



Respectful, Responsible and Ready

WHITE OAK MIDDLE SCHOOL

COURSE BULLETIN



GRADE 8

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 (WOMS) 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.

P = Provocative A = Ambiguous C = Complex E = 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

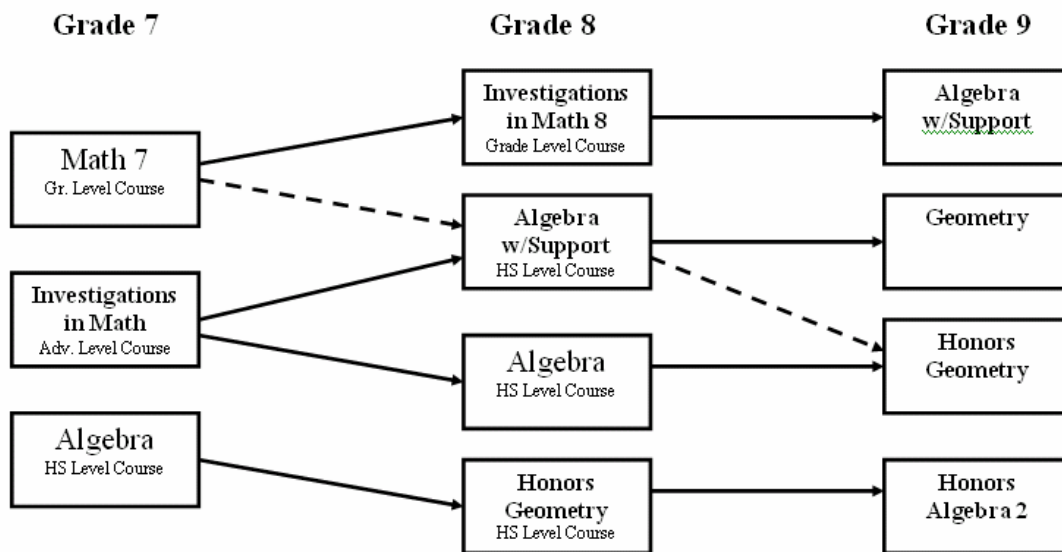
between teachers. Teachers that teach alike courses work together (in Cohort teams) to share best practices and ensure consistency between courses.

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 th Grade Counselor	Jackie Khelawan
7 th Grade Counselor	Kirk Simms
7 th Grade Counselor	Janet Lyhus
8 th 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

NOTE: Course offerings are subject to change depending on the staffing allocation provided to White Oak, and the availability of staff.

GRADE 8 COURSE DESCRIPTIONS

1002 – English

The over-arching theme for English 8 is "Explorations." Each of the four units involves the study of language and literature in the context of exploring the world and new ideas. English 8 integrates all the processes and contents of the English/language arts. Writing, a major focus, stresses the informative and persuasive intents.

Students experience texts of different genres and forms related to each theme. 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. GT students complete the William and Mary unit as part of the curriculum.



1036/1037 - Advanced English 8 A/B

This course will be available to Grade 8 students beginning in the 2009–2010 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 high school English courses, students read challenging texts written in various time periods and rhetorical contexts, making interdisciplinary connections with historical events and concepts developed in their Grade 8 U.S. History class. 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. Students who successfully complete both semesters and pass the semester B final exam (semester B final exam currently under consideration/development) will earn one elective credit toward graduation.

3001 – Investigation into Mathematics (Enrollment by recommendation)

This is an enriched course of rigorous math at the 8th 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 is the eighth grade math course. This course incorporates technology in the study of the basic 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 One and this course counts towards the student's high school grade point average (GPA). **A county semester exam is given at the end of each semester for this course. Students must pass the semester B county exam to receive high school credit. 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.**

3020/3021 – Algebra 1A/1B with Support Period

Students in this course receive the same Algebra instruction and assessments as described above. They also receive support with Algebra concepts through an additional period of math instruction. This course is for students with the mathematical capability to be successful in Algebra but who may not have completed all 7th grade indicators

3203/3204 – Honors Geometry A/B

Honors Geometry incorporates technology in the study of patterns, logical reasoning and trigonometry. Units of study include an introduction to geometry, exploring geometric relations and properties, logic and geometric proofs, right triangle relationships and coordinate geometry, similarity and trigonometry, measurement, circles and patterns in geometry and algebra. Students receive high school credit for passing Honors Geometry and this course counts towards the student's high

school GPA. **A county semester exam is given at the end of each semester. Students must pass the semester B county exam to receive high school credit.**

3502 – Science 8

The eighth grade science curriculum includes five units. *Atmospheric Phenomena* are explored in a comprehensive study of meteorology. Students explore the properties of matter and the interactions between basic building blocks of matter during *Introductory Chemistry*. *Earth's Structure* is explored as students learn about plate tectonics, destructive and constructive forces, and Earth's history. In the *Formation and Evolution of Celestial Bodies* unit, students investigate galaxies, stars, our solar system and the universe. Finally in *Change Over Time*, students will observe patterns occurring in the natural world. Science processes and investigation techniques from Grades 6 and 7 are reinforced in *Scientific Problem Solving* as students solve new mysteries. All units reinforce the theme Living in a World of Change. Students in GT Science must complete a science project



2002 – U. S. History 8

The eighth grade social studies curriculum is designed to provide students with a foundation of principles, ideas, and concepts of American History. Students will have an opportunity to explore and learn about important themes such as European Colonies in the Americas, the American Revolution, Setting up a Democracy, Westward Expansion, Early American Economic Developments, The Jacksonian Era, and The Civil War/Reconstruction. As these themes are taught, students will be able to relate sixth and seventh grade principles, ideas and concepts to America's past and present. Included in the foundation for this course are the requisite skills necessary for students to independently acquire, interpret, evaluate and communicate information. There are four units in the eighth grade: Democracy: Political System of the People; Creating a National Political System and Culture; Geographic and Economic Change Shape the Nation; A Nation Divided and Rebuilt. There are two major strands that run through each unit. The first strand includes geography, economics, government, or culture. The second strand is history, which progresses chronologically, by unit, from 1500 CE to the late 1800's.

2410 – Advanced US History 8

This course enhances the four 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 projects.

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.

1011 – Reading 8

The Reading 8 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.



7602 – Physical Education and 7611 – Health (Required for all students)

Students in eighth grade will develop and implement their own fitness plan for their personal use. This plan will be monitored by both the student and the teacher. The students will use 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.

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 several levels of ESOL offered, from beginning to advanced, depending upon the English proficiency of the student. (ESOL level is determined by an examination given to all incoming students.) Emphasis is placed on practical English usage as well as reading, grammar, spelling, and vocabulary development. 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.

Foreign Languages

(All students are expected to take a foreign language unless otherwise recommended by the faculty. Students may select only one class from those listed. Please note that successful completion of prerequisite levels is required in order to enroll in level 2 classes.) To earn high school credit for each course, students must pass the semester final exam and earn a passing grade for the course.

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.

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*. Class fee: \$10.00 for workbook

1604/1605 – French 2A/2B or

1704/1705 – Spanish 2A/2B

Students who enroll in this class will complete a second year of the target language in one full academic year. The curricula is accelerated as well as enriched for especially able students. The criteria for taking these classes include the results of MCPS countywide exams, students' performance and academic work in Level IA/B and teacher recommendations. Those who successfully complete Level 2 and pass the MCPS final semester exams will take Level 3. These classes are for high school credit.

Students in French 2A/B will study during their 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/B will learn in their 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 workbook fee: \$10.00

**1633/1643 – French 3A/B or
1733/1743 – Spanish 3A/B**

Students who take these classes have successfully completed two years of accelerated and highly intensive curricula in French or Spanish. The students who are enrolled in these courses have a serious commitment to learn and study the target language. French 3A/B students will learn the following themes: *Getting Started, Geography, The Environment, Family Life and Celebrations and Cuisine*. At the end of the semester, they will take the MCPS mid-term exams and they will start part B on the second semester. In the second semester, they will study: *Travel, At the Hotel, Fitness and Health and Relationship*.

Spanish 3A/B students will learn the following themes: *Me, My Pastimes, Wellness and Friendship*.

At the end of the first semester, the students will take the MCPS countywide exams. During the second semester they will study: *Jobs, Professions, In My Personal World and In the World Around Me*. The students will take the MCPS final exams in June. Students who successfully complete Level 3 and pass the MCPS final semester exams will take Level 4 in high school. Class workbook fee: \$10.00

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

Specialty Art and Computer Rotation

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

6010 – Specialty Art (One Semester)

This course is designed for students showing strong interest and advanced skills in art. This course helps further students' knowledge, understanding and appreciation of the visual arts. Knowledge of techniques and skills is expanded through the use of a variety of media. Through in-depth activities, discussions, the Internet and class critiques, students learn about art from other cultures and historical periods and become aware of the elements of effective design. Students work in two- and three- dimensional media including drawing, painting and sculpture. Units in ceramics, printmaking and graphic design may be explored. Craftsmanship and safe use of tools and materials is emphasized. This course is ideal for any student interested in pursuing art in high school.



6005 – Computer Applications (One Semester)

Empowering students to use the computer effectively is essential in every career field. Students design and complete word processing, desktop publishing, spreadsheets, databases, and multimedia projects that reinforce the Microsoft Office Specialist standards taught throughout this course. Keyboarding, an enabling skill for all computer use, as well as internet research skills are taught and reinforced throughout this course. Students will also be introduced to Scratch, which will allow them to select, create, and manage multiple forms of media.

Civil Rights and Geography 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 (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.



7863 – TV Studio (Enrollment is by application and is limited)

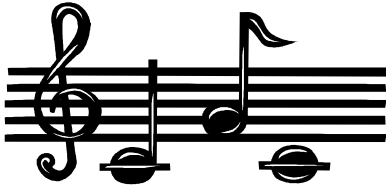
This course offers 8th grade students the opportunity to explore video production. Students use the portable and studio equipment to create their own programs and presentations. The video production part of the class allows students to bring together a variety of components to produce a comprehensive video program. Students learn about and demonstrate their knowledge of camera functions, special effects, audio and lighting techniques, video switching and editing. Written and verbal communication skills are developed through script writing and taped narration. Computer connections include word processing, computer graphics and animation, and video titles and credits. This class is responsible for the production of the daily school broadcast.

6880 – Intermediate Band (Full Year)*

Band is for 6th, 7th and 8th 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.

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 (All Grades Combined)*

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 A/General Chorus B (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 at an advanced level is used 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. Eighth 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 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

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