



2018-2019
Course Selection Guide

Ridgeview Middle School

Students Learn H.E.R.E.

High Expectations, Rigor and Engagement

Dear Ridgeview Students and Families:

I am delighted to present our school's course selection bulletin. It contains course descriptions to help guide you and your child in selecting courses for the next school year. Teachers and counselors will also be a resource to you in selecting classes for your child. Counselors will assist students during the registration process to answer any questions or address any concerns during the process.

Our school is committed to providing current and future Ridgeview students opportunities to access a wide range of rigorous and engaging courses. Our comprehensive instructional program is designed to meet the intellectual, social, emotional, and physical needs of adolescent learners, while also preparing them for high school and beyond. During these critical middle school years, there are broad differences among adolescents in cognitive functioning and maturation. As a result, Ridgeview uses characteristics of effective middle schools to guide our philosophy, organization, curriculum, and instruction. Our goal is for students to embrace exploration, ingenuity and creativity as they seek to become critical thinkers and lifelong global learners. We are always thinking of new courses and ways to align our instructional program based on experiences that will add value to the lives of our students, their families and our community.

I encourage all students to register for rigorous courses that will not only prepare them for high school but will serve as the foundation for becoming college, career and future ready!

Sincerely,



Principal, Ridgeview Middle School



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THE SCHEDULING PROCESS



Parents and students will receive the registration form for the 2018-2019 school year in late January or early February. Based on each student's grades, test scores, study skills, and interests, teachers make recommendations for appropriate class placement for the coming year. Recommendations are already indicated on the registration form itself for select subjects. If a parent or student would like to request a different class level than that recommended by the teacher, this request can be made by contacting the grade-level counselor. Ridgeview teachers and counselors will consider the request and work with families to make the best decision for each child.

Following the return of the registration forms, students will enter their requests online into the scheduling system. **Final course offerings are determined by enrollment, staffing, and available resources. Courses with insufficient enrollment may not be offered.** Students' IEP/504 services, ESOL placement, and special academic needs will override elective choices. The Ridgeview staff will work diligently to create a schedule for each student that meets his/her academic needs and interests.

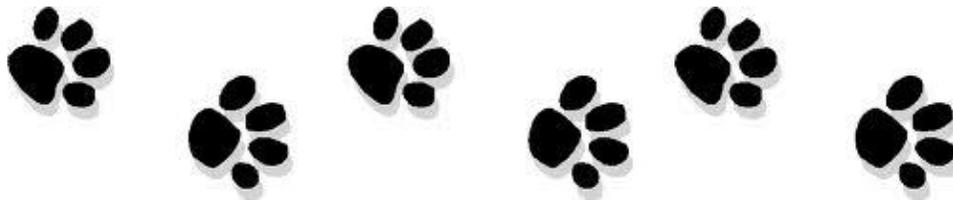
Registration Procedures

Please read this document thoroughly before making course selections. Students and parents/guardians should work together to make course selections that best suit the interests and abilities of the student. **Failure to return a signed registration form may result in students being placed in courses that are not his/her first choice.**

Important Dates

- Parent Information Night for incoming 6th graders will be held at Ridgeview Middle School on **January 22, 2018.**
- All current 5th grade students must return the registration form to their teacher no later than **February 5, 2018.**
- All current 6th and 7th grade students must return the registration form to their school counselor and enter courses electronically no later than **February 5, 2018.**

ABOUT RIDGEVIEW MIDDLE SCHOOL



After-School Programs

A variety of after-school activities are available for student enrichment. Extracurricular opportunities change from year to year based on student and sponsor interests. The following are some of the clubs and programs which are taking place this year: Ridgeview Academy, Yearbook, Newspaper Club, Cheerleading, Homework Club, Student Government, Choral and Instrumental groups, Intramural Sports, and Drama. Students in all grades may participate in any after-school intramural club or activity. Interscholastic sports teams, such as the girls' and boys' soccer, softball, and basketball teams, are open to 7th and 8th grade students and are selected through a try-out process.

Counseling Department

Ridgeview Middle School (RMS) counselors work with students and collaborate with parents and staff to foster students' academic success and personal growth. Counselors are available to meet with students individually and in groups regarding personal or school related concerns. Our counseling department provides classroom guidance lessons in bullying, organization, and career planning and works continually to promote the development of social/emotional skills.

Reporting Student Progress

Teachers will provide students and parents with information about achievement throughout the marking period. This feedback may take several forms, including the following:

- Report cards
- Interims/progress reports
- Online grade reports (myMCPS)
- Parent conferences
- Informal methods of communication
- Teacher feedback

Online grading systems provide classroom-to-home communication program MCPS uses to provide parents with secure information about their child's progress and grades. For more information, please visit <http://www.montgomeryschoolsmd.org/schools/ridgeviewms/news/news.aspx?id=552854>.

English for Speakers of Other Languages (ESOL)

English for Speakers of Other Languages (ESOL) students must receive structured, systematic English language development instruction aligned with the Maryland State Department of Education (MSDE) English language proficiency (ELP) state curriculum on a regular basis. Students at varying proficiency levels may be grouped together for instruction based on their language needs (e.g., ESOL Level 1-2—Beginner students may be grouped together in one double period class and ESOL Level 3-4—Intermediate students may be grouped together in one single-period class). ESOL students also must receive appropriate grade-level instruction in reading/language arts, mathematics, and other academic content areas from classroom teachers.

High School Credit

Middle school students may take selected high school courses for credit. High school courses successfully completed while in middle school will be included in the GPA calculation at the beginning of Grade 9 to earn credit. Middle school students must meet the same requirements as high school students by earning a passing grade each semester. Additional information is in MCPS Regulation IKC-RA, *Grade Point Averages (GPA) and Weighted Grade Point Averages (WGPA)*, found at <http://www.montgomeryschoolsmd.org/departments/policy/pdf/ikcra.pdf>.

Media Center

The RMS Media Center is integral to the middle school experience. It is designed to help students locate, use, and evaluate information of all types and to foster a life-long love of reading. Our media center has over 15,000 books, 34 networked computer work stations, school supplies, head phones, microphones, and other materials for student use. Together with teachers, the media specialist and assistant plan lessons and support students. The media center is a community space and provides opportunities for every student to check out a book, read, use technology, and try something new.

6th Grade Outdoor Education

Every Grade 6 MCPS student has the opportunity to participate in outdoor and environmental learning through authentic, engaging and interdisciplinary experiences at the Residential Outdoor Education Program. The course of study does the following:

- Provides students with field experiences where scientific processes are used to investigate the environment and where components of the MCPS Grade 6 curriculum are taught in a real-world setting. Students actively participate in Chesapeake Bay watershed lessons, including stream quality analysis and an in-depth study of predator-prey relationships. Using the natural world as both a laboratory and classroom, literacy and mathematical skills are integrated into the outdoor education experiences.
- Engages students in learning experiences during which they apply classroom knowledge and practice problem-solving strategies.
- Fosters inquiry, collaborations and thinking in an atmosphere that utilizes various learning modalities and allows for informal and formal assessment.

- Builds positive interpersonal relationships as students learn and practice positive human relations skills with their peers and teachers.
- Information about dates and registration will be sent to parents when Ridgeview's session has been scheduled.

For more information go to www.montgomeryschoolsmd.org/curriculum/outdoored

School and Family Partnership

At Ridgeview, we encourage parents to take an active role in the school and in their child's education. The Ridgeview Parent Handbook is available on the RMS website to share information about the school program and procedures. We are very fortunate to have an energetic and supportive Parent Teacher Student Association and a large contingent of parent volunteers. Parent groups include the National Association for the Advancement of Colored People Parent Council and the Latino Parent Council. Parents are also encouraged to communicate with teachers, and request a team meeting at any point during the school year, if needed. Requests for parent conferences are made with the counselor.

Section 504

Each student who meets the eligibility guidelines for accommodations under Section 504 will have a Section 504 Plan developed for him/her to use in school. The plan specifies the nature of the impairment, the major life activity affected by the impairment, accommodations necessary to meet the student's needs, and the person(s) responsible for implementing the accommodations.

Special Education

Special Education services are available for identified Ridgeview students. This program addresses the educational needs of students as specified by their Individual Education Plan (IEP). These needs may be addressed in general classes or in classes co-taught by a special educator in the least restrictive environment. Staff recognizes that students with IEPs require a differentiated approach to instruction, and as a result, special educators and regular educators collaborate regularly to provide consistent and appropriate instruction.

Student Service Learning

Middle school students can earn a minimum of 30 of the 75 hours needed for the high school diploma through infusion of service-learning experiences into the middle school curriculum. Middle school students may complete all or part of the remaining 45 hours of this graduation requirement by participating in school, interdisciplinary team, class-sponsored or community projects. Some of the activities that students may participate in are: environmental projects, neighborhood clean-up activities, mentoring or tutoring projects, and senior citizen programs.

A list of approved sites is available on the MCPS website:

<http://www.montgomeryschoolsmd.org/departments/ssl/>.

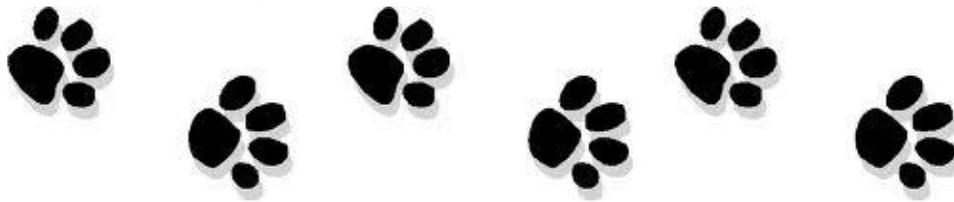
Website

Parents can take advantage of several resources in order to stay informed about the school calendar, testing schedules, assemblies, activities and events. The monthly school calendar and upcoming events are posted on the Ridgeview web page:

<http://www.montgomeryschoolsmd.org/schools/ridgeviewms/index.aspx>.



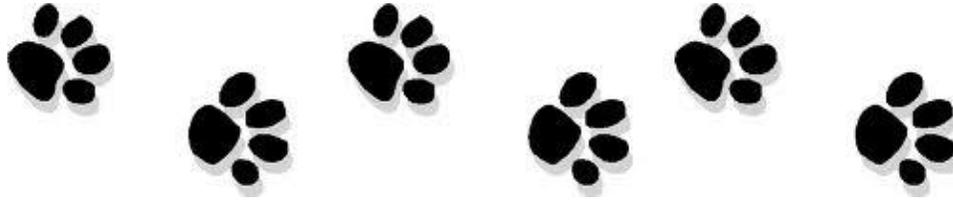
2018-2019 Program of Studies



The Ridgeview Middle School instructional program follows the Montgomery County Public Schools middle school curriculum, with an ongoing focus on an increased level of rigor for all students. Students are assigned a team leader, a counselor, and an administrator. The grade level counselor and the administrator follow the students through sixth, seventh, and eighth grades, allowing them to establish strong relationships and communications with both students and families. The team structure enhances the school's ability to provide a coordinated instructional program to meet the learning needs of each child, effectively monitor a student's academic and social progress, and to facilitate communication with parents.



Electives



Art

Unified Arts

The arts rotation is a nine-week rotation in which 6th grade students explore various subjects offered in the rotation sequence. Students will have an opportunity to broaden their experience and determine which areas they might like to study in greater depth in the future. **The elective courses offered will depend on enrollment and staffing, to be determined in the late spring, but typically includes computer applications, art, music, and awareness of language.** *This is a full year elective.*

Middle School Art 2 (7th grade)

Students in Art 7 will expand upon the knowledge and skills they learned in 6th grade or elementary art. The art elements (line, shape, value, texture, form, space, and color), and the principles of design (variety, movement, pattern, unity, balance, emphasis, and contrast) will be applied to create two and three dimensional artwork. Creativity, invention, critical thinking, and collaboration will be employed to create a variety of artworks, under the year-long theme of “Relationships.” Students will continue to explore historical and contemporary artists from a variety of cultures, and will explore the relationship between art and culture. *This is a one semester elective.*

Middle School Art 3 (8th grade)

Students in Art 8 will refine their perceptual and artistic skills. They will learn to critique artwork using the vocabulary of art (Art Elements and Principles of Design). Students will begin to develop their own artistic style and voice. They will improve their skills in craftsmanship, and explore more sophisticated art media. Students will develop artwork using a variety of media and techniques, including drawing, painting, sculpture/ceramics, collage, printmaking, and mixed media. The overarching theme for this year-long course is “Influence.” Students will explore the ways artists, cultures, and individuals exert influence, and will create artworks reflecting the theme of “influence.” *This is a full year elective.*

Grade 8 Studio Art Elective

Advanced art is geared toward students who are interested in taking advanced art courses in high school. Students will develop a portfolio of two-dimensional artwork. This portfolio may be submitted to Quince Orchard High School for consideration for direct entry into Studio Art. This course will focus primarily on creating two-dimensional artwork from observation. Students will learn advanced-level traditional skills of observation such as measurement, perspective, showing realistic texture, and accurate color mixing. Students will use these “traditional” skills to create artwork that is contemporary, and personally meaningful. Though the majority of the course will focus on two-dimensional art, students will also have the opportunity to create some sculpture and ceramic work. Students will continue their exploration and critique of contemporary and historical artists from a variety of cultures. *This is a full year elective.*

Beginning Photography 7

In this semester-long course, students are introduced to digital photography, photo editing, computer art, and video production. Students will learn the basic elements of effective photography, and use those elements to compose stunning photographs. This course involves shooting photographs throughout the school grounds and in the surrounding neighborhood. Photo editing will involve editing and altering our photographic images through Adobe Photoshop. Students will also learn to evaluate and critique personal artwork and the artwork of others. They will team up to produce their own commercial using video and video editing tools, and create projects using various digital media.

Beginning Photography 8

In this semester-long course, students are introduced to digital photography, photo editing, computer art, and video production. Students will learn the basic elements of effective photography, and use those elements to compose stunning photographs. This course involves shooting photographs throughout the school grounds and in the surrounding neighborhood. Photo editing will involve editing and altering our photographic images through Adobe Photoshop. Students will also learn to evaluate and critique personal artwork and the artwork of others. They will team up to produce their own commercial using video and video editing tools, and create projects using various digital media. **This course is for students who did not take it in 7th grade.**

Music

Chorus Grade 6

Open to all 6th grade students. Students explore the fundamentals of choral singing techniques, including diction, posture, breathing, tone production, intonation and sight-reading. Students develop the musical and vocal skill necessary to sing Level 1 and 2 music. Students will have the opportunity to continue learning basic music reading, team work, and various singing techniques. The repertoire consists of different styles and genres of music ranging from classical, contemporary, jazz, pop, and cultural songs from different parts of the world. Concerts are the

culmination of the knowledge and skills outlined in the content standards. Students will have opportunities to perform in the school talent show, honors chorus, and competitions. *This is a full year elective.*

Concert Chorus

Open to all 7th and 8th grade students, Concert Chorus is a class that explores technique of singing and developed for students who desire to sing and gain essential musicianship skill. Techniques in breath control, vocal production, diction, intonation, tone blending, singing in harmony and reading music proficiency are emphasized. Music selected for students' performance is aligned with the content standards for middle school. Students develop skills necessary to perform level 2 music.

Students enrolled in this course will sing different styles and genres of music ranging from classical, contemporary, jazz, pop, and cultural songs from different parts of the world. Concerts are the culmination of the knowledge and skills outlined in the content standards. Students have various performance opportunities to perform in, such as the school talent show, district competitions and field trips. Concert attendance is mandatory and can adversely affect a student's grade if not present. If attending concerts would be a hardship, students should not enroll in chorus. *This is a full year elective.*

Chamber Singers

Chamber Singers is an advanced performance ensemble by audition only. Open to all 7th and 8th grade students with singing experience, singers will continue to develop advanced techniques of choral singing. Chamber Singers is the flagship choral ensemble and will perform 10-15 times per year and at various venues and functions. Students perform level 3 and 4 material.

Students enrolled in this course will sing styles and genres of music from classical, jazz, and world music. Concerts are the culmination of the knowledge and skills outlined in the content standards. Students will have opportunities to perform in the school talent show, district competitions, field trips and other possible performances. *This is a full year elective.*

Band 6

In Band 6, students have the opportunity to begin or continue learning a band instrument they have played for a year or less. Instruction includes basic tone production, note reading, the development of performance skills, and the development of good practice habits. Students have an opportunity to learn on a wider variety of instruments in this ensemble including tuba, baritone, French horn, baritone saxophone, tenor saxophone, bass clarinet, and oboe. Participation in all performances is mandatory. Students enrolled in this course receive instruction daily for the entire school year. *This is a full year elective.*

Concert Band

This course is open to students that have taken Band 6 and sixth grade students with the instrumental teacher's approval. Students continue to develop rehearsal techniques, characteristic tone development, and technical skills initiated in the beginner band class. In addition, students expand their repertoire of band literature with some attention to its historical and cultural significance. Students begin to assume leadership roles within the ensemble. Exploratory experiences are also offered in jazz ensemble as well as in solo or small ensemble performances. Participation in all performances is mandatory. Students in this ensemble are eligible to participate in MCPS festival and adjudication. *This is a full year elective.*

Advanced Band

This course is audition based and is open to students who were previously in Concert Band or Band 6 with the instrumental teacher's approval. Students continue to develop rehearsal techniques, characteristic tone development, and technical skills learned in previous classes. In addition, students continue to expand their repertoire of band literature with attention to its historical and cultural significance. Students auditioning for this ensemble have demonstrated leadership roles within previous ensembles. Exploratory experiences are also offered in jazz ensemble as well as in solo or small ensemble performances. Participation in all performances is mandatory. This band ensemble represents the school in public performances as well as competitions. An audition and teacher's signature on the registration sheet are needed to enroll. Students in this ensemble are eligible to participate in MCPS festival and adjudication. *This is a full year elective.*

Beginning Strings

In this course, students have the opportunity to begin or continue learning an orchestral string instrument they have played for a year or less including violin, viola, and cello. Students will also have the opportunity to learn the bass. Instruction includes basic tone production, note reading, proper bowings and hand positions, and the development of performance skills and good practice habits. Participation in all performances is mandatory. Students enrolled in the course receive instruction daily for the entire school year. *This is a full year elective.*

Concert Orchestra

This course is open to students that have taken Beginning Strings. Students have further opportunities to develop technical proficiency and improve rehearsal techniques. Wider ranges of dynamics are developed, and various orchestral bowing are introduced. The study of ear training is introduced, and students continue to develop improved intonation. Students learn the characteristics of music style and begin to acquire a repertoire of orchestral literature. Students begin to assume leadership roles within the ensemble. Exploratory experiences are also offered in jazz ensemble as well as in solo or small ensemble

performances. Participation in all performances is mandatory. Students in this ensemble are eligible to participate in MCPS festival and adjudication. *This is a full year elective.*

Guitar

Guitar is offered to students in 6th, 7th, or 8th grade with limited or no guitar experience. Students will learn to read tablature, chord charts, and the treble staff to develop a well-balanced knowledge of guitar playing. Music repertoire will include both classical and modern selections as students master the ability to play a variety of chord progressions and basic guitar solos. Some duet, trio, and ensemble work will also be presented throughout the year. *This is a full year elective.*

Technology and Engineering

Invention and Engineering 7

Students develop an understanding of the differences between invention and innovation and their societal impact as well as the process through which engineers and inventors work to develop technology. Student also work to employ that process through many design challenges while learning about environmental, political and societal impacts of technology. In the second semester, students use engineering design, troubleshooting, research and development, experimentation in problem solving while learning to use and maintain technological systems as they work to build and test the SeaPerch robot that culminates in a field trip to have a friendly in-class competition of their creations. *This is a one semester elective.*

Principles of Information Technology, Cyber Security and Engineering 7

Students develop an understanding of the differences between invention and innovation and their societal impact as well as the process through which engineers and inventors work to develop technology. Student also work to employ that process through many design challenges while learning about environmental, political and societal impacts of technology. In the second semester, students use engineering design, troubleshooting, research and development, experimentation in problem solving while learning to use and maintain technological systems as they work to build and test the SeaPerch robot that culminates in a field trip to have a friendly in-class competition of their creations. *This is a one semester elective.*

Technology Education 8

Technology Systems

In this course students will develop a functional understanding of Engineering Design through the use of Computer Aided Drafting/Design (CADD) software, programming and robotics assembly. Included is a practical study of the cultural, social, economic, and environmental effects of technology; as well as the role of society in the development and use of technology. Students will engineer, design and strengthen their ability to troubleshoot systems, research and

develop, invent and be innovative, and experiment using models to problem solve. This course has a focus on collaborative problem solving.

Foundations of Computer Science TE A/B (8th grade only) (HS credit)

The high school level 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. (This is a two semester course that fulfills the technology requirement for graduation.)

Literacy

Digital Literacy 1 (6th grade only)

The goal of Digital Literacy 1 is to provide a framework for the 21st Century Learner both in what they are learning and how they are learning it. Students will be able to navigate and critically evaluate a variety of complex texts that they interact with every day. In today's digital culture, it is essential for adults and students to be able to collaborate around a common problem or goal, ask questions about the information they are analyzing, synthesize information from a variety of viewpoints and draw conclusions based on that understanding. Students will create their understanding and communicate that through thoughtful and strategic speaking and writing practices. Investigating topics of interest, students will become active learners-- building authentic motivation for research. Through engaged and ongoing practice with the CCSS of literacy, students will be able to transfer the skills as the processes through which they learn in all of their middle, high, and college courses as well as life-long learners. Designed to build on students' inquiry, the Secondary Literacy Instruction curriculum offers a flexible program focused on developing processes for active reading and clear, purposeful writing. Students build, refine, and apply skills in organization and coherent writing throughout the year.

Digital Literacy 3 (7th/8th grade)

The Digital Literacy 3 curriculum focuses on increasing critical and creative thinking through reading, writing, speaking, listening, and viewing through an integrated approach. By participating in a problem-based process, students learn to define, analyze and evaluate real world problems of interest related to standards-based curriculum topics. Students will use research skills to investigate problems using real-time global texts and then create solutions to address the problems. Students will participate in sustained inquiry, analysis, and evaluation of text through reading complex informational, expository and argumentative texts in a technology rich medium. Students will hone their communication, collaboration, research, and problem-solving skills and learn to give, receive, and use feedback to improve their process and products during complex tasks. Digital Literacy creates authentic work for students to engage in by allowing for presentation of their solutions beyond the walls of the classroom.

World Languages

The World Languages department supports rigorous instruction for all students. If your child currently has a strong background in French or Spanish, please contact the Resource Teacher to discuss the most appropriate course selection.

French

French 1A* - Full Year (6th and 7th grade ONLY)

Students begin to learn to communicate orally and in written form and to derive meaning from the written and spoken language. Emphasis is on vocabulary development, with simple grammatical structures taught as a means to understanding and producing meaningful communication. Students learn to communicate in simple terms about topics that involve them on a daily basis: new classes, new friends, getting acquainted, school, and food. Students are introduced to the culture of French-speaking countries in relation to the various themes of study. Students also learn to make comparisons between their own language and culture to that of the target language. Students who complete French 1A in 6th or 7th grade will continue with French 1B in 7th or 8th grade. Upon successful completion of this course, students will receive half of a high school language credit.

French 1 A/B*

French 1A/B is an accelerated and intensive course that allows highly motivated students to complete the equivalent of one complete year of high school French. Students master the 1A objectives in the first semester and continue to the 1B curriculum in the second semester. Students develop the skills to communicate orally and in written form and derive meaning from written and spoken language. Emphasis is on vocabulary development and mastery of grammatical structures needed for meaningful communication. Students learn to communicate about topics that involve them on a daily basis: new classes, new friends, getting acquainted, school, food, as well as pastimes, meals, clothing and house. Students are also introduced to the cultures of countries where French is spoken. Upon successful completion of French 1A/B, students will receive 1 high school language credit.

French 2 A/B*

Prerequisite: French 1 A/B

The themes studied in level 1 are expanded in level 2. The curriculum continues to develop proficiency in speaking, listening, reading, and writing skills, increasing vocabulary and grammar structures. The past tenses are used, increasing students' ability to communicate. Culture is explored on a deeper level. Upon successful completion of French 2A/B, students will receive 1 high school language credit.

Honors French 3 A/B*

Prerequisite: French 2 A/B

The themes of this level investigate areas of great interest to the students: themselves, their friends, and their free time. Interwoven in the themes, students review the formation of the basic structures and demonstrate their increased grammatical accuracy of the past tenses and the subjunctive. Students will continue to explore cultural topics embedded in each theme of study. Upon successful completion of French 3A/B, students will receive 1 high school language credit.

Spanish

Spanish 1A* - Full Year (6th and 7th grade ONLY)

Students begin to learn to communicate orally and in written form and to derive meaning from the written and spoken language. Emphasis is on vocabulary development, with simple grammatical structures taught as a means to understanding and producing meaningful communication. Students learn to communicate in simple terms about topics that involve them on a daily basis: new classes, new friends, getting acquainted, school, and food. Students are introduced to the culture of Spanish-speaking countries in relation to the various themes they are studying. Students also learn to make comparisons between their own language and culture to that of the target language. Students who complete Spanish 1A in 6th or 7th grade will continue in Spanish 1B in 7th or 8th grade. Upon successful completion of this course, students will receive half of a high school language credit.

Spanish 1B* - Full Year (7th and 8th grade ONLY)

Prerequisite: Spanish 1A

Students continue to develop the skills to communicate orally and in writing and understand the written and spoken language that they began in Spanish 1A. Emphasis is on vocabulary development and the acquisition of additional simple grammatical structures for meaningful communication. Students communicate about topics that involve them on a daily basis in themes such as pastimes, family, home, and clothing. Students are also introduced to the culture of Spanish-speaking countries in relation to the themes they are studying. Upon successful completion of this course, students will receive half of a high school language credit.

Spanish 1 A/B*

Spanish 1A/1B is an accelerated and intensive course that allows highly motivated students to complete the equivalent of one complete year of high school Spanish. Students master the 1A objectives in the first semester and continue to the 1B curriculum in the second semester. Students develop the skills to communicate orally and in written form and derive meaning from written and spoken language. Emphasis is on vocabulary development and mastery of grammatical structures needed for meaningful communication. Students learn to communicate about topics that involve them on a daily basis: new classes, new friends, getting acquainted, school, food, as well as pastimes, family, house and clothing. Upon successful completion of Spanish 1A/B, students will receive 1 high school language credit.

Spanish 2 A/B*

Prerequisite: Spanish 1 A/B or Passing score of Spanish for Spanish Speakers Placement Exam

The themes studied in Spanish 1 are expanded in Spanish 2. The curriculum continues to develop proficiency in speaking, listening, reading, and writing skills, increasing vocabulary and grammar structures. The past tenses are used, increasing students' ability to communicate. Upon successful completion of Spanish 2A/B, students will receive 1 high school language credit.

Honors Spanish 3 A/B*

Prerequisite: Spanish 2 A/B

The themes of this level investigate areas of great interest to the students: themselves, their friends, and their free time. Interwoven in the themes, students review the formation of the basic structures while demonstrating their increased accuracy of the past tenses and the subjunctive. Students continue to explore cultural topics embedded in each theme of study. Upon successful completion of Spanish 3A/B, students will receive 1 high school language credit.

Spanish for Spanish Speakers 1A/B* (7th and 8th grade only)

Prerequisite: Passing of Spanish for Spanish Speakers Placement Exam

This course is for heritage speakers of the Spanish language. Students are exposed to the different aspects of learning their native language through rigorous lessons on history and culture, content-based topics, grammatical structures and spelling, literary readings, and composition all taught in Spanish. Upon successful completion of Spanish for Spanish Speakers 1A/B, students will receive 1 high school language credit.

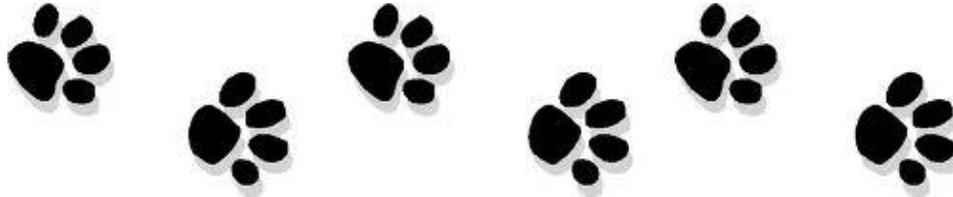
Spanish for Spanish Speakers 2A/B* (8th grade only)

Prerequisite: Spanish for Spanish Speakers 1A/B

This course is for heritage speakers of the Spanish language who have taken and passed Spanish for Spanish Speakers 1AB. Students are challenged to delve further into the different aspects of learning their native language through rigorous lessons on history and culture, content-based topics, grammatical structures and spelling, literary readings, and composition all taught in Spanish. Upon successful completion of Spanish for Spanish Speakers 2A/B, students will receive 1 high school language credit.



ENGLISH LANGUAGE ARTS



English

Advanced English 6

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. 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 work to acquire specific skills and strategies in reading literature, reading informational text, writing, speaking and listening, and language.

The English 6 course of study is organized around the overarching theme, Kaleidoscopes, which consists of four thematic units: Foundations, Adventures, Challenges and Barriers, and Artistic Choices. Each unit includes common tasks designed with an integrated model of literacy. Each task allows students to engage in a variety of reading, writing, speaking, listening, and viewing activities that give them opportunities to demonstrate and deepen their learning. As students begin to think abstractly, they are more likely to question what they read, write, say, see, hear, and think. Students will engage in a variety of discussion models that encourage critical inquiry and foster effective decision making and problem solving. Students learn to think critically, question what they read and view, and express themselves as they become literate citizens.

Students write to learn, exploring their ideas for communicating with others and reflecting as a means of making sense of their world. They engage in the writing process and in tasks that require a blend of writing purposes: Argument, Research-Synthesis, Textual Analysis, and Creative-Reflective. By examining the Six Traits of excellent writing (ideas and development, organization, word choice, sentence fluency, voice, and conventions), students learn to express themselves through the written and spoken word with clarity, power, and fluency. Students learn to organize ideas effectively to support a clear thesis and develop ideas specifically to meet the needs of audience and purpose. The goal of English 6 is to help students build a solid foundation for academic success in middle school and to grow intellectually and emotionally.

Advanced English 7

The goal of the Secondary English Language Arts program is to cultivate literate, thoughtful citizens who are capable of communicating effectively as they negotiate an increasingly complex and information-rich world. Now that students have made the transition into middle school in sixth grade, English 7 directs them 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. Each unit includes lesson sequences and materials structured to meet the Common Core State Standards in meaningful ways and to provide flexibility for teachers to extend and support learning. Formative assessments in each unit are designed to measure student progress toward mastering focus indicators for the processes and content of English.

As students begin to think abstractly, they are more likely to question what they read, write, say, see, and hear. Lessons and resources in the Instruction Center are designed to foster growth in all areas and offer a variety of writing opportunities. 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 Six 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 8

Writing and Language 8A

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 tools students use to express their ideas have rarely been stable, but while the means for transmitting language has changed, the need to read, write, and think critically have not. English 8 and 9 are parallel courses that help students realize the promise of language and literature for their own purposes and audiences, no matter how the tools may change before they graduate. Writing and Language 8A focuses on developing the skills students need to communicate effectively for a variety of purposes, audiences, and media. The course is designed as 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.

Literature and Language 8B

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 choose some texts based on their own interests and curiosities, to imitate the techniques of the writers they study, and to continue to hone their writing skills. As in Writing and Language 8A, the course is designed to help students realize the promise of language and literature for their own authentic purposes.

READING (by recommendation only)

Developmental Reading 6-7-8 Course Overview

In this reading course, specifically designed for our readers who struggle with grade-level texts, we will be using The Fountas & Pinnell Leveled Literacy Intervention System (LLI) with small groups of students who need intensive support to achieve grade-level competency.

The *Fountas & Pinnell Leveled Literacy Intervention System* (LLI) is a small-group, supplementary literacy intervention designed to help teachers provide powerful, daily, small-group instruction for students at their grade level. Through systematically designed lessons and original, engaging leveled books, *LLI* supports learning in both reading and writing and helps students expand their knowledge of language and words and how they work. The goal of *LLI* is to bring students to grade-level achievement in reading.

Each Level of *LLI* provides:

- Combination of reading, writing, and phonics/word study.
- Emphasis on teaching for comprehending strategies.
- Explicit attention to genre and to the features of nonfiction and fiction texts.
- Special attention to disciplinary reading, literature inquiry, and writing about reading.
- Specific work on sounds, letters, and words in activities designed to help students notice the details of written language and learn how words "work."
- Close reading to deepen and expand comprehension.
- Explicit teaching of effective and efficient strategies for expanding vocabulary.

- Explicit teaching for fluent and phrased reading.
- Use of writing about reading for the purpose of communicating and learning how to express ideas for a particular purpose and audience using a variety of writing strategies.

Related Activity Reading 6

The goal of Basic Reading 6/Strategic Reading and Writing 6 is to provide support for 6th grade students who struggle to perform on-grade-level in English, Science, and World Studies. Using the Reading/Writing Workshop model, students will work in independent and instructional level texts to practice the skills taught in English, Science, and World Studies. Each quarter's common tasks will be scaffolded to ensure students' mastery. In quarter 1, students will focus on character, theme, central idea, and argument writing. In quarter 2, the focus will switch to nonfiction texts, and students will learn strategies for reading dense scientific texts. Readers will also examine the causes and effects of conflict in various texts. As writers, students will craft objective article summaries and argument essays. In quarter 3, students will investigate challenges and barriers brought to life in stories and also analyze author's craft through the lens of author's structure and language choices. Students will learn fictional writing strategies by studying the work of various authors. In quarter 4, readers will analyze fiction and poetry through the lenses of tone, theme, and central idea. Students will compare a written play to its filmed version. As writers, students will write literary essays that analyze author's purpose. Strategic Reading and Writing will encourage students to build both reading and writing stamina through daily, structured sessions of extended reading and writing about text.

Related Activity Reading 7

The goal of Basic Reading 7/Literacy Across the Content Areas 7 is to provide support for 7th grade students who struggle to perform on grade level in English, Science, and World Studies. Using the Reading/Writing Workshop model, students will work in independent and instructional level texts to practice the skills taught in English, Science, and World Studies. Each quarter's common tasks will be scaffolded to ensure students' mastery. In quarter 1, students will study nonfiction reading strategies. Students will choose a scientific area of study to research, and they will work in scientific journals/periodicals to conduct their research. Students will learn how to utilize technology when reading challenging texts, and they will practice various strategies to break larger texts into manageable chunks. Within the independent research, students will identify domain specific vocabulary. As a unit goal, students will produce an argument essay based on their independent research. In quarter 2, students will study story elements within the historical fiction genre. Students will pay close attention to author's craft as they read historical fiction texts on their independent reading levels. In connection with their historical fiction texts, students will study primary source documents of the history behind the historical fiction stories they chose to read. Students will compile research of a certain period in history to build background knowledge. In quarter 3, students will study nonfiction texts, focusing on Common Core Reading Standard #6: Assess how point of view or purpose shapes the content and style of a text. Students will notice the words the author uses to help determine how the author might feel about the topic and then use that feeling to determine a possible point of view. Students will determine the author's point of view by imagining which side the author would take in a debate

on the topic. Students will read more than one text on the same topic in order to be able to recognize different viewpoints about the topic. They will pay close attention to the choices the author made. Students will craft an essay that acknowledges at least two different sides of an issue or problem. In quarter 4, students will participate in a play genre study, focusing on the specific elements of theatrical text and performance. Students will study an author's language choices closely through the lens of tone. Students will write short literary essays that analyze author's craft in different scenes of self-selected plays.

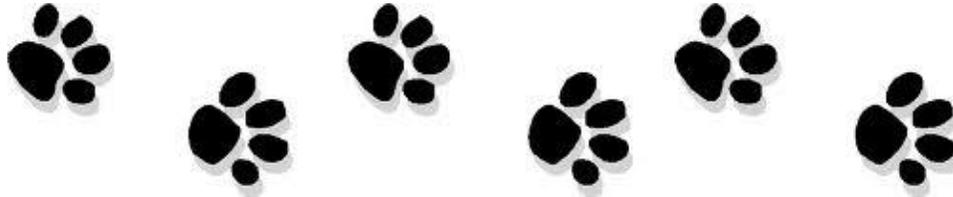
Related Activity Reading 8

The goal of Basic Reading 8/Literacy Across the Content Areas 8 is to provide support for 8th grade students who struggle to perform on grade level in Science, US History 8, and English classes. Using the Reading/Writing Workshop model, students will work in independent and instructional level texts to practice the skills taught in Science, US History 8, and English classes. Each quarter's common tasks will be scaffolded to ensure students' mastery. In the first semester, students will study nonfiction reading strategies. Students will choose a scientific area of study to research, and they will work in scientific journals/periodicals to conduct their research. Students will learn how to utilize technology when reading challenging texts, and they will practice various strategies to break larger texts into manageable chunks. Within the independent research, students will identify domain specific vocabulary. Students will develop strategies for analyzing various demanding primary source texts. Students will compile research of US History to build background knowledge. As a unit goal, students will produce an argument essay based on their independent research. In second semester, students will study memoirs and biographies through the lens of author's craft. Students will analyze the choices the authors made to bring their stories to life. Students will identify the basic story elements in this genre (biography), and will gather evidence to support a theme. Students will also study the genre of drama and build a toolbox of strategies they can use to analyze and interpret the rigorous language of Shakespeare.

Basic Reading

Reading Rewards is a general education intervention for students who have significant needs in decoding and fluency, as recommended by their teachers. The course operates on a station model with students rotating through the relevant stations each class period that will address their specific reading needs. Students who have decoding needs will work with research-based intervention materials designed to meet the needs of adolescents who have a continuing need for decoding instruction. These materials are geared toward developing and applying decoding skills to rigorous vocabulary, developing an understanding of word parts to facilitate improved comprehension, and facilitating the transfer of decoding skills to subject area content. Students who have fluency needs will practice reading texts at their instructional level to develop a level of fluency that supports comprehension. Fluency practice will include timed repeated readings, partner reading, reader's theater, and opportunities to read text aloud with immediate feedback to monitor accuracy.

Health and Physical Education



Health Education

GRADE 6

Comprehensive Health Education promotes positive health-related attitudes and behaviors that support self-reliance and self-regulation while developing healthy literacy and lifelong wellness. The health skills emphasized throughout the program include analyzing influences, accessing information, interpersonal communication, decision-making, goal-setting, self-management, and advocacy. This nine-week course includes the following four units of instruction: mental and emotional health; alcohol, tobacco, and other drugs; personal and consumer health; and safety and injury prevention.

GRADE 7

Comprehensive Health Education promotes positive health-related attitudes and behaviors that support self-reliance and self-regulation while developing healthy literacy and lifelong wellness. The health skills emphasized throughout the program include analyzing influences, accessing information, interpersonal communication, decision-making, goal-setting, self-management, and advocacy. This nine-week course includes the following five units of instruction: mental and emotional health; alcohol, tobacco, and other drugs; personal and consumer health; family life and human sexuality; and disease prevention and control.

Parents of Grade 7 students will receive information about the family life and human sexuality unit and the disease prevention and control unit of instruction prior to the start of classroom instruction. Information about responsibilities of families, components of healthy relationships, responsible decision-making are included in the family life and human sexuality unit. The disease unit includes information about sexually transmitted diseases and infections, including HIV/AIDS. Students who do not return the parent permission form will participate in family life and human sexuality and disease prevention and control units of instruction. If excused, the child will complete an independent-study alternative unit of health education that does not include information about human sexuality or disease prevention, including HIV/AIDS.

GRADE 8

Comprehensive Health Education promotes positive health-related attitudes and behaviors that support self-reliance and self-regulation while developing healthy literacy and lifelong wellness. The health skills emphasized throughout the program include analyzing influences, accessing

information, interpersonal communication, decision-making, goal-setting, self-management, and advocacy. This nine-week course includes the following six units of instruction: mental and emotional health, alcohol, tobacco, and other drugs; personal and consumer health; family life and human sexuality; safety and injury prevention; and nutrition and fitness.

Parents of Grade 8 students will receive information about the family life and human sexuality unit, and the disease-prevention and control unit of instruction prior to the start of classroom instruction. Information about components of healthy relationships, human reproduction, sexual limits and responsible decision-making, contraception methods, gestation, prenatal care and parenting skills are included in the Grade 8 health education. Students who do not return the parent permission form will participate in family life and human sexuality and disease prevention and control units of instruction. If excused, the child will complete an independent-study alternative unit of health education.

Physical Education

Middle school physical education instruction focuses on standards-based content that has been categorized into three measurement topics: health-related fitness, movement skills and concepts, and personal and social responsibility. By the end of Grade 8, students should know and be able to do the following:

Health-Related Fitness:

- Apply exercise principles to the health-related fitness components to develop, analyze, and refine a personal fitness plan.
- Apply and analyze methods for measuring target heart rate.
- Distinguish between nutritional needs that maintain the average healthy body and those for athletic performance.

Movement Skills and Concepts:

- Apply and analyze concepts related to defense and offense in personal development and tactical games activities.
- Develop, perform, and analyze creative skill combinations.
- Create, analyze, and refine a personal movement (practice) plan based on data collection and analysis.

Personal and Social Responsibility:

- Resolve conflicts and make healthy decisions that promote a sense of community and respect for others in physical activity settings.
- Apply, analyze, and refine effective time management strategies to improve movement skills and fitness levels.

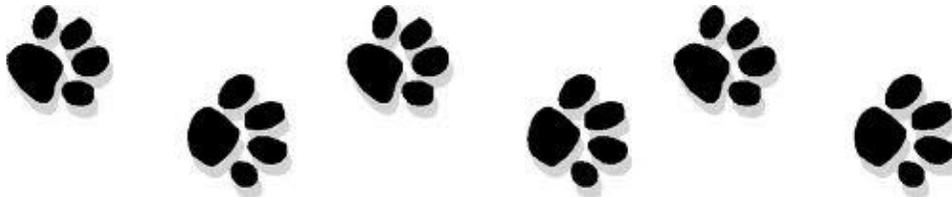
The learning tasks in physical education emphasize and teach problem-solving and decision-making skills. Middle school students participate in learning tasks that are organized into

personal development and tactical games activities. These activities provide opportunities for students to learn specific criteria aligned to each measurement topic. Personal development activities center on creative expression or individual gains through participation in the learning tasks. Tactical games activities concentrate on the application of tactics and strategies to the learning tasks. Tactical games activities are arranged into three conceptual classifications: invasion, net/wall, and target.

Go Bobcats!



MATHEMATICS



	Middle				High			
5	6	7	8	9	10	11	12	
C2.0 Math 5*	C2.0 Math 6*	C2.0 I.M.**	C2.0 Algebra 1	C2.0 Geometry	C2.0 Algebra 2	C2.0 Pre-Calculus	AP***	
C2.0 5/6	C2.0 I.M.**	C2.0 Alg. 1	C2.0 Geom.	C2.0 Alg. 2	C2.0 Pre-Cal.	AP***	AP***	
		C2.0 Math 7	C2.0 Math 8	C2.0 Alg. 1	C2.0 Geom.	C2.0 Alg. 2	C2.0 Pre-Cal.	

Curriculum 2.0 Math 6

Curriculum 2.0 (C2.0) Math 6 extends students’ understanding of whole number and fraction concepts developed throughout the elementary grades. Instruction at this level will focus on four areas: (1) connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; (2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; (3) writing, interpreting, and using expressions and equations; and (4) developing understanding of statistical thinking.

Curriculum 2.0 (C2.0) Math 6 focuses on the Standards for Mathematical Practice to build a climate that engages students in the exploration of mathematics. The Standards of Mathematical Practice are habits of mind applied throughout the course so that students see mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. Through this course, students will . . .

- Reason about multiplication and division to solve ratio and rate problems about quantities
- Use the meaning of fractions, the meanings of multiplication and division, and the relationship between multiplication and division to understand and explain why the procedures for dividing fractions make sense
- Understand the use of variables in mathematical expressions
- Build on and reinforce the understanding of numbers, to develop the ability to think statistically
- Reason about relationships among shapes to determine area, surface area, and volume

Topics of Study:

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

Curriculum 2.0 Investigations into Mathematics (C2.0 IM)

Curriculum 2.0 Investigations into Mathematics (IM) extends students' understanding of mathematical concepts developed in C2.0 Mathematics 6 and accelerates the pace of instruction to prepare for C2.0 Algebra 1. This course compacts all of the Grade 7 Common Core State Standards and much of the Grade 8 Common Core State Standards into a single year. Students who successfully complete C2.0 IM are prepared for C2.0 Algebra 1. Instruction for C2.0 IM will focus on four critical areas: (1) developing a unified understanding of number, recognizing fractions, decimals (including both those that have a finite or a repeating decimal representation), and percents as different representations of rational numbers; (2) using linear equations and systems of linear equations to represent, analyze, and solve a variety of problems; (3) comparing two data distributions and reasoning about differences between populations; (4) analyzing geometric relationships in order to solve real-world mathematical problems.

C2.0 IM focuses on the Standards for Mathematical Practice to build a climate that engages students in the exploration of mathematics. The Standards for Mathematical Practice are habits of mind applied throughout the course so that students see mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. Through this course, students will . . .

- Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide positive and negative rational numbers.
- Create and interpret numerical and algebraic expressions and equations in one variable.
- Develop understanding of proportionality through the use of linear equations and systems of equations to solve and graph single- and multi-step real world and mathematical problems.
- Reason about geometric relationships among two-dimensional and three-dimensional figures.
- Compare two data distributions and generate data sets by random sampling.
- Investigate chance processes and develop, use, and evaluate probability models.

Topics of Study:

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

Curriculum 2.0 Algebra 1A/B (HS Credit)

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

Content Emphasis:

C2.0 Algebra 1 focuses on the Standards for Mathematical Practice to build a climate that engages students in the exploration of mathematics. The Standards of Mathematical Practice are habits of mind applied throughout the course so that students see mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. Through this course, students will . . .

- Develop fluency and master writing, interpreting, and translating between various forms of linear equations and inequalities in one variable, and using them to solve problems.
- Solve simple exponential equations that rely only on the application of the laws of exponents.
- Interpret functions (graphically, numerically, symbolically, and verbally), translate between representations, and understand the limitations of various representations.
- Use regression techniques to describe approximately linear relationships between quantities and look at residuals to analyze the goodness of fit and use more formal means of assessing how a model fits data.
- Compare the key characteristics of quadratic functions to those of linear and exponential functions and select from among these functions to model phenomena.
- Explore more specialized functions—absolute value, step, and those that are piecewise-defined and select from among these models to model phenomena and solve problems.

Topics of Study:

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

Curriculum 2.0 Honors Geometry 1A/B (HS Credit)

Honors Geometry provides a rigorous, in-depth look at the topics studied in the Geometry course. Geometry is studied as a mathematical system through the deductive development of relationships in the plane and in space. Students formalize their understanding of geometric concepts, including congruence and similarity, circle charts, secants and tangent segments, parallel and perpendicular lines, angle and side measures in polygons, proof, logic transformations, the Pythagorean Theorem, constructions, coordinate geometry, and surface area and volume of solids. Honors Geometry includes an additional unit, Trigonometry. In

preparation for future implementation of the common core curriculum, heavy emphasis is placed on the continued development of student discourse and the establishment of strong logical foundations necessary for the analysis and justification of mathematical approaches to problem solving. Every effort is made to produce students that are creative problem solvers that have a keen ability to use both specific and appropriate language to communicate a variety of approaches to problem solving. Students successful in this course will take Honors Algebra 2 the following year. High school credit is given upon successful completion of the full year of Honors Geometry, including passing the final exam.

Content Emphasis:

Curriculum 2.0 (C2.0) Geometry focuses on the Standards for Mathematical Practice to build a climate that engages students in the exploration of mathematics. The Standards of Mathematical Practice are habits of mind applied throughout the course so that students see mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

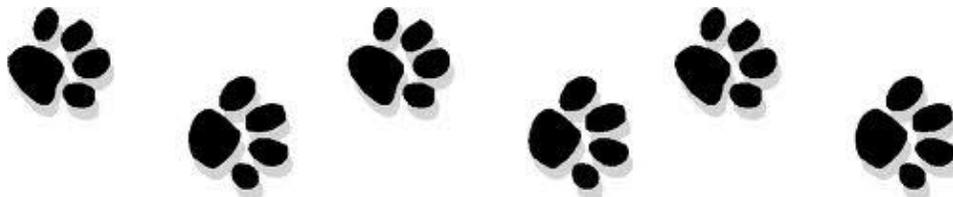
Through this course, the student will . . .

- Prove theorems and solve problems about triangles, quadrilaterals, and other polygons.
- Apply understandings of similarity and right triangle trigonometry to find missing measures of triangles.
- Utilize the rectangular coordinate system to verify geometric relationships.
- Apply understandings of circles to derive equations and solve problems.
- Measure two and three-dimensional objects.

Topics of Study:

- Congruence
- Similarity, Right Triangles, and Trigonometry
- Circles
- Expressing Geometric Properties with Equations
- Geometric Measurement and Dimension
- Modeling with Geometry
- Trigonometry

SCIENCE



The middle school science program 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. High expectations and differentiated instruction allow all students a challenging and engaging access to science.

Investigations in Science 6 (IS6)

IS6 is a problem/project-based curriculum. Instruction is interwoven around a relevant problem/project to allow a focus for student learning. Students engage in minds-on inquiry and hands-on explorations, productive discourse, and purposeful reading and writing. Units studied in IS6 center around topics related to matter and its interactions, ecosystem dynamics, human impacts on the environment, energy, and waves. Students engage in science, technology, engineering, and mathematics (STEM) in order to propose solutions to identified problems. Students are awarded 10 SSL hours at the completion of Grade 6 Science for their full participation in SSL activities.

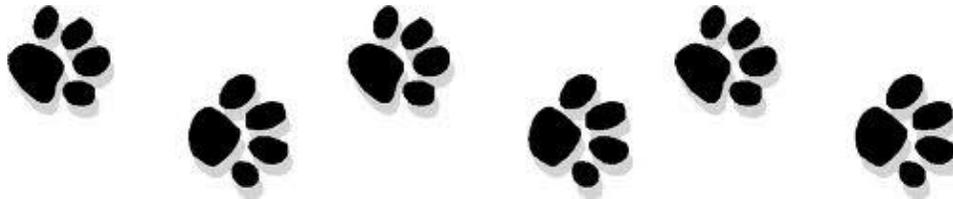
Investigations in Science 7 (IS7)

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

Investigations in Science 8 (IS8)

IS8 is a problem/project-based curriculum. Instruction is interwoven around a relevant problem/project to allow a focus for student learning. Students engage in minds-on inquiry and hands-on explorations, productive discourse, and purposeful reading and writing. Units studied in IS8 center around topics related to Forces and Motion, Astronomy, Weather and Climate, and Earth's Materials and Processes. Students engage in science, technology, engineering, and mathematics (STEM) in order to propose solutions to identified problems.

SOCIAL STUDIES



The social studies program in middle school builds chronological and thematic understanding of world and United States history, while also developing the social studies strands of geography, economics, political systems, and culture. Each social studies unit is organized around a historical era and a social studies strand. A mix of modern content and the lessons of history provide the background knowledge and thinking skills that prepare students for high school instruction and their responsibilities as citizens, including meaningfully evaluating financial decisions.

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

Historical Inquiries in World Studies 6

- UNIT 1: Patterns of Settlement in the Ancient and Modern Worlds
- UNIT 2: Citizenship and Governance in Classical and Modern Times
- UNIT 3: The Impact of Economics in Ancient and Modern China
- UNIT 4: Cultural Systems: The First Millennium and Today

This course provides enriched opportunities for learning about ancient world history. Building on the current four units of Grade 6 world studies (see above), 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 are challenged to analyze archaeological evidence, ask questions to further their knowledge, and understand history as an ongoing investigation.

Historical Inquiries in World Studies 7

- UNIT 1: The Foundation of Modern Political Systems in Europe
- UNIT 2: The Influence of Culture in Africa
- UNIT 3: Geography Shapes Latin America Past and Present
- UNIT 4: The Impact of Economics: One World Past and Present

This course extends the content and concepts contained in the four units of World Studies 7. Through the study of world civilizations and global interactions from 1000 CE to 1450 CE, students learn about political, economic, and social systems today. Analysis of primary source texts and visuals is a central method for learning about the past and the challenges of historical

interpretation. These historical thinking, reading, and writing skills support success in future Advanced Placement and honors social studies courses.

Historical Inquiries in World Studies 8

UNIT 1: Democracy: Political System of the People 1754-1785

UNIT 2: Creating a National Political System and Culture 1785-1823

UNIT 3: Geographic and Economic Change Shape the Nation 1820-1853

UNIT 4: A Nation Divided and Rebuilt 1850-1890

In this course students will use the Social Studies Literacy Skills with increasing complexity as they explore the history of the United States from colonization to Post Civil War Reconstruction and industrialization. Throughout the course students will analyze multiple perspectives and study how diverse populations of Americans including Native Americans, African Americans, women, immigrants, and Mexican Americans contributed to and were impacted by events. This course prepares students for continuing their study of U.S. History in ninth grade.



Ridgeview Middle School 2018-2019 Course Offerings

Required Courses	Grade 6	Grade 7	Grade 8
English	Advanced English 6	Advanced English 7	Advanced English 8
Health/Phys. Ed.	Health/PE 6	Health/PE 7	Health/PE 8
Math	C2.0 Math 6 C2.0 IM	C2.0 IM C2.0 Algebra 1 A/B*	C2.0 Algebra 1 A/B* C2.0 Honors Geometry 1 A/B*
Science	Investigations in Science 6	Investigations in Science 7	Investigations in Science 8
Social Studies	Historical Inquiry in World Studies 6	Historical Inquiry World Studies 7	Historical Inquiry World Studies 8
Alternate Courses			
Reading	Developmental Reading Related Activity Reading 6 Basic Reading	Developmental Reading Related Activity Reading 7 Basic Reading	Developmental Reading Related Activity Reading 8 Basic Reading
Elective Courses			
Art	Unified Arts Rotation (9 week arts rotation)	Art 7 Beginning Photography 7/Digital Art 7	Art 8 Art 8 Advanced Portfolio
Music	6 th Grade Chorus 6 th Grade Band Beginning Strings	Concert Chorus Chamber Singers [#] Concert Band Advanced Band [#] Concert Orchestra Guitar	Concert Chorus Chamber Singers [#] Concert Band Advanced Band [#] Concert Orchestra Guitar
Technology/Engineering		Principles of Information Technology, Cyber Security & Engineering 7 Invention and Engineering 7	Foundations of Computer Science TE* Technology Systems 8
World Languages	Spanish 1 A/B* French 1 A/B*	Spanish 1 B* FY Spanish 1 A/B* Spanish 2 A/B* French 1 A/B* French 2 A/B* Spanish For Spanish Speakers 1A/B*	Spanish 1 B* FY Spanish 1 A/B* Spanish 2 A/B* Spanish 3 A/B* French 1 A/B* French 2 A/B* French 3 A/B* Spanish for Spanish Speakers 1A/B* Spanish for Spanish Speakers 2A/B*
Literacy	Digital Literacy 1	Digital Literacy 3	Digital Literacy 3

* High School Credit Course

Audition Required

Full-Year (FY)

RIDGEVIEW MIDDLE SCHOOL CONTACT INFORMATION

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Gaithersburg, MD 20878



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Assistant Principal (7 th grade)	Dr. Matthew Paushter	Matthew_K_Paushter@mcpsmd.org
Assistant Principal (8 th grade)	Dr. Carla McNeal	Carla_M_McNeal@mcpsmd.org
English Language Arts Resource Teacher	Mrs. Meg Gleason	Margaret_E_Knudsen-Gleason@mcpsmd.org
ESOL Teacher	Mrs. Kirsten Schultz	Kirsten_M_Schultz@mcpsmd.org
Math Resource Teacher	Mr. Christopher Paskvan	Christopher_R_Paskvan@mcpsmd.org
PE/Arts Resource Teacher	Mrs. Jody Tyler	Jody_D_Tyler@mcpsmd.org
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World Languages Resource Teacher	Mrs. Sara Ezeonu	Sara_J_Ezeonu@mcpsmd.org