

WESTLAND

COURSE BOOKLET

2019-2020



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INTERNATIONAL BACCALAUREATE

MIDDLE YEARS PROGRAMME

International Baccalaureate

Westland Middle School is fortunate to be an authorized International Baccalaureate Middle Years Programme (MYP) World School (and has been for almost twenty years!) This internationally recognized program promotes a broad liberal arts education for children. Embedded are the knowledge and skills that develop critical thinking, intellectual habits of mind, a broad understanding and acceptance of diversity, and the need to be global citizens.

Middle Years Program

The Middle Years Programme is designed for students in grades six through ten, a critical phase of personal and intellectual development. For some emerging adolescents with increased uncertainty, sensitivity, susceptibility, resistance and questioning our program is a good fit with its discipline, challenging standards, skills, creativity and flexibility. We are moving students to grow toward self-reliance and responsible participation in society. The International Baccalaureate (IB) Organization is keenly interested in the development of ethics and values in young people. The IB guides students to develop a personal value system by which to navigate their own lives as decent and thoughtful members of local communities and the world beyond.

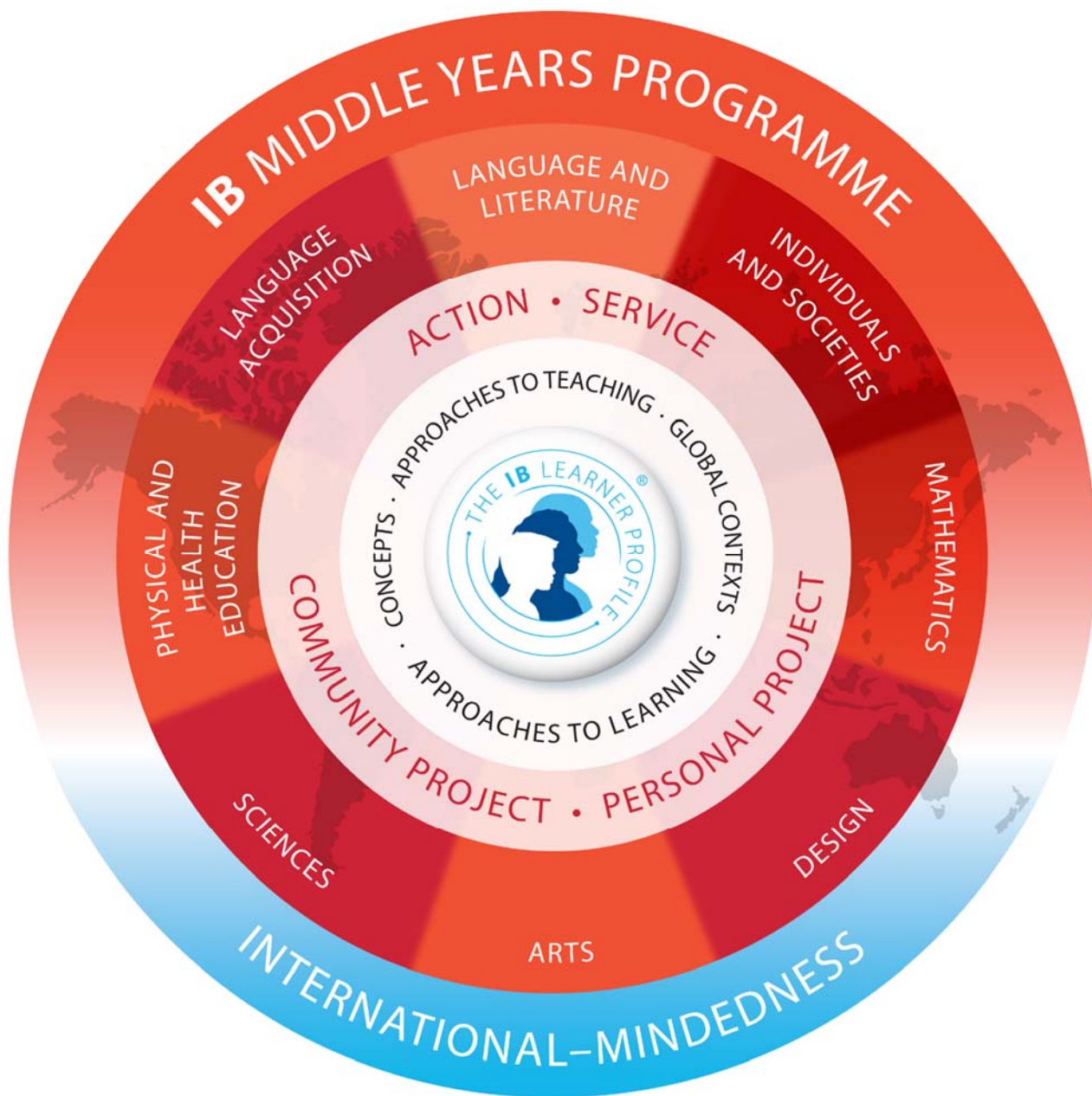
One way of understanding the fundamental perspective of the International Baccalaureate Organization and its Middle Years Programme is to remember the phrase "and more." Students are expected to be well-versed in traditional subject areas of the curriculum *and more*. They are encouraged to see the relationships among the subject areas. Students are expected to develop a genuine understanding of their own history and culture *and more*. They are encouraged to appreciate the traditions of other people and other places. Students are expected to have a firm command of language as a means of communication *and more*. They are encouraged to develop admiration for the elegance and richness of human expression. Above all, the hope is that students will acquire a genuine love of learning and disciplined habits of mind and body that will guide them into young adulthood and continue to be a source of strength and enjoyment for them throughout the whole of their lives.

Assessment Using MYP Aims and Objectives

At Westland we recognize that students learn in different ways, and in keeping with a holistic view of education, we think it is important to provide a variety of ways for students to demonstrate what they have learned. This is the guiding principle of MYP assessment.

The program provides teachers with a structure for assessment based on fixed objectives for the final year (grade ten in high school), but the teachers adapt the criteria to meet the needs of their students in earlier years. The teachers

create and use criterion-based rubrics for both formative and summative assessments that highlight what students know. Teachers convert the rubric scores into percentage grades that align with the MCPS grading and reporting policy.



COURSE REGISTRATION TIMELINE

The information in this booklet describes the courses that will *likely* be offered for the 2019-2020 school year. Please pay close attention to the dates outlined here as the counselors and staff members must meet specific deadlines for enrollment and scheduling. If you have questions, please contact the counseling office at 301.320.6525.

January 7-January 25- Counselor Visits

Westland counselors visit elementary schools to discuss middle school in general, courses, and the registration process with fifth graders. Booklets and online registration information will be distributed to all students and posted online.

Westland counselors visit Westland MS social studies classrooms to discuss the registration process with current sixth and seventh graders. Booklets and online registration information will be distributed and posted online.

January 23, 2018- Course Information Night at WMS at 7:00 pm (Snow date is January 30, 2018)

Staff members will meet with parents of fifth graders to present general information, answer questions about course registration, and offer assistance with online registration.

Before February 8, 2018

Students and parents are encouraged to review the registration information together, select courses and register online no later than Feb 7.

Online course registration window opens Jan 28 and closes Feb 7.

February-May

Westland staff members look at current teacher recommendations, current course grades, test scores, and information provided by parents and teachers to recommend the optimal level of classes for the coming year. If additional information is needed we may ask students to take a placement test(s).

May 2018

Individual student course selections will be mailed home for review. It is crucial that students and parents review the list in a timely manner. Parents may contact the Westland counseling office if an error has been made in their child's course placement or to request a change.

COURSE OFFERINGS 2019-2020

	Departments	Grade 6	Grade 7	Grade 8
REQUIRED COURSES	English and English for Speakers of Other Languages (ESOL)	<ul style="list-style-type: none"> Advanced English 6 ESOL 1, 2, 3, 4, or 5 Academic Language (ESOL 1 and 2 students only) 	<ul style="list-style-type: none"> Advanced English 7 ESOL 1, 2, 3, 4, or 5 Academic Language (ESOL 1 and 2 students only) 	<ul style="list-style-type: none"> Advanced English 8 ESOL 1, 2, 3, 4, or 5 Academic Language (ESOL 1 and 2 students only)
	Math	<ul style="list-style-type: none"> Applied Investigations into Mathematics (AIM) Math 6 	<ul style="list-style-type: none"> Algebra 1AB * Investigations into Mathematics (IM) Math 7 	<ul style="list-style-type: none"> Honors Geometry 1AB * Algebra 1AB * Double Period Algebra 1AB * Math 8
	Physical Education and Health Education	<ul style="list-style-type: none"> Physical Education/ Health Education 6 	<ul style="list-style-type: none"> Physical Education/ Health Education 7 	<ul style="list-style-type: none"> Physical Education/ Health Education 8
	Reading and World Language	<ul style="list-style-type: none"> Digital Literacy 1 (Reading) Academic Literacy (Reading) <p>OR</p> <ul style="list-style-type: none"> French 1AB * Spanish 1AB * <p>OR</p> <ul style="list-style-type: none"> Spanish Immersion 1AB * 	<ul style="list-style-type: none"> Read 180 <p>OR</p> <ul style="list-style-type: none"> French 1AB * French 2AB * Spanish 1AB * Spanish 2AB * <p>OR</p> <ul style="list-style-type: none"> Spanish Immersion 2AB * 	<ul style="list-style-type: none"> Read 180 <p>OR</p> <ul style="list-style-type: none"> French 1AB * French 2AB * Honors French 3AB* Spanish 1AB * Spanish 2AB * Honors Spanish 3AB * <p>OR</p> <ul style="list-style-type: none"> Spanish Immersion 3AB*
	Science	<ul style="list-style-type: none"> Investigations in Science 6 	<ul style="list-style-type: none"> Investigations in Science 7 	<ul style="list-style-type: none"> Investigations in Science 8
	Social Studies	<ul style="list-style-type: none"> Advanced World Studies 6 Historical Inquiry into Global Humanities 6 Advanced Immersion World Studies 6 	<ul style="list-style-type: none"> Advanced World Studies 7 Historical Inquiry into Global Humanities 7 Advanced Immersion World Studies 7 	<ul style="list-style-type: none"> Advanced US History 8
ELECTIVE COURSES	Arts and Technology	<ul style="list-style-type: none"> Full Year Arts Rotation 6 (Three trimester courses) <p>OR</p> <ul style="list-style-type: none"> Chorus 6 (Full Year) Band 6 (Full Year) Beginning Strings (Orchestra 6) (Full Year) <p>*=High School Credit Course</p>	<p>TWO of the following semester courses:</p> <ul style="list-style-type: none"> Art 7 Computer Applications 7 Beginning Studio (Media Production) 7 Theatre <p>OR</p> <ul style="list-style-type: none"> Chorus 7 (Full Year) Intermediate Band 7 (Full Year) Intermediate Orchestra 7 (Full Year) Yearbook (Full Year) 	<p>TWO of the following semester courses:</p> <ul style="list-style-type: none"> Art 8 Beginning Photography 8 Television & Film Production Theatre <p>OR</p> <ul style="list-style-type: none"> Chorus 8 (Full Year) Advanced Orchestra 8 (Full Year) Advanced Band 8 (Full Year) Yearbook (Full Year) Foundations of Computer Science*

CREDIT FOR HIGH SCHOOL COURSES

Students will have several opportunities to enroll in high school level classes during their years at Westland. For the 2019-20 school year, Westland will offer the following high school level classes:

- Algebra,
- Honors Geometry
- World Language (French and Spanish), and
- Foundations of Computer Science 8

If you are considering enrolling your children in high school courses while in middle school, please be aware of the following information that may affect their high school transcripts.

High School Grade Point Averages (GPAs)

Students who earn a grade of A, B, C, or D, will receive high school credit and may have this grade count towards their Montgomery County Public Schools (MCPS) high school grade point average (GPA). If your child is not satisfied with the grade earned, he or she may retake the course in Grade 7 or Grade 8 if it is available, or they may retake the course in high school. Students in Grades 6–8 who wish to retake a high school course must complete MCPS form 560-55: *Request to Retake High School Course Taken in Middle School*. In 2018, MCPS revised the policy for grade point average (GPA) calculation for World Language (WL) and math courses taken in middle school.

Please see below for recent MCPS changes about grade reporting:

- For students entering eighth grade in 2019-20, grades of A, B, C and D in a high school math or world language course will be calculated into their cumulative high school grade point average. Credit will be awarded toward the high

school graduation requirement. The course will be listed on their high school transcript.

- For students entering sixth or seventh grade in 2019-20, grades of A, B, C and D will ONLY be calculated into their cumulative high school grade point average IF REQUESTED BY STUDENTS OR PARENTS/GUARDIANS. (Credit will be awarded toward the high school graduation requirement and the course will be listed on their high school transcript even if the grade does not post.)

High School Transcripts

A high school course will be recorded automatically on the high school transcript once a student has entered high school. Students receive their first copy of their high school transcript in March of their Grade 9 year and receive updates throughout high school. College admissions offices receive copies of student transcripts when students apply to colleges in their senior year. The transcript shows credits students have earned in high school courses, their cumulative MCPS GPA, and a weighted MCPS GPA. MCPS GPAs are calculated on a four-point scale:

The semester course grade is calculated within the grade point average as follows: A=4, B=3, C=2, D=1 and E=0 points.

Advanced-level and honors courses convey a quality or extra point within the weighted grade point average as follows: A=5, B=4 and C=3 points. **It is important to note that many competitive universities do not use the MCPS calculated GPAs.** Instead, they use their own calculations based on the profile of students they are seeking.

ENGLISH LANGUAGE ARTS

Overview

The goal of the Secondary English Language Arts program is to create literate, thoughtful communicators, capable of controlling language effectively as they negotiate an increasingly complex and information-rich world. The secondary school English Language Arts program focuses on reading, writing, speaking, listening and viewing through the study of language and literature. Courses in 7th and 8th grade are organized into four thematic units, approximately one marking period in duration. Each unit addresses an overarching theme designed to serve as a lens through which students explore the human experience across time and distance in their own writing and published exposition, narration, poetry and drama. Enduring understandings and essential questions for each unit provide a larger purpose for learning targeted content. Each unit identifies specific learning goals (assessed indicators) to focus instruction, and provides assignments (common tasks) to help students show their understanding of the objectives. The courses are aligned with the common Core State Standards for English Language Arts.

Advanced English 6

As students leave elementary school, they encounter new academic expectations such as analyzing varied and complex texts, developing arguments, synthesizing information from multiple sources, examining different perspectives, and engaging in self-reflection. Students learn to think critically, question what they read and view, and express themselves as they become literate citizens.

Students will engage in a variety of discussion models that encourage critical inquiry and foster effective decision-making and problem solving. Students read a variety of novels, short stories, poems, plays, visuals, and nonfiction works to become more effective in both written and spoken language. Students move from primarily examining texts from a reader's point of view (comprehension) to looking at texts from a writer's point of view (analysis). Students employ the texts they read as models for their own writing.

Students engage in the writing process and in tasks that require a blend of writing purposes: Argument, Research-Synthesis, Textual Analysis, and Creative-Reflective. Students learn to organize ideas effectively to support a clear thesis and develop ideas specifically to meet the needs of audience and purpose. Enriched vocabulary supports academic oral language proficiency, reading comprehension, and writing development. Grammar, usage, and sentence construction are integral parts of the drafting and revision processes.

Advanced English 7

English 7 directs students to refine specific skills and strategies in writing, speaking, reading, viewing, and listening through the study of language and literature. The course is divided into four thematic units: Identity, A Sense of Place, Perspectives, and Expressions.

As students begin to think abstractly, they are more likely to question what they read, write, say, see, and hear. Students write to discover

and clarify what they think, to explore their ideas and communicate with others. They engage in a variety of types of writing and experiment with various methods of development. By focusing on the 6 Traits of excellent writing (ideas and development, organization, word choice, sentence fluency, voice, and conventions), students learn to express themselves effectively and develop their own individual voices. They learn to view grammar, usage, and sentence construction as integral parts of the drafting and revision process.

Students read a variety of novels, short stories, poems, plays, visuals, and nonfiction works to become more facile with both written and spoken language. Vocabulary development is also an important outgrowth of literature and language study. The goal in integrating all of these components throughout the course is to help students learn to think critically, question what they read and view, and express their original ideas with confidence and clarity.

Advanced English 8A (First Semester): Writing and Language

Writing and Language 8A—like its counterpart in ninth grade—puts writing at the center of teaching and learning. This course prepares students to communicate in a world that is changing so rapidly we may not even be able to imagine future means of communication. The course focuses on developing the skills students need to communicate effectively for a variety of purposes, audiences, and media. The writing class is a workshop: Students write every day, keep a portfolio to track progress and set goals, and explore ways to convey their own voice. They 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.

Advanced English 8B (Second Semester): Literature and Language

Literature and Language 8B—like the first semester course—parallels English 9B. Both courses center on the study of language and literature as the vehicle of creative and critical thought that enables students to think about and understand the world. The focus shifts in second semester to a careful study of how professional writers create stories and use language in thoughtful and deliberate ways. Students read short stories, novels, nonfiction, drama, and poetry and explore how writers use the same techniques students have practiced in their own writing. Through careful reading of both print and non-print texts, students search for understanding and sometimes learn to be comfortable with ambiguity in a world of people who have both common and diverse experiences.

Students engage in the study of language and literature through three six-week units. In Unit 1—Literature as Craft—students read short stories and narrative fiction to explore how authors construct texts in deliberate ways to give life to their stories. In Unit 2—Literature in Context—students read historical narratives, nonfiction, and essays to examine how social and historical forces play a role in shaping an author's work. In Unit 3—Literature as Art—students read drama and poetry to consider how audiences respond to imaginative language and intense

expression in print texts and live performances. Throughout the semester, students have opportunities to imitate the techniques of the

writers they study, and to continue to hone their writing skills.

ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL)

ESOL Levels 1-5

This course is for those students whose native language is not English, and whose proficiency in English is limited. The goal of the program is to enable students to communicate in both oral and written English so that they can function effectively in a regular classroom.

Level 1 Entering

Level 2 Beginning

Level 3 Developing

Level 4 Expanding

Level 5 Bridging

Levels are determined based on an initial placement test and a yearly exam, World

Instructional Design Assessment (WIDA) that evaluates students' proficiency in speaking, reading, writing and listening comprehension.

Academic Language

Academic Language is an ESOL class designed for students in ESOL Level 1 and 2, to teach students specific vocabulary and concepts that they need to succeed in other classes. Unit 1 provides basic school functional English and the terminology of mathematics. Unit 2 focuses on the scientific process and related vocabulary. Unit 3 introduces the basics of social studies including geography and history vocabulary. Unit 4 offers an opportunity for supported but authentic research, explaining the requirements and the process. This class is offered only to beginning English learners.

MATHEMATICS

The middle school mathematics program is organized by course objectives rather than by grade level with the goal of preparing students for Algebra 1 by grade 8. All math courses are organized into comprehensive units. These units are accompanied by assessments that evaluate student progress and readiness for the next level mathematics course.

Placement in mathematics courses is based upon student mastery of learning indicators and academic performance. The following variables are considered: student study, scores on middle school mathematics course unit

assessments, demonstration of ability and skills on specific assessments, and teacher observations.

Math 6

This course 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) developing understanding of the 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.

Topics of Study:

- Ratios and Proportional Relationships
- The Number System
- Expressions and Equations
- Geometry
- Statistics and Probability

Applied Investigations in Mathematics 6 (AIM)

This course extends students' understanding of mathematical concepts developed in Math 6 and accelerates the pace of instruction to prepare for Algebra 1. This course compacts all of the Grade 7 Common Core State Standards into a single year. Students who successfully complete AIM are prepared for Algebra 1. AIM will focus on four critical areas: (1) developing a unified understanding of a 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.

Topics of Study:

- Rational Numbers and Exponents
- Proportionality and Linear Relationships
- Statistics and Probability
- Creating, Comparing, and Analyzing

Geometric Figures

AIM is designed to extend students understanding of mathematical concepts aligned with Common Core State Standards, accelerating the pace of instruction while diving deeper into concepts.

Mathematics 7

This course 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 drawing and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems based on samples.

Topics of Study:

- Ratios and Proportional Relationships
- The Number System
- Expressions and Equations
- Geometry
- Statistics and Probability

Investigations in Mathematics 7 (IM)

This course extends students' understanding of mathematical concepts developed in Math 6 and accelerates the pace of instruction to prepare for Algebra 1. This course compacts all of the Grade 7 Common Core State Standards into a single year. Students who successfully complete AIM are prepared for Algebra 1. AIM will focus on four critical areas: (1) developing a unified understanding of a 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.

Topics of Study:

- Rational Numbers and Exponents
- Proportionality and Linear Relationships
- Statistics and Probability
- Creating, Comparing, and Analyzing Geometric Figures

Mathematics 8

This course extends students' understanding of mathematical concepts developed in C2.0 Mathematics 6 and 7. Instruction at this level 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 be reading for C2.0 Algebra 1 in Grade 9.

Topics of Study:

- The Number System
- Expressions and Equations

- Functions
- Geometry
- Statistics and Probability

Algebra 1A/B

This course 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.

Topics of Study:

- Relationships between Quantities and Reasoning with Equations
- Linear and Exponential Relationships
- Descriptive Statistics
- Quadratic Relationships
- Generalizing Function Properties

Algebra is not a course with a weighted grade whether it is taken in middle school or high school. Students who meet the criteria, by earning an A, B, C, or D, will receive high school credit and may have this grade count toward their Montgomery County Public Schools (MCPS) high school grade point average (GPA). Please see page 8 for more details.

Honors Geometry 1A/B

Honors 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 relationships 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.

Topics of study:

- Congruence
- Similarity, Right Triangles, and Trigonometry
- Circles

- Expressing Geometric Properties with Equations
- Geometric Measurement and Dimension
- Modeling with Geometry

Honors Geometry is a weighted grade. Students who meet the criteria, by earning an A, B, C, or D, will receive high school credit and may have this grade count toward their Montgomery County Public Schools (MCPS) high school grade point average (GPA). Please see page 8 for more details.

PHYSICAL EDUCATION/HEALTH EDUCATION

Physical Education Grades 6, 7, and 8

The daily PE program offers a comprehensive and well-balanced series of instructional activities. Included are activities such as conditioning, physical fitness, and individual and team sports. Students are assigned a locker for their clothes. Each student is required to change into approved PE attire and shoes. Optional Westland clothing is sold at the beginning of and throughout the duration of each school year.

Health Education

Health Education is a rigorous nine-week course that rotates through the Physical Education classes. Students will be taking health in grades six, seven and eight. Topics to

be covered include mental health, personal and consumer health, nutrition and fitness, safety and injury prevention, tobacco, alcohol and other drugs, family life and human sexuality, and disease prevention and control. Each grade level has two or three focus units:

GRADE 6 - Mental Health, Safety and Injury Prevention, Personal & Consumer Health, Alcohol, Tobacco & Other Drugs

GRADE 7 – Mental Health, Personal & Consumer Health, Alcohol, Tobacco and other Drugs, Family Life and Human Sexuality, Nutrition & Fitness

GRADE 8 – Safety & Injury Prevention, Personal & Consumer Health, Alcohol, Tobacco & Other Drugs, Family Life and Human Sexuality, Nutrition & Fitness

READING

Digital Literacy 1 (6th)

The 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 through research and 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.

Middle School Academic Literacy

This course is designed for sixth graders in need of direct, explicit support with improving their literacy skills. The course will use a workshop model to provide explicit literacy instruction and develop 21st century literacy skills.

Read 180

This is an intensive reading intervention program designed to meet the needs of students whose reading achievement has been identified as an area of need. The program directly addresses these individual needs through adaptive and instructional software, high interest literature, and direct instruction in reading and writing skills. Enrollment in this class will be a decision based on a combination of test scores, teacher, and counselor recommendations.

SCIENCE

The Montgomery County middle school science curriculum allows students to investigate both the concepts and practices of Science and Engineering. At each grade level, topics in Life Science, Earth Science, Physical Science, and Engineering are interconnected to show students the relationships that exist 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 in part through a Howard Hughes Medical Institute grant and reflects the Next Generation Science Standards adopted by the state of Maryland.

Investigations in Science 6

IS6 is a problem/project based course. 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 IS 6 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. Students are awarded 10 SSL (student service learning) hours at the completion of Grade 6 Science for their full participation in SSL activities.

Investigations in Science 7

IS7 is a problem/project based course. 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 center around topics related to cellular process,

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 in Science 8

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 exploration, productive discourse, and purposeful reading and writing. Units studied in IS8 center around topics related to Forces and Motion, Astronomy, Weather and Climate. Students engage in science, technology, engineering and mathematics (STEM) in order to propose solutions to identified problems.

SPANISH IMMERSION

Students who have completed the 5th grade course of studies in the Rock Creek Forest Elementary School Spanish Immersion Program continue their studies at Westland.

In 6th grade, immersion students take a Spanish Immersion language course and a Spanish Immersion World Studies 6 course. Their other five courses are taught in English. Spanish immersion students are encouraged to take a Digital Literacy 6 course unless they are reading English language at an advanced level.

In 7th grade, immersion students take a Spanish Immersion language course and a Spanish Immersion World Studies 7 course. Their other five courses are taught in English.

In 8th grade, immersion students take a Spanish Immersion language course only. Their social studies (US History) course as well as five others are taught in English.

Spanish Immersion 1A/B (Grade 6)

Spanish Immersion 2A/B (Grade 7)

Spanish Immersion 3A/B (Grade 8)

Students who have completed an MCPS elementary school immersion program may join the immersion programs at the middle school level. Students who did not participate in the elementary program may test into an immersion program if there is space available. The

immersion programs are high school credit bearing courses.

Students who meet the criteria, by earning an A, B, C, or D, will receive high school credit and may have this grade count toward their Montgomery County Public Schools (MCPS) high school grade point average. (GPA). Please see page 8 for more details

Advanced Immersion World Studies 6 (see page 19 for description)

Immersion 6 students master the MCPS world studies curriculum in the Spanish language.

Advanced Immersion World Studies 7 (see page 19 for description)

Immersion 7 students master the county world studies curriculum in the Spanish language.

WORLD LANGUAGES

Overview

The goal of the Westland World Language program is to expose students to a language and culture in order to make them knowledgeable and active members of a global society. Through World Language study, students develop communication skills and sensitivity to the cultural and linguistic heritage of other groups and their influence on our own. Learning a world language can be an exciting, enjoyable experience, but it also requires practice, time and attention. We believe that **all** students can be successful with required effort.

Sixth graders who opt to take a world language are encouraged to have a strong grasp on reading in English or we will strongly recommend a sixth grade reading followed by seventh grade world language study.

All World Language courses are designated high school level courses. ***Students who earn a grade of A, B, C, or D, will receive high school credit and may have this grade count toward their high***

school grade point average. See page 8 for additional details.

Levels 1 and 2 **do not** receive weighted grades whether they are taken during middle school or taken during high school. Courses designated as Level 3 or Immersion 3 will receive honors designation which means that students earning an A, B or C will earn a quality point toward their high school grade point averages.

French 1A/B (Grade 6, 7 or 8)

Spanish 1A/B (Grade 6, 7 or 8)

Students will complete all of the Level 1 course material (semesters A and B) in one year. These courses follow the high school level curriculum.

Students begin to learn to communicate orally and in written form about daily life. Emphasis is on vocabulary development, simple grammatical structures, and the basic culture of the people. Students are encouraged to use the language beyond the school setting and keep informed of current events in countries where the target

language is spoken.

French 2A/B (Grade 7 or 8)

Spanish 2A/B (Grade 7 or 8)

These courses are for students who have successfully completed Level 1A/B of the language in 6th or 7th grade. Any student who earns a final grade of “D” in Level A/B will be advised to repeat Level 1A/B to improve the language skills necessary to advance in the language. We are likely to have this conversation regarding a student who earns a final grade of “C” as well.

Students expand vocabulary and learn increasingly complex expressions and structures for written and oral communication to discuss the past. The culture of the people is examined in greater depth. Students continue to make comparisons between their own languages and cultures and those studied. They are encouraged to use the language beyond the school setting and keep informed of current events in countries where the target language is spoken.

Honors French 3A/B (Grade 8 only)

Honors Spanish 3A/B (Grade 8 only)

These courses are for students who have successfully completed Level 2A/B of the language. Any student who earns a final grade of “D” in Level 2A/B will be advised to repeat Level 2A/B to improve the language skills necessary to advance in the language. We are likely to have this conversation regarding a student who earns a final grade of “C” as well.

Students continue to build on previously developed skills while expanding their ability to communicate on a variety of topics. Increased grammatical accuracy is stressed. Students continue to make comparisons between their own languages and cultures and those studied and keep informed of current events in countries where the target language is spoken.

WORLD STUDIES

The middle school world 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. This

foundation will prepare students for more advanced study of U.S. and world history and government at the high school level.

All students are cluster grouped in world studies and will receive differentiated instruction. Students will be challenged to draw on higher order thinking processes, including analysis, synthesis, and evaluation. Instruction for these students will incorporate the use of higher level

reading texts, alternative assessments, advanced writing assignments and research, and other open-ended activities.

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 always history. The history strand progresses chronologically by unit with ancient history to approximately 1000 CE in grade six. However, history is sometimes studied from the "present content" perspective such as World War II in seventh grade.

Advanced World Studies 6

Students will deepen their understanding of the rich cultures and history from the earliest human settlements to great civilizations of the year 1000 CE. Students will be challenged to analyze archaeological evidence, ask questions to further their knowledge, and understand history as ongoing investigation.

The four units are 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.

Global Humanities 6

This course is built upon the world studies 6 curriculum described and includes historical content from early civilizations, the empires of Greece and Rome, the dynasties of China, and civilizations of the first millennium. Cohort students will go beyond this core as they learn additional content, explore deeper connections to today, engage in investigative inquiry to strengthen their writing through Document Based Questions, and enhance their learning through relevant literature connections. They

will also participate in a culminating Model UN simulation at the end of the year.

Advanced World Studies 7

Students will study 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.

The four units are Patterns of Conflict and Power in Feudal and Modern Times, Role of Trade in Africa Past and Present, The Impact of Geography: Past and Present Meso-America and The Interconnected World.

Global Humanities 7

This course is built upon the world studies 7 curriculum described above and includes historical content from civilizations of Latin America, Africa, and medieval Europe as well as global interactions following Columbian Exchange. Cohort students will go beyond this core as they learn additional content, explore deeper connections to today, engage in investigative inquiry to strengthen their writing through Document Based Questions, and enhance their learning through relevant literature connections.

Advanced United States History 8

Students study American History from 1763 through 1877, acquiring and deepening 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.

The four units are: Democracy: Political System of the People, Creating a National Political

System, Geographic and Economic Change and A Nation Divided and Rebuilt.

ELECTIVES

6

Art/Technology/Music Courses in 6th Grade

Sixth graders will choose the Arts Rotation OR ONE of the full year courses. (Course offerings may change based on enrollment and staffing.)

Arts Rotation Grade 6 (Full Year divided into Trimesters and course listed as MS Studio Art 6)

Sixth grade students who elect to take the Arts Rotation will take three trimester courses. The 6th grade Arts Rotation may include the following classes: studio art, computer applications, media production, or musical theatre. (Course offerings may change based on staffing.)

Band Grade 6 (Full Year)

This is a full year course available to all 6th grade students. This course gives students a strong foundation in the fundamentals of performance of a wind or percussion instrument in a large ensemble setting. Students will rehearse and perform a variety of different musical styles.

Students are expected to practice thirty minutes a day, five days a week. **Students are required to perform at the winter and spring evening concerts.**

Orchestra Grade 6 (Course listed as Beginning Strings) (Full Year)

This is a full year course available to all sixth grade students. This course gives students a strong foundation in the fundamentals of performance on a string instrument in a large ensemble setting. Students will rehearse and perform a variety of different musical styles. Students are expected to practice thirty minutes a day, five days a week. **Students are required to perform at the winter and spring evening concerts.**

Sixth grade students interested in learning to play an instrument for the first time must contact the music director prior to registering. Beginning students will need to dedicate STAR and after-school time at the beginning of the year for several weeks in order to choose an instrument and receive extra help. Through practice and hard work, beginners will be able to catch up to classmates with prior experience.

Chorus Grade 6 (Full Year)

The course is open to all students who enjoy choral singing. For some students, this may be a

first experience in a choral group. For others, it may be a continuation of prior singing experiences. Students will learn rehearsal etiquette and technique, as they work in a group setting. Emphasis is placed on developing breath support, tone quality, and pitch discrimination while learning a wide variety of musical styles. Students will learn to follow a conductor and will begin to study the areas of musical form, creation, performance, and great composers. **Students are required to perform at the winter and spring evening concerts**

7

Art/Technology/Music Courses in 7th Grade

Seventh grade students will choose TWO of the semester courses OR ONE of the full year courses. (Course offerings may change based on enrollment and staffing.)

Art 7 (Semester)

In this semester course, students look at the work of artists from many cultures and time periods. This information is incorporated into their studio activities, many of which are interdisciplinary in nature. The following units will be included: drawing, design and sculpture.

Computer Applications 7 (Semester)

This semester course will focus on incorporating technology into students' daily lives while practicing good digital citizenship. Students will use the Middle Years Programme (MYP) Design Cycle to complete a variety of projects that will help the computer become an asset to their

education. Students will utilize web-based applications through Google to learn how to conduct research, plan and present projects effectively. Students will also participate in a unit introducing them to programming using Scratch.

Media Production 7 (Course listed as "Beginning Studio") (Semester)

Students will focus on analyzing and producing a variety of forms of media that they encounter and develop an understanding of how it impacts their lives. Students will use the Middle Years Programme (MYP) Design Cycle to create different types of media projects in order to ignite their curiosity and creativity and allow them to become conscientious and global-minded citizens. Students will learn the steps to develop multiple types of media—both print and digital—from start to finish. Skills include researching, interviewing, storyboarding, writing, designing, filming, and editing. The class requires responsible students capable of working independently and creatively with other students and having a desire to have fun while learning.

Theatre (Semester)

This course is an introduction to theatre arts that serves new young artists as they take their first steps towards understanding "the basics" of theatre. We will cover the core components of the theatre by focusing on improvisation, vocal work, introduction to acting, monologue work, scene study, and performance. By understanding the inner workings of these concepts and practices, we will also expand our knowledge of theatre history.

Yearbook 7/8 (Course listed as "Basic Art Studio") (Full Year)

In this yearlong course seventh and eighth grade students will gain real world skills in order to

produce the current volume of the school yearbook. Units of study include graphic design elements, journalistic writing, typography, and photography. There is an emphasis on layout and design, as well as editing photographs using the yearbook software and Photoshop in this class. Participants will also gain useful, real world skills in time management, responsibility, marketing, teamwork and having fun!

Chorus Grade 7 (Course listed as “General Chorus”) (Full Year)

The course is open to all students who enjoy choral singing. Emphasis is placed on developing formal rehearsal decorum, following a conductor, vocal technique, and ensemble blend. Knowledge of vocal styles, expressive techniques, and appropriate methods of singing will be incorporated throughout the year. Students will sing a wide variety of music styles and composers and will learn the social, cultural, and intellectual influence reflected in the music they perform. Students will begin to assume leadership roles within the large performing ensemble and have solo opportunities. **Participation at concerts is required, and field trips and adjudications are an integral part of the program.** Auditioning for county and state honors groups will be encouraged.

Intermediate Band Grade 7 (Full Year)

Prerequisite: Previous experience on a band instrument either in school or private study.

Students will refine the skills learned in their earlier music classes including rehearsal etiquette, technique and work in a large group setting. The importance of home practice is emphasized. The technique and ability to perform music on a middle school level will be

stressed. Emphasis is placed on following a conductor and developing pitch and rhythmic security in preparation for performing an independent part in the band. Students will also study the music of the great composers as well as contemporary composers. They will begin to study the areas of musical form, creation and performance. Students in this band will also be encouraged to perform in a solo or small group setting. **Home practice and performance in all concerts required.**

Intermediate Orchestra Grade 7 (Full Year)

Students will refine skills learned in earlier music classes. Emphasis is placed on following a conductor and developing pitch and rhythmic security techniques and content including bowing technique, scales, introduction to 3rd position, concept of good tone quality, ability to play in tune and tune own instrument. **Home practice and performance in all concerts required.** The class is open to sixth graders who audition and are accepted.

8

Art/Technology/Music Courses in 8th Grade

Eighth grade students will choose TWO of the semester courses OR ONE of the full year courses. (Course offerings may change based on enrollment and staffing.)

Art Grade 8 (semester)

Students will be introduced to new media and will expand their existing knowledge. Students

will learn to appreciate stylistic differences through the study art from many cultures and time periods. Many of the projects will be interdisciplinary in nature. Units covered are: 1) introduction aesthetics clay and 2) drawing 3) printmaking 4) painting 5) sculpture, and 6) commercial art. There is a \$10.00 course fee for Art 8.

Note: Upon completion of this course, students who receive a grade of “A” in both marking periods may go through a portfolio review process for possible entry into an advanced art course at Bethesda Chevy Chase High School.

Beginning Photography Grade 8 (semester)

This course introduces students to a variety of photographic composition techniques. Emphasis is placed on identifying and isolating compositional elements to capture quality photographs. Students will learn about basic aesthetic principles and practical photographic techniques to improve their images. They will also learn how to use their camera as a creative tool for self-expression through a variety of projects and by utilizing Photoshop to enhance and manipulate their photographs. Students are encouraged to use their digital camera, but students may access a school camera as needed. There is a \$16 course fee.

Foundations of Computer Science A/B* (full year)

This course provides an engaging introduction to computing concepts through a nationally developed curriculum, offered through a unique partnership with Code.org®. The course focuses on the conceptual ideas of computing so that students understand why tools and languages

are used to solve problems through a study of human computer interaction, problem solving, web design, programming, data analysis, and robotics.

Students who earn a grade of A, B, C, or D, will receive high school credit and may have this grade count toward their high school grade point average. See page 8 for additional details.

Foundations of Computer Science is not a course with a weighted grade whether it is taken in middle school or high school.

Television & Film Production Grade 8 (Course Listing “TV Studio”) (Semester)

Television & Film Production is a hands-on course where students experience all the aspects of TV production and film making. Students learn the ins and outs of the main TV and film production roles (director, producer, cinematographer, actor) and get a chance to carry each of them out in class.

Student groups work on scripted and story-boarded production exercises (commercials, public service announcements, news shows, comedies, social issue documentaries, etc.) designed to build their skills. In this course students will not only learn camera operations (shots and angles) but they will learn how to edit their rough footage using software to add special effects and smooth transitions to produce a well-developed final produce. Students screen and reflect on their work both as a class and independently to help them enhance their next project. Students produce a film festival at the end of the semester to showcase their work.

Theatre (Semester)

See page 21 for description.

Yearbook (Full Year)

See page 22 for description.

Chorus Grade 8 (Course Listing “General Chorus”) (Full Year)

The course is open to all students who enjoy choral singing. Emphasis is placed on developing formal rehearsal decorum, following a conductor, vocal technique, and ensemble blend. Knowledge of vocal styles, expressive techniques, and appropriate methods of singing will be incorporated throughout the year. Students will sing a wide variety of music styles and composers and will learn the social, cultural, and intellectual influence reflected in the music they perform. Students will begin to assume leadership roles within the large performing ensemble and have solo opportunities. **Participation at concerts is required, and field trips and adjudications are an integral part of the program.** Auditioning for county and state honors groups will be encouraged.

Advanced Band Grade 8 (Full Year)

Prerequisite: Attainment of Intermediate Band objectives and recommendation from Westland’s instrumental music faculty.

Advanced Band students develop and refine their technical skills in order to perform music at Grade III. Emphasis is placed on developing formal rehearsal decorum, following a conductor and developing pitch and rhythmic security in preparation for performing an independent part in the traditional band ensemble. Students learn the social, cultural, and intellectual influences reflected in the musical works they are studying and discuss performance styles and musical forms of the corresponding historical periods.

The study of music theory includes performance and recognition of major scales, diatonic and chromatic intervals, and simple melodic dictation. The critical listening skills which are developed as a result of preparation for instrumental performance are used to help the student formulate criteria for effectively evaluating his/her own performance as well as the performance of others. Students begin to assume leadership roles within the large performing ensemble. Auditioning for All County Band and participating in Solo and Ensemble Festival will be stressed. **Home practice and performance in all concerts required.**

Advanced Orchestra Grade 8 (Full Year)

This course is open to students who have previously studied a stringed instrument. Recommendation from the student’s current instrumental music teacher is required. Students develop skills and understanding needed for playing the violin, viola, cello, or string bass. Techniques and content include introduction to vibrato, bow articulation, scales and arpeggios, use of first and third position, concept of good tone quality, ability to read music and to interpret it in terms of the musical ideas of the composer, ability to analyze simple instrumental techniques (attack release, sustained tone, marcato, crescendo, and diminuendo, rhythmic accuracy, richness and clarity of tone quality), appreciation for music of good quality, ability to play in tune, ability to follow the director, and concepts of phrasing and balance in group playing. **Home practice and performance in all concerts required.**

