisciplinary teams. There are two teams per grade level. Each team is made up of a core group of teachers and a counselor that share common planning and team periods. In teams, teachers plan and monitor instructional strategies to support all students. Academic departments share common planning time to facilitate collaboration between teachers. Teachers that teach alike courses work together (in Cohort teams) to share best practices and ensure consistency between courses.

**Support Services for Students**

Students who meet the criteria for a specific service (ESOL, Special Education, 504 Plans, and Gifted and Talented) receive support during the school day. Depending on the program and the needs of the identified students, support services are provided directly in the classroom, individually or in small groups. The teachers who provide support services confer regularly with the academic and arts teams to ensure that the needs of all students are met. The support services for students consist of the following:

- Academic Intervention Support in Math and or Reading
- Deaf and Hard of Hearing Services
- METS (Multidisciplinary Education Training and Support)
- English Speakers of Other Languages classes
- Testing Accommodations; some with use of technology such as Kurzweil
- Individualized Education Plans (IEPs)
- Speech and Language
- Vision Services
- Organizational Assistance
- A.E.I.S.T (Accelerated and Enriched Instruction Support Teacher)

**Mathematics Sequences**



<b>Administration</b>	
Principal	Virginia de los Santos
Assistant Principal	James Allrich
Assistant Principal	Lisa Shorts
<b>School Counselors</b>	
6 <sup>th</sup> Grade Counselor	Jackie Khelawan
7 <sup>th</sup> Grade Counselor	Kirk Simms
7 <sup>th</sup> Grade Counselor	Janet Lyhus
8 <sup>th</sup> Grade Counselor	Lesia Dunkins

<b>Contact Information</b>
12201 New Hampshire Ave. Silver Spring, MD 20904
<b>Tel:</b> 301-989-5780 <b>Fax:</b> 301-989-5696
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*NOTE: Course offerings are subject to change depending on the staffing allocation provided to White Oak, and the availability of staff.*

## GRADE 6 COURSE DESCRIPTIONS

### 7880 – English

This course integrates the four English/language arts processes: reading, writing, listening, and speaking through study of language and literature in a thematic organization of four units. Rigor and challenge are essential components of the instructional approach to English 6, and are further emphasized in the William and Mary language arts program. The William and Mary program requires students to read, discuss, and analyze complex texts.

Students in 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 genres related to each of the themes and complete required common tasks.

Anchor texts include multicultural, contemporary, and classic titles such as *The View from Saturday*, *Where the Red Fern Grows*, *True Confessions of Charlotte Doyle*, *Holes*, *Taking Sides*, and *Esperanza Rising*. The common tasks focus primarily on the writing process—highlighting the informative, persuasive, narrative, and procedural intents—and they include the use of information, word processing, and presentation technology to address a variety of language skills.

Students have opportunities to present their work orally and through the medium of technology. Instruction in reading and writing strategies, grammar, and vocabulary is imbedded in every unit. All students develop portfolios and revisit their compositions as they work to strengthen their writing skills. English 6 prepares students—through activities integrated into each thematic unit—for formal county, state, and national assessments.

Teachers will address the elements of each unit through the newly revised *English/Language Arts Instructional Guide for Grade 6*. The revised guide identifies the enduring understandings and essential questions of each unit and serves as a basis for the development of lesson plans.

### 3016 – Math 6

Mathematics 6 extends students' understanding of numbers and computation to include fractions, decimals, and percents. All concepts and skills are presented in the context of problem solving that requires the use of reasoning and communication. Areas of focus include data representation and analysis using frequency-table and circle graphs, customary and metric measurement, geometric relationships and transformations, algebraic patterns and relationships, and probability. Students in Middle School Mathematics Course A will go on to either Middle School Mathematics 7 or Investigations into Mathematics the following year.

### 3017 – Math 7

Mathematics 7 extends students' understanding of numbers and computation to include integers and proportional reasoning. All concepts and skills are presented in the context of problem solving that requires the use of reasoning and communication. Areas of focus include functional relationships, arithmetic and geometric sequences, geometric precision, and data analysis and representation using box and whisker plots, and scatter plots. **This course is for students who have completed the kindergarten to Grade 5 mathematics curriculum as well as the indicators in Middle School 6.**

### 3001 – Investigation into Mathematics (Enrollment by recommendation)

This is an enriched course of rigorous math at the 8<sup>th</sup> grade level for students who have successfully completed the kindergarten to Grade 5 mathematics curriculum as well as the indicators of Math 6 and the majority of the indicators of Math 7. Students successful in this course will take Algebra 1 the following year. The units of study include statistical application and set theory, real number systems, investigation of Geometry, Patterns, Relations & Functions, language of Algebra, other operational systems and probability. Students learn both concrete and abstract mathematical topics while improving their communication, thinking and reasoning skills. The course includes many of the pre-requisite skills necessary for Algebra.

### 7884 – Reading 6

The Reading 6 curriculum focuses on building, refining, and extending reading strategies learned in elementary school. Students learn to personalize effective reading strategies for understanding while they read increasingly more complex and challenging middle school texts. Comprehension is a key focus, including reading beyond the literal level. Students apply strategies to expository materials such as science and social studies textbooks, newspaper articles, and biographical essays. Students then extend their strategies to the study of mythology. During this unit, vocabulary strategies are developed to incorporate etymologies, word parts, synonyms, and antonyms. Reading 6 prepares students for the demands of middle and high school courses and assessments.



## **Foreign Languages (Enrollment by recommendation)**

Traditionally all 6<sup>th</sup> grade students in MCPS are enrolled in a reading class as part of their program of studies. Based on specific MCPS criteria, certain 6<sup>th</sup> grade students may qualify to take French 1A/B, or Spanish 1A/B. Eligible 6<sup>th</sup> students will be notified by letter prior to June.

### **1602/1603 – French 1A/1B**

### **1702/1703 – Spanish 1A/1B**

The curriculum is highly accelerated and intensive. The students study five themes per semester and take the MCPS countywide exams at the end of each semester. Those who successfully complete this course and pass the MCPS final semester exam take Level 2 the following year. Class fee: \$10.00 for workbook.

Students taking French 1A/1B will learn the following themes in the first semester: *Welcome to French class, Nice to Meet You, My family, School Life, pastimes and Weather, My Friends and Me*. During the second semester, they will study: *Clothing, Home Food, Community and Travel*.

Students taking Spanish 1A/1B study five themes during the first semester: *Welcome to Spanish Class, Getting Acquainted, School, Food and Pastimes*. During the second semester, they will study: *Family, House, Clothing and Travel*.

## **1221-1223 – English for Speakers of Other Languages (ESOL)**

ESOL is a course designed to teach the four basic skill areas of English, listening, speaking, reading and writing, to students whose native language is not English. There are three levels of ESOL offered, from beginning to advanced, depending upon the English proficiency level of the student. (ESOL level is determined by an examination given to all incoming students at the MCPS International Student Admissions Office.) Emphasis is placed on practical English usage as well as reading, grammar, spelling and vocabulary development. Level 3 ESOL students may take a regular English class concurrently with ESOL to facilitate their exit from the program. ESOL support is also offered in reading and world studies.

## **METS**

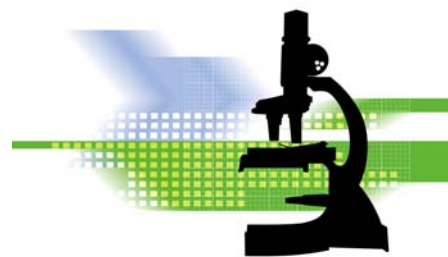
The METS (Multidisciplinary Education, Training and Support) program is for ESOL students who come from other countries and have had interrupted, little or no formal education and have limited skills in any language. METS classes are offered in Math, Reading and Social Studies. Referral from the ESOL Office is necessary before a student is considered for the METS program.

## **7886 – Social Studies 6**

The sixth grade social studies curriculum is designed to provide students with a firm foundation in the structures and concepts of the systems of geography, economics, politics, and culture that exist in today's world as well as the historical basis of those systems. Included in this foundation are the requisite skills necessary for students to independently acquire, interpret, evaluate, and communicate information. Students explore the ancient societies and cultures of Asia, Africa and Europe. There are four units in sixth grade: Patterns of Settlement in the Ancient and Modern Worlds, Citizenship and Governance in Classical and Modern Times, The Impact of Economics- Change and Continuity in China, and Cultural Systems Past and Present. There are two major strands that run through each unit. The first strand is specific present-day content in geography, economics, government, or culture. The second strand is history, which progresses chronologically, by unit, starting with ancient history to approximately 1000 CE.

## **3528 – 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 ecosystems, diversity and adaptation of organisms, forces and motion, energy, and light and sound. Students engage in science, technology, engineering and mathematics (STEM) in order to propose solutions to identified problems.



### **7891 – Physical Education and 7609 – Health (Required for all students)**

Students in sixth grade will learn about the FITT Principal, components of physical fitness as well as the required VSC areas of Exercise Physiology, Biomechanics, Social Psychological Principles, Motor Learning, Physical activity and Skillfulness. Students will participate in a daily cardio warm-up, stretching, isolated body toning specific to the area of study that the students are working on. Students will receive four week units in soccer, flag football, basketball, pickle ball, badminton, tennis, volleyball, weight training, team handball, track and field, fitness and dance. Major emphasis is placed on Respect, Responsibility and Ready objectives that are graded daily.

**Health Education** is a nine week (one quarter) requirement for all students. The health units include Mental Health, Drug Abuse Prevention, Personal and Consumer Health, Nutrition and Fitness, Safety and Injury Prevention, Disease Prevention, Family Life and Human Sexuality. The Family Life and Human Sexuality portion of the Health class is with parental permission.



## **ELECTIVES**

### **Art 6 and ICT 6 (Semester Rotation)**

#### **Music 6 and ICT 6 (Semester Rotation)**

*(Students who select the Semester Rotation spend one semester in each of the following classes.)*

#### **6002 – Art 6 (One Semester)**

Students pursue a sequence of art activities that develop their skills in using the art elements and principles when creating, discussing and critiquing art. Observation and drawing skills improve as students learn ways to depict still life and other objects/animals using basic shapes and proportional relationships. Students develop an awareness of the effects of light and shadow on subjects and learn techniques to create contrast, unity, variety and emphasis. Through studies of art from various cultures and historical periods, students become aware of unique styles, universal subjects and themes. Many themes selected for art activities relate to other academic subjects. Students learn authentic processes employed by professional artists and engage in design studies before final projects are begun. Students select, apply and communicate criteria for making aesthetic judgments about personal work and the work of others.

#### **2913 – Information Communication Technology Grade 6 – ICT 6 (One Semester)**

In this course, students use technology in a rigorous, inquiry- and project-based learning environment that promotes relevance and engagement. Students acquire knowledge and skill sets connected to Grade 6 content areas involving the use of application, web-based, and multimedia tools. Programming concepts will be applied to the development of games, educational simulations, and robotic products. The application of computer aided drafting and design and graphics software will be used to communicate 2-D and 3-D designs. Students will acquire website development skills and digital art concepts to create a portfolio. The completion of this course prepares students to follow middle school pathways that lead to high school credit courses in Grade 8. Course outcomes are based on the *Maryland Technology Literacy Standards for Grades PreK-8* and the Maryland State Department of Education Voluntary State Curriculum for technology education.

#### **6500 – General Music 6 (One Semester)**

This course will help students acquire music skills and insights to choral and instrumental music. Choral singing, note reading and playing variety of instruments will help them become successful listeners, singers, and performers. In addition, students will develop music appreciation skills as they “learn to listen” to all kinds of music from classical to modern music.

### **1041 – Lights, Camera, Literacy (Full Year)**

Lights, Camera, Literacy increases literacy in both written and visual text, improves collaboration skills, builds confidence and motivation, and provides opportunities for high level thinking via specific strategies. Students will transfer their skills as viewers of film to skills on the written page, as well as learn how to read visual text and create effective visual communications. The course focuses on all three areas of the MCPS Moving Image Education: integrating, deconstructing, and creating the moving image. Students will transfer reading skills such as inference from screen to script page to book. They will use critical thinking skills and explore new vocabulary in the areas of lexicography, chess, and film. Students will deconstruct information at the literary, dramatic, and cinematic levels. Throughout the course, students will reflect on their learning through student to student discourse and journal writing. They will work collaboratively to apply the various to skills and use technology to produce an authentic product, a short film.

### **6880 – Intermediate Band (Full Year) \***

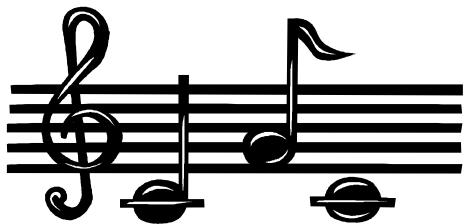
Band is for 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grade students who have limited experience playing a woodwind, brass or percussion instrument along with a high degree of interest and commitment in learning to play. Students learn basic concepts such as rhythm reading, ear training, musical terms, and practice skills. This course helps students make the transition from instrument player to expressive musician by instilling the importance of good posture and breathing, intonation, articulation, dynamics, phrasing and tempo. Also, a sense of ensemble is developed by following a conductor through varying tempi and time signatures and playing music in monophonic, homophonic and polyphonic styles. These goals are attained through daily performance. Students perform in concerts for the school and community. Home practice is MANDATORY. Students may be given the opportunity to switch to a different instrument if necessary.

### **6800 – Intermediate Orchestra (Full Year) \***

Orchestra is for any student with limited experience on a string instrument, regardless of ability level, who demonstrates a high degree of interest in orchestral music. Skills such as rhythm, ear training, realization and application of musical terms and improvement of practice skills are emphasized. Students make the transition from instrument player to expressive musician by learning the importance of good posture, intonation, articulation (bowing), dynamics, phrasing and tempo. Also, a sense of ensemble will be developed with special emphasis on following a conductor through varying tempi and time signatures and playing music in monophonic, homophonic and polyphonic styles. These skills are developed through daily performance. Students perform concerts for the school and community and in festivals. Home practice is MANDATORY. Students may be given the opportunity to switch to a different instrument if necessary. Exploratory experiences may be offered in solo and ensemble performance.

### **6890 – Symphonic Band (all grades combined) (Full Year) \***

Symphonic band is for students who have at least two years experience playing a wind or percussion instrument or who have prior experience in general band. Students expand their knowledge of the fundamentals of music, apply musical terms and practice skills. Advanced training on posture and breathing, intonation, phrasing, dynamics, articulation and tempo emphasized. Symphonic band members build a strong ensemble with emphasis on precision in following a conductor through varying tempi and time signatures and playing more advanced musical styles. Students perform in concerts for the school and community and in festivals. Home practice is MANDATORY. Students may be given the opportunity to switch to a different instrument if necessary. Exploratory experiences may be offered in orchestra, jazz band and in solo and ensemble performances.



### **7893 – General Chorus Grade 6 (Full Year) \***

Chorus is open to any student who enjoys singing regardless of previous choral singing experience. In chorus, students have opportunities to develop their vocal skills and musical proficiency. Various choral literature pieces are used at a beginning level from a broad range of styles and historical periods. Emphasis is placed on musical literacy and functioning as a team, working toward the common goals of performance, personal satisfaction and musical accomplishment. Students perform in concerts for the school and community and in festivals. Concert attire is required for all concerts. Sixth grade students participating in the White Oak Chorus are eligible to audition for MCPS Junior Honors Chorus.

*\* All members of the Band, Orchestra and Choral groups are required to wear a uniform which consists of white dress shirt or blouse, black dress pants or skirt, and black dress shoes. Students must also attend all mandatory concerts. Parents and students are responsible for providing their own transportation to and from all concerts.*

### **Contact Information**

12201 New Hampshire Avenue • Silver Spring, MD 20904

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**School Counseling Office** • 301-989-5790  
**Special Ed** • 301-989-5732