



# **COURSE BULLETIN**



## **GRADE 7**

### **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.

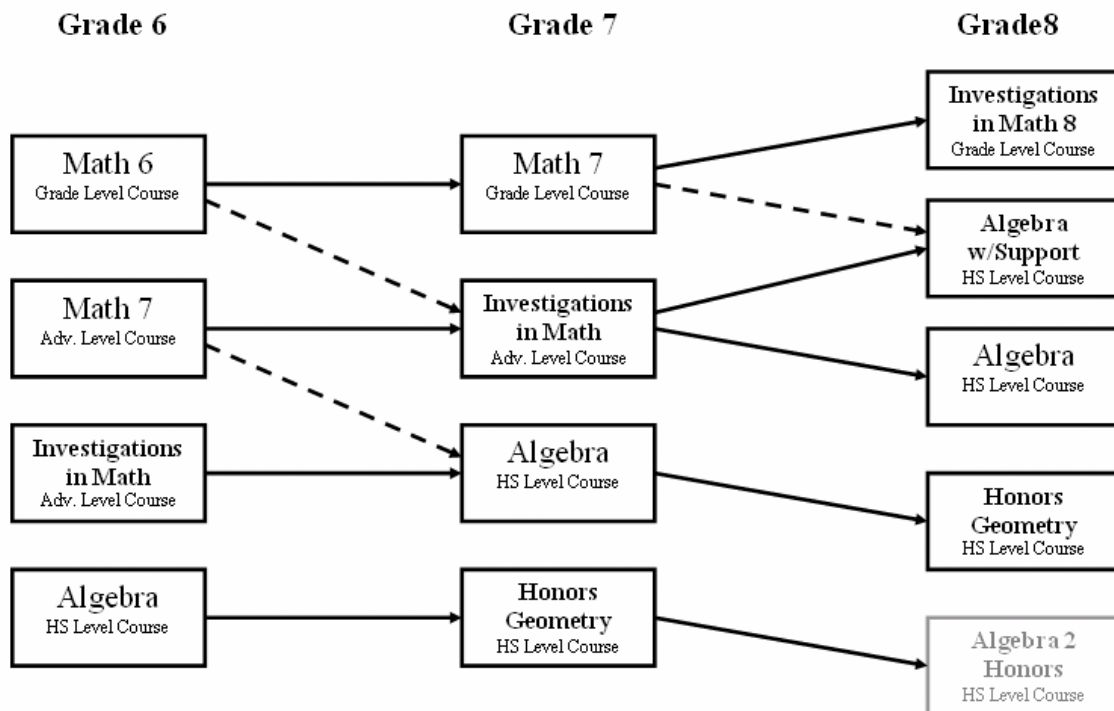
WOMS is organized into six interdisciplinary teams. There are two teams per grade level. Each team is made up of a core group of teachers and a counselor that share common planning and team periods. In teams, teachers plan and monitor instructional strategies to support all students. Academic departments 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



### Administration

Principal Virginia de los Santos  
 Assistant Principal James Allrich  
 Assistant Principal Lisa Shorts

### School Counselors

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

### Contact Information

12201 New Hampshire Ave.  
 Silver Spring, MD 20904

**Tel:** 301-989-5780

**Fax:** 301-989-5696

### Counseling Office

301-989-5790

## GRADE 7 COURSE DESCRIPTIONS

### 1001 – English 7

The over-arching theme for English 7 is “Forging New Connections.” English 7 integrates the processes and content of English/language arts. Writing, a major focus, stresses the informative and persuasive intents. Students have opportunities to present their work orally and through media. They continue the compilation of their middle school “showcase” portfolios.

Students experience texts of different genres and forms related to four thematic units. They participate in a variety of individual and collaborative instructional strategies that help them develop skills and make literary and interdisciplinary connections. Language instruction, including grammar study, is based on individual student needs. Vocabulary is developed through reading and a variety of experiences with words: written, heard and viewed.



### 1014 – Advanced English 7

This course will be available to Grade 7 students beginning in the 2008–2009 school year. This course is designed for able and motivated students with a lively interest in the power and versatility of language. In preparation for Advanced English 8 and advanced high school English courses, students read challenging texts written in various time periods and rhetorical contexts. Students develop their ability to express ideas with clarity and precision by writing increasingly complex compositions for a variety of purposes, including literary analysis, persuasion, and research.

### 3017 – Math 7

Math 7 emphasizes pre-algebra skills, which guide instruction prior to Algebra. Units of study include Data Analysis, Algebraic Relationships, Geometric Relationships, Proportional Reasoning, Functional Relationships and Measurement. Problem-solving, communicating, reasoning, connections and representations are embedded in the coursework. Students use calculators and other technology to analyze math concepts.

### 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.

### 3020/3021 – Algebra 1A/1B

Algebra 1 incorporates technology in the study of the basis structure of real numbers, algebraic expressions and functions. The units of study are Equations and Inequalities in a Single Variable, Introduction to Functions, Linear Equations and Inequalities in Two Variables, Systems of Equations and Inequalities, Data Analysis and Probability, Exponents and Polynomials, and Quadratic and Exponential Functions. Mathematical modeling of real-life problems, problem solving and the construction of appropriate linear models to fit data sets are major themes of the course. Graphing calculators are used often. Students receive high school credit for passing Algebra 1 and this course counts towards the student's high school grade point average. A county semester exam is given at the end of each semester for this course. **Students must pass the final semester exam to pass this course. The Algebra High School Assessment (HSA) is given at the end of the year. This assessment must be passed to receive a high school diploma.**

### 2001 – World Studies 7

The seventh 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. There are four units in the seventh grade: The Foundations of Modern Political Systems: Europe in the Middle Ages, The Influence of Culture in Africa, Geography and Identity in Latin America, and The Impact of Economics: One World. 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, from the Middle Ages to approximately 1500 CE. The final unit brings the world together into a modern era with the affects of the European colonization.

### **2006 – Advanced World Studies 7**

This course extends the content and concepts contained in the four units of Grade 7 World Studies. The focus of the advanced curriculum is on building the historical thinking skills of students. This includes the ability to critically read and write in response to primary and secondary historical sources. Many of these skills are included in the on-level curriculum. The advanced curriculum, however, provides additional skills, more rigorous writing expectations, and more challenging sources.

### **1012 – Read 180**

Read 180 is an intensive reading intervention program designed to meet individual needs of students. The program includes the three components of individualized instructional software, high interest literature, and direct instruction in reading and writing skills. This course is a double period class.

### **1010 – Reading 7**

The Reading 7 curriculum focuses on building, refining, and extending reading strategies. 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 7 prepares students for the demands of middle and high school courses and assessments.

### **3529 – 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 biochemistry, genetics, structure and function and biotechnology. Students engage in science, technology, engineering and mathematics (STEM) in order to propose solutions to identified problems.



### **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 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.

### **7601 – Physical Education and 7610 – Health (Required for all students)**

Students in seventh grade will apply the FITT Principal to their daily living and improve their abilities using 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.

## Foreign Languages

(All students are expected to take a foreign language unless otherwise recommended by the faculty. Student placement in all foreign language classes is based on teacher recommendations, native language background, placement test results, academic performance, and parent/student recommendations. Students may select only one class from those listed. All are full year classes.) **To earn high school credit for each course, students must pass the semester final exam and earn a passing grade for the course. Class fee: \$10 for workbook.**



### 1700 – Spanish 1A FULL YEAR

The curriculum is spread out over the whole year and therefore is less accelerated and intensive than 1A/1B. The students study five themes during the year and take the MCPS countywide exam at the end of the year. Those who successfully complete this course and pass the MCPS final semester exam take Level 1B the following year.

Students taking Spanish 1A study five themes throughout the entire academic year: *Welcome to Spanish Class, Pastimes and Weather, Getting Acquainted, School and Food.*

### 1602/1603 – French 1A/1B

### 1702/1703 – Spanish 1A/1B

These courses are GT language courses. 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. Placement in accelerated classes is made in accordance with GT criteria. 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.*

### 1604/1605 – French 2A/2B or

### 1704/1705 – Spanish 2A/2B

These accelerated language courses complete a full second level of foreign language instruction in one year. The curricula is accelerated as well as enriched for especially able students. Proficiency-based activities develop language ability in four skill areas: speaking, listening, reading and writing. Supplementary materials from foreign cultures, as well as opportunities for real-life language interaction, enhance student foreign language learning experience. The criteria for these classes include the results from prerequisite classes, countywide exams and teacher recommendations. Those who successfully complete Level 2 and pass the MCPS semester final exam take Level 3.

Students in French 2A/2B study during the first semester the following units: *All About Me, School Life, Occupations, Social Life and Weather.* During their second semester, they will learn the following themes: *Food Experiences, Daily Routines and Household Chores, Shopping and Clothing and Travel.*

Students in Spanish 2A/2B study during the first semester five units: *All About Me, School Life, Routines and Chores, Clothing and Shopping and Giving Directions.* In the second semester, they will study: *When I was Young, What Happened When, Sports and Other Activities, Food Experiences and Travel.* Class fee: \$10.00 for workbook.

### 1777/1778 – Spanish for Spanish Speakers 1

This GT course provides an alternative to beginning foreign language instruction for students who speak Spanish at home. A language arts approach is combined with theme-based instruction to help students build on their skills in listening, speaking, reading and writing in Spanish and to prepare them for continued study in the high school Spanish program. Special attention is given to vocabulary development and written expression through journal writing, individual practice and group presentations. Themes of study include identity and community.

## ELECTIVES

### Music and Arts Rotation

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

#### 6500 – General Music 7 (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.



#### 6001 – Art 7 (One Semester)

Students build on their art skills by using different mediums. Some areas of art that are covered are clay sculpture, painting (tempera and watercolors), graphic design, paper sculpture, and drawing (colored pencil, marker and pen). 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. 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.

### Civil Rights and Theatre Rotation

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

#### 8061 – American Civil Rights Movement (One Semester)

Students in this course assume the character of an American born in 1940, coming of age in the dramatic and life-changing years between 1954 and 1965, when the struggle for civil rights became a national movement which transformed our country forever. Through films, documentaries, readings, guest speakers, creative writing, media analysis and individual research projects, students gain an appreciation of the struggles and sacrifices of those who came before us to make our diversity our strength.

#### 6029 – Readers Theatre Grades 7 (One Semester)

Reader's Theatre is for students who are most interested in scriptwriting, directing, and producing a dramatic work. Students will take pieces of literature, analyze them, and adapt them into a script. This script can then be performed with a minimum of preparation, props or scenery. Students will participate in an extensive study of the works of William Shakespeare. Theatre productions and dramatic performances are the culmination of many hours of hard work and they provide opportunities for students to demonstrate their mastery of the knowledge and skills outlined in the content standards.

#### 6006 – Computer Art Fundamentals (Full Year)

Students are introduced to the principles of color, texture, and form using a variety of media including drawing, painting, and digital art. Students will apply the basic principles as they create original pieces in both the traditional and digital format. Historically significant and contemporary art examples representing a variety of cultures are investigated and represented in the creative production process. Students will learn to evaluate and critique personal artworks and the artworks of others.

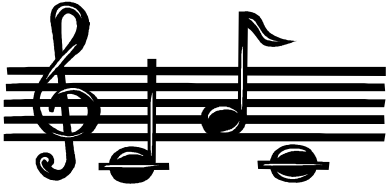


#### 3525 – Applied Robotic Engineering with Grade 7 (Full Year)

In this hands-on course, students experience real world problem solving in a laboratory setting. Students will design, build, and program robots to solve engineering challenges. Mathematics, science and technology concepts will be applied throughout the course to support the engineering processes involved in robotic development. This course is a prerequisite for enrolling in Introduction to Engineering Design A/B in Grade 8.

### **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 or no 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.



### **6890 – Concert Band (All grades combines -Full Year) \***

Concert band is for students who have one or more years experience playing a wind or percussion instrument, or 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 is emphasized. Advanced 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 change to a different instrument if necessary. Exploratory experiences may be offered in orchestra, jazz band and in solo and ensemble performances.

### **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.

### **6860 – Advanced Orchestra (Full Year) \***

Orchestra is for any student with one or more years 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 will be 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 is 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 jazz band and in solo and ensemble performances.

### **6695/6696 – General Chorus 7 (Full Year)\***

Chorus is open to any student who enjoys singing regardless of previous choral singing experience. In chorus, students have opportunities to expand and develop their vocal skills and musical proficiency. Various choral literature pieces are used at an intermediate 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. Seventh grade students participating in the White Oak Chorus are eligible to audition for MCPS Junior Honors Chorus as well as the Maryland All-State 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.*