



Welcome to the Earle B. Wood Middle School Rising 6th Grade Parent Night for the 2023–2024 School Year

Questions?
Click Here





OUTCOMES

By the end of our meeting, we will have:

- Shared Middle School transition process/events;
- Reviewed registration process and important dates;
- Presented an overview of the 6th grade curriculum;
- Explored electives offered at Wood MS; and answered parent questions.

AGENDA

Topic
Welcome/Framing
Middle School Transition / Registration Process
Curriculum Information
Whole Group Questions

**After this evening's presentation, please take a moment to review the [electives information slideshow](#)*

Who We Are

Vision

Earle B. Wood Middle School pledges to create a school where everyone achieves at high levels and everyone is supported.

Mission

The staff, parents, and community of Earle B. Wood Middle School endeavor to provide a safe and supportive learning community for our students. Together, we strive to help each student achieve his or her best through academic success; arts appreciation; respect for others; respect for his or her own physical well-being; social and civic responsibility; and lifelong learning.



Ms. Heidi Slatcoff,
Principal



Mrs. Sheree Coleman
Assistant Principal



Dr. Augustine Kang,
Assistant Principal



Mrs. Jenel Laney,
Assistant Principal

IMPORTANT 6TH GRADE PEOPLE & ACTIVITIES

Team Leaders:

Mrs. Bladamer and Mr. Barnhouse



Mrs. Jenel Laney,
Rising 6th Grade
Assistant Principal



Mrs. April Tegeler
Rising 6th Grade Counselor

Finance Park (gr 7)

End of Year Activities (gr 8)

Joining After School Activities and clubs

- SGA, NJHS
- Intramural Sports
- Music
- Drama

Utilizing MyMCPS Classroom
and StudentVUE/ParentVUE

After
School
Activities



Wood PTA

2022-2023

Hola próximas familias de Wood,

gracias por tomarse el tiempo de leer este mensaje de la PTA. Mi nombre es Michelle Dingle y seré su presidente de la PTA para el próximo año escolar. Quería hacerles saber que estamos emocionados de conocerlos a todos. Como muchos de ustedes saben, la PTA es una parte vital de la Comunidad Wood. Ayudamos a comprar equipos para la escuela, financiamos eventos para los estudiantes y el personal, brindamos oportunidades para que los estudiantes, las familias y el personal se conozcan entre sí, damos voz a la comunidad en general y mucho más. Trabajamos directamente con los padres y el personal de Wood para cerrar la brecha entre los dos. Si usted es un próximo padre, suscríbese a eWood+subscribe@groups.io para ser agregado a nuestro servidor de listas y mantenerse informado. Además, si desea ser parte de nuestro grupo Whatsapp de padres latinos/hispanos, consulte el código QR a continuación. Espero conocerlos a todos. No dude en comunicarse con cualquier pregunta, dingle.michelle.a@gmail.com.

Atentamente,

Michelle Dingle (ella/ella)

dingle.michelle.a@gmail.com

Hilo familiar latino/hispano Código QR

Wood PTA

2022-2023

Hello upcoming Wood Families,

First, a big thank you!

Thank you for taking the time to read this message from the PTA. My name is Michelle Dingle and I will be your PTA President for the upcoming school year. I wanted to let you know that we are excited to get to know you all. As many of you know, the PTA is a vital part of the Wood Community. We help purchase equipment for the school, fund events for students and staff, provide opportunities for students, families, and staff to get to know one another, give a voice to the broader community, and so much more. We work directly with parents and Wood staff to bridge the gap between the two. If you are an upcoming parent, please subscribe to eWood+subscribe@groups.io to be added to our listserv and stay informed. In addition, if you would like to be a part of our Latino/Hispanic Parent Whatsapp group please see the QR code below. I look forward to getting to know you all. Please don't hesitate to reach out with any questions, dingle.michelle.a@gmail.com.

Sincerely,

Michelle Dingle (she/her)

dingle.michelle.a@gmail.com

Latino/Hispanic family thread QR Code

WELCOME TO WOOD





Introduction to 6TH GRADE

- Jan 23-26: Counselors “visit” all feeder schools to introduce middle school transition -What will be the same? what will be different than elementary? Introduce the academic advisory process/electives options for middle school.
- February 6-10: Counselors/Team Leaders “visit” all feeder schools, review info. about middle school and answer student questions (lockers/8 teachers, electives, lunch, PE everyday)
- Transition activities possibly starting Spring of 5th grade (TBD).
- In-person visits to Wood will also happen in the spring by elementary school.
- We will be holding 6th grade orientation throughout the month of July
- There will be select summer school opportunities available. More details to come.
- August: Summer Orientation held for all incoming 6th graders (all MCPS students)



Registration Process

- Teachers made recommendations for core classes by January 18.
- Counselor Visits to Feeder Schools:
 - Part 1: Introduction to middle school and overview of the registration process (review elective choices) shared with students. Provided course bulletin ([English](#) / [Spanish](#)) and [registration cards](#) ([Actual Reg Card](#)).
 - Part 2: Share info about the middle school structure and answer student questions.

Note: It is extremely important that parents/guardians be involved in the decision making process about electives choices. We strive to match students with top ranked choices, though the first ranked choice is not guaranteed.



Counseling: Rising 6th Grade



**Week of January 23rd and February 6th-
Counselors visit elementary schools**

- Provide a middle school transitional lesson for students
- Answer rising 6th grader questions

How do students get help in Counseling and keep up with what is happening in their grade? Student can start to visit over the summer to learn more about what to expect in middle school.

6
Ms. Tegeler/Mr. Morley
6th Grade

Student Registration
Registration for next year's classes start the week of **Monday, February 1st** through your World Studies classes. Students will be provided information on course offerings, how to use our online google form and more. We will see you then!

Naviance | Student
Naviance Lessons for 6th Grade
Remember to finish all the tasks that were discussed in class. The Pre-Survey, Career Cluster Finder, and Post-Survey are required. Use the presentation below:

Forensics Series (Cadette L...
Are you interested in becoming a girl scout? Do you like learning more about Forensic Science? If you answered Yes to both of these questions there is a new and exciting opportunity for you! Click below to find out more:
Click Here to Register:
<http://bit.ly/ForensicsGS>

BEGINNING YOUR 6TH GRADE NAVIANCE EXPERIENCE
Students will use a Chromebook if possible.

6th Grade Lunch Bunch
- Wed 11:45-12:30
Meeting ID: 934 6584 2114
Passcode: lunchbunch

*****If you were absent for your SOS lessons, please contact your grade level counselor to schedule a make up lesson. This is a mandatory lesson for all students.*****

Content/Course Information

- Focus will be on sixth grade courses/experiences
- Please feel free to use the chat for questions. We will try to answer more general questions between each content. Please hold student specific questions until we complete the presentation.
- Feel free to use the question form in case you are unable to stick around. We will reply within the week.

Questions?
Click Here



World Languages and English Language Development Class Goals

World Languages:

- The goal of the world languages program is to prepare students to be **linguistically and culturally competent** in languages other than English. The ability to communicate in a culturally appropriate manner with speakers of other languages is the key to success in the increasingly diverse global community of the 21st century. As students develop proficiency in world languages and an understanding of the underlying values and beliefs of other cultures, they gain the skills that are essential to meaningful communication. **World languages courses must be taken in sequential order.** The prerequisite for all courses, except 1A, is either successful completion of the preceding course or a local placement test.

English Language Development:

- The goal of the English Language Development program is to **empower Emergent Multilingual Learners to master academic English to thrive in school, college, careers, and as global citizens.** The education of students learning English as a new language is a collaborative responsibility shared by the ELD teacher, the classroom teacher, all other appropriate MCPS staff, as well as the student.

WORLD LANGUAGES



Students who are not recommended for a reading course have the option of taking a world language (**Spanish or French**) as one of their electives and may choose to continue with the language for all 3 years at Wood.

Spanish 1A & 1B*

Spanish 2A & 2B*

Spanish 3A & 3B (8th grade only)

Spanish Literacy for Spanish Speakers (pre-SSS) (7th or 8th grade only)

Spanish for Spanish Speakers 1A & 1B (7th or 8th grade only)

French 1A & 1B*

French 2A & 2B

French 3A & 3B (8th grade only)

*** = Recommended for 6th graders.**

Class placement determined by:

- * Parent/student interest
 - * Placement test scores (for those with previous experience with Spanish/French only). Tests will be given in the Spring at each elem. school or online if necessary.
 - * MAP-R scores
- World Languages are fast-paced, high school level courses.
 - Students will earn a high school credit in World Languages upon successful completion of each semester of the course.
 - Students that place in a higher level of Span./French are advised to start in 7th grade.

English Language Development (ELD) (Formerly ESOL)

Levels 1 & 2 classes (Beginning English language learners)

- Double-period, taught by an ELD teacher
- Student assessments are ELD specific.

Level 3 classes (Intermediate English language learners)

- Single-period, taught by an ELD teacher or co-taught with an English teacher
- Student assessments are ELD specific.

Level 4 classes (Advances English language learners)

- English class, co-taught by English and ELD co-teachers.
- Language supports provided to students as they study the grade-level curriculum.
- Students take grade-level English assessments.

Multidisciplinary Education, Training, and Support classes (METS program)

- Self-contained program for students with 2+ years of interrupted education.



Class placement determined by:

- * WIDA ACCESS scores or screener exam
(English Language Proficiency exam)
- * Teacher recommendation based on classroom data
- * Evidence of Learning Data
- * MAP-R scores

ADVANCED ENGLISH 6

- All students at Earle B. Wood Middle School will be enrolled in Advanced English 6.
- General Education, Special Education, and ESOL co-teachers work together to provide the supports and scaffolding that students need to be successful.

StudySync Overview

The Grade 6 Core ELA Units take students through literary and nonfiction texts that explore individuals facing crucial decisions, learning from their responses, becoming a better version of themselves.

Unit 1, Testing Our Limits, examines what we do when life gets hard.

Unit 2, You and Me, focuses on relationships and asks the Essential Question: *How do relationships shape us?*

Unit 3, In the Dark, asks students to consider how they can figure out what to do when there are no instructions, while

Unit 4, Personal Best, asks students to consider the unit's driving question—*Which qualities of character matter most?*—by providing a range of texts that examine individuals wrestling with realistic and familiar struggles.



UNIT 1 TESTING OUR LIMITS

What do we do when life gets hard?



Instruction	Reading: Literature	Reading: Informational	Writing	Speaking and Listening	Language
Content Vocabulary					L.6.6
Genre	R.6.3				
Academic Vocabulary					L.6.6
SyncStart: Eleven	R.6.1, R.6.4, R.6.10		W.6.4, W.6.5, W.6.10	S.6.1A, S.6.1B, S.6.1C, S.6.1D, S.6.6	L.6.4A, L.6.4D, L.6.5A



LITERACY SUPPORT



Several levels of intervention for students whose skills are below grade level proficiency:

Academic Literacy (System 44) (based on lexile and decoding needs)

Read 180 (based on lexile and phonics/comprehension needs)

College Ed (based on lexile and comprehension needs)

Placement is based on multiple Evidence of Learning measures:

Statewide Assessment (Maryland Comprehensive Assessment Program~MCAP)

District Assessments (End-of-Unit Assessments~EUA)

Marking Period Grades

Teacher recommendations

- MS Literacy/Reading intervention courses are
 - **in addition to** the student's English class
 - **in place of** an additional elective or world language course.



Math Courses for 2022-2023



[Course Descriptions and Pathways Through Middle School](#)

- **Math 6 Course Overview:** Students will work collaboratively to deepen their understanding of concepts, practice procedural skill and fluency, and apply their understanding to a variety of contexts.
- **Math 6+ Course Overview:** Illustrative Mathematics 6–8 Math Accelerated *provides an alternate pathway to Algebra 1 by the 8th grade* allowing students to complete a graduation requirement in middle school and enroll in more advanced-level math courses in high school to prepare them for college and career-readiness.
- **Applied IM Overview:** Investigations into Mathematics extends students' understanding of mathematical concepts developed in Math 6 and *accelerates the pace of instruction to prepare for Algebra 1*. The curriculum focuses on developing a solid understanding of rational numbers, using linear equations and systems of equations to represent, analyze, and solve a variety of problems, comparing and analyzing data distributions, and analyzing geometric relationships in real-world problems.



Math Courses for 2022-2023



[Course Descriptions and Pathways Through Middle School](#)

- **Math 180 Course 1 Overview:** Math 180 is a comprehensive system of instruction, assessment, and professional development designed to help older, struggling students thrive in algebra. The program directly addresses individual needs through adaptive and instructional software, high-interest materials, and direct instruction in mathematical calculation and application skills. Students rotate among a small group, teacher-directed lessons, a computer station for reinforcement and practice, and an independent brain arcade where students complete math problems at their instructional level. Built with the student in mind, the learning experience is a uniquely motivating and fun way to accelerate to grade-level ability.
- **Math 6 Focus Overview:** Students participating in the Math 6 Focus course will have the opportunity to reinforce the skills they are learning in their Math 6 course, as well as work on building their foundational mathematical skills. This course is designed to have students work both collaboratively and individually to preview upcoming learning tasks, receive extended practice on current instructional topics, and receive remediation on skills that still need to be mastered.

Typical Math Progression

On Grade Level Progression

6th Grade	7th Grade	8th Grade
Math 6	Math 7	Math 8

Accelerated #1

6th Grade	7th Grade	8th Grade
Math 6	Math 7+	Algebra 1

**Algebra 1 is a high school level course*

Accelerated #2

6th Grade	7th Grade	8th Grade
Math 6+	Math 7+	Algebra 1

**Algebra 1 is a high school level course*

Accelerated #3

6th Grade	7th Grade	8th Grade
Applied IM	Algebra 1	Honors Geometry

**Algebra 1 and Honors Geometry are high school level courses.*

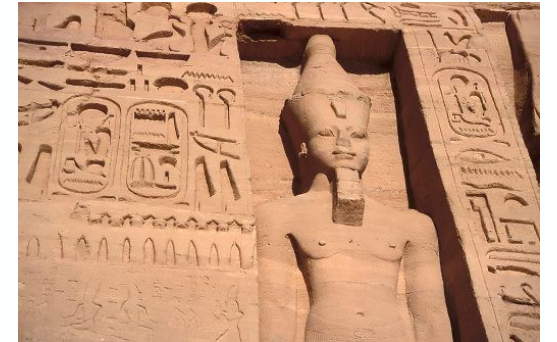
WORLD STUDIES 6



Most incoming 6th graders will take Historical Inquiries in World Studies 6. The 6th grade curriculum focuses on the ancient world and touches on modern times.

Units:

Patterns of Settlement in the Ancient and Modern Worlds
The Impact of Economics in Ancient and Modern China
Citizenship and Governance in Classical and Modern Times
Cultural Systems: The First Millennium and Today



Some incoming 6th graders will take Global Humanities 6. Placement is determined by the AEI office and is based on multiple assessment scores.

Global Humanities 6



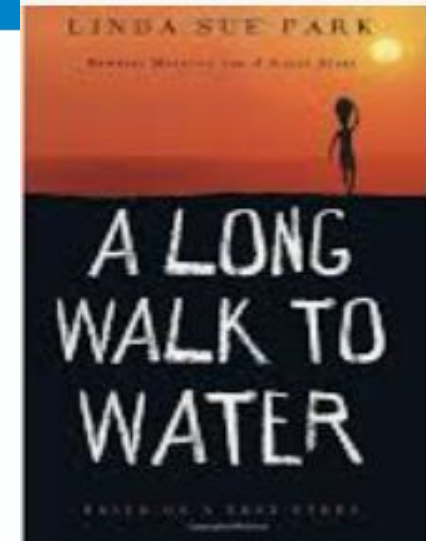
Similar yet Different...

Core Curriculum

- ▶ 4 Units
- ▶ Concept rich
- ▶ Literacy focused
- ▶ Builds skills for AP courses in HS

Global Humanities

- ▶ Same key points as Core **PLUS**
- ▶ DBQs required in 3 of 4 Units
- ▶ 2 required literature books/year
- ▶ 1 required significant project
- ▶ 7-10 additional lessons/unit



6th Grade Project: Model UN Research Project and Conference

Investigations in Earth Science

Unit	Title	Content Focus
1	Our Watershed Our World	Story Line: Human habitation and settlement has caused significant impacts on the natural environment. With increased population and continual development, ecosystems around the world have been changing at an alarming rate. Many of these impacts can be seen throughout Maryland and Montgomery County including our local watersheds. In this unit, students will learn that by studying their school communities, we can assess the environmental impact our development patterns have had on our local ecosystem and aquatic habitats. Students learn techniques to assess the areas around their school to see what specific impacts their communities have on Montgomery County, the state of Maryland, and the Chesapeake Bay.
2	Weather and Climate	Story Line: The atmosphere is a complex system of variables that are ever changing both daily (weather) and long-term (climate). Students will learn about the different variables responsible for the weather and climate of our planet and the factors that lead to changes both short term and long term.
3	Earth's Materials and Processes	Unit Storyline: All Earth processes are the result of energy flowing and matter cycling within and among the planet's systems. From earthquakes and volcanoes to weathering and erosion, These interactions have shaped Earth's history and will determine its future. Students will learn concepts that enable them to evaluate the potential causes and effects of geologic hazards, mitigate their effects on the human population, and their potential effect on the Earth or on the natural cycle of climate change seen throughout Earth's history.
4	Earth's Geological Past	Unit Storyline: The Earth's Geologic Past unit, students will examine how people figure out that the Earth and life on Earth have changed over time. Students will learn how geologists divide Earth's long history and use geologic principles to interpret relative age in layered rocks. Students will also learn about the techniques used to determine the absolute ages of rocks and fossils.
5	Human Impacts on the Environment	Unit Storyline: Students will discover that natural resources are used by living things in a variety of ways, but how much and in what ways we use those resources affects the footprint of our planet. Students will learn that our use of fossil fuels has consequences on the environment. Students will investigate how human activity and use of resources impacts the geosphere, hydrosphere, atmosphere, and biosphere and consider alternative solutions for the products we make and the resources we use. They will model a solution to a variety of environmental problems created from natural resource use.



Physical Education/Health

FITNESS



All students take 3 quarters of Physical Education and 1 quarter of health

Physical Education - Three quarters - every day

- Students learn fitness concepts, game skills, and game tactics
- **Units include:**
 - Fitness, weight training,
 - Net/Wall games - (volleyball, tennis)
 - Invasion games - (soccer, lacrosse)
 - Target games - (Corn hole, bowling)
 - Striking and Fielding games - (Softball)

Health Education- One quarter - every day

- **Units include:**
 - Mental and Emotional Health,
 - Alcohol, Tobacco and Other Drugs,
 - Personal and Consumer Health, and
 - Safety and Injury Prevention



KEEP IN MIND - M.S. REQUIREMENT

Maryland Accountability System which provides guidelines to ensure all students receive a well-rounded curriculum during their middle school years.

- **Fine Arts**
- **Computational Learning**
- **Physical Education**
- **Health**

FINE ART ELECTIVES

6th Grade	7th Grade	8th Grade
Art Studio 1	Art Studio 2	Art Studio 3
Digital Art 1	Digital Art 2	Digital Art 3
Beginning Band or Intermediate Band	Intermediate Band or Advanced Band	Intermediate Band or Advanced Band
Beginning Orchestra	Advanced Orchestra	Advanced Orchestra
Chorus 1	Advanced Chorus	Advanced Chorus
General Music	General Music	General Music
Theatre 1	Theatre 1/2	Theatre 1/2
Music Technology	Music Technology	Music Technology

COMPUTATIONAL LEARNING ELECTIVES

6th Grade	7th Grade	8th Grade
Intro. to Tech and Engineering (Semester)	Cybersecurity (Sem)	Foundations of Computer Science * (Year)
	CADD-ARE (Year)	IED* (Year - first course in Rockville's Project Lead the way)
		-Invent the Future (semester)

Sixth Grade Pairings

SEMESTER ELECTIVE PAIRING (Sem. 1/Sem. 2)	
_____	Studio Art 1/Introduction to Technology
_____	Studio Art 1/Digital Photography
_____	General Music 1/Digital Photography
_____	General Music 3 (Music Technology)/Digital Photography
_____	Theatre 1/Introduction to Technology

Please note that nothing is set in stone. Depending on student selection, we may need to adjust pairings or offerings, but we will always attempt to include top student preferences.

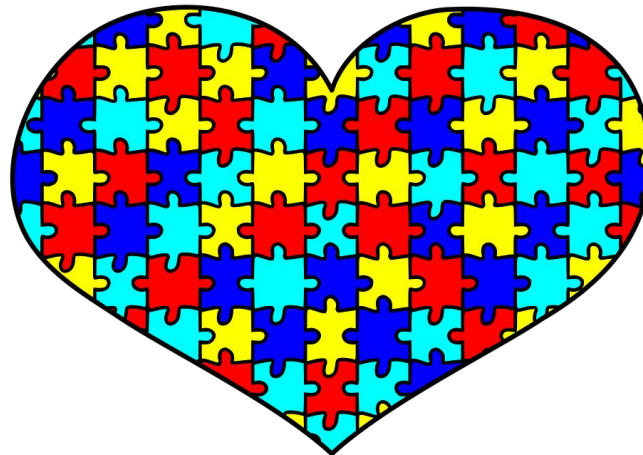
Our Special Education Programs

Learning & Academic Difficulties (LAD)

Deaf and Hard of Hearing (D/HOH)



Autism



Three levels of support offered determined by the student's areas of need.

General Education Classes: Least restrictive environment; for students who are on grade level & can access the curriculum with minimal to no support; offered for all core academics; one teacher; accommodations provided as listed in the IEP

Co-taught/Supported Classes: Offered for all core academic, Resource & some Reading classes; for students who require additional support of 2 teachers/teacher & paraeducator; contains both gen. ed and 6-8 IEP students; must be an area of need, goal & documented service on the IEP; accommodations provided as listed in the IEP

Self-Contained Classes: Most restrictive environment; for students who are 3+ grade levels below in reading or math & require extensive support to access curriculum; all students have IEPs; small classes taught by a SPED teacher must be an area of need, goal & documented service on the IEP; accommodations provided as listed in the IEP

SPECIAL EDUCATION

COURSE	LEVELS OF SUPPORT
ENGLISH	General Ed, Co-taught/supported, Self-contained
MATH	General Ed, Co-taught/supported, Self-contained
SCIENCE	General Ed, Co-taught/supported
SOCIAL STUDIES	General Ed, Co-taught/supported
READING	General Ed, Co-taught/supported (Level of support depends on the intervention & student needs)
RESOURCE	Resource class is a co-taught/supported, class taught by a Special Education teacher & supported with a para

Case Manager's Role

- Ensure that all classroom and testing accommodations are consistently being offered
- Act as a liaison between the student, parent & teachers
- Communicate with grade level teams
- Complete quarterly reports to monitor progress of IEP goals and objectives
- Advocate for & support students



Elementary School Transition

- I am available to attend upcoming elementary school IEP meetings. Have your child's case manager/teacher invite me.
- I am also available for short, transition meetings.

Contact me anytime with questions:

Loryn_Baglione@mcpsmd.org

Click to...

Explore Electives

Questions?
Click Here



Please share feedback about tonight's event!

