Welcome to the Earle B. Wood Middle School Rising 7th & 8th Grade Parent Night for the 2023-2024 School Year

Questions?

Click Here

*This meeting will be recorded

OUTCOMES

By the end of our meeting, we will have:

- Shared Middle School transition process/events;
- Heard specifics about the registration process and important dates;
- Presented an overview of the 7th/8th grade curriculum;
- Explored electives options;
- 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*

IMPORTANT 7TH & 8th GRADE PEOPLE & ACTIVITIES

7th Grade Team Leaders

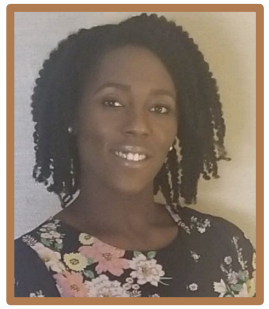
Ms. Singh

Ms. Grandi

7th Grade Counselor

Mrs. Fernandez

8th Grade Team Leaders



Ms. Nixon-Williams

Mr. Laraia

8th Grade Counselors

Ms. Bostic

Mrs. Mehr

Finance Park (gr 7)

End of Year Activities (gr 8)

Joining <u>After School Activities and clubs</u>

- SGA, NJHS
- Intramural Sports
- Music
- Drama

Utilizing MyMCPS Classroom and StudentVUE/ParentVUE

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

Ms. Sheree Coleman
Assistant Principal

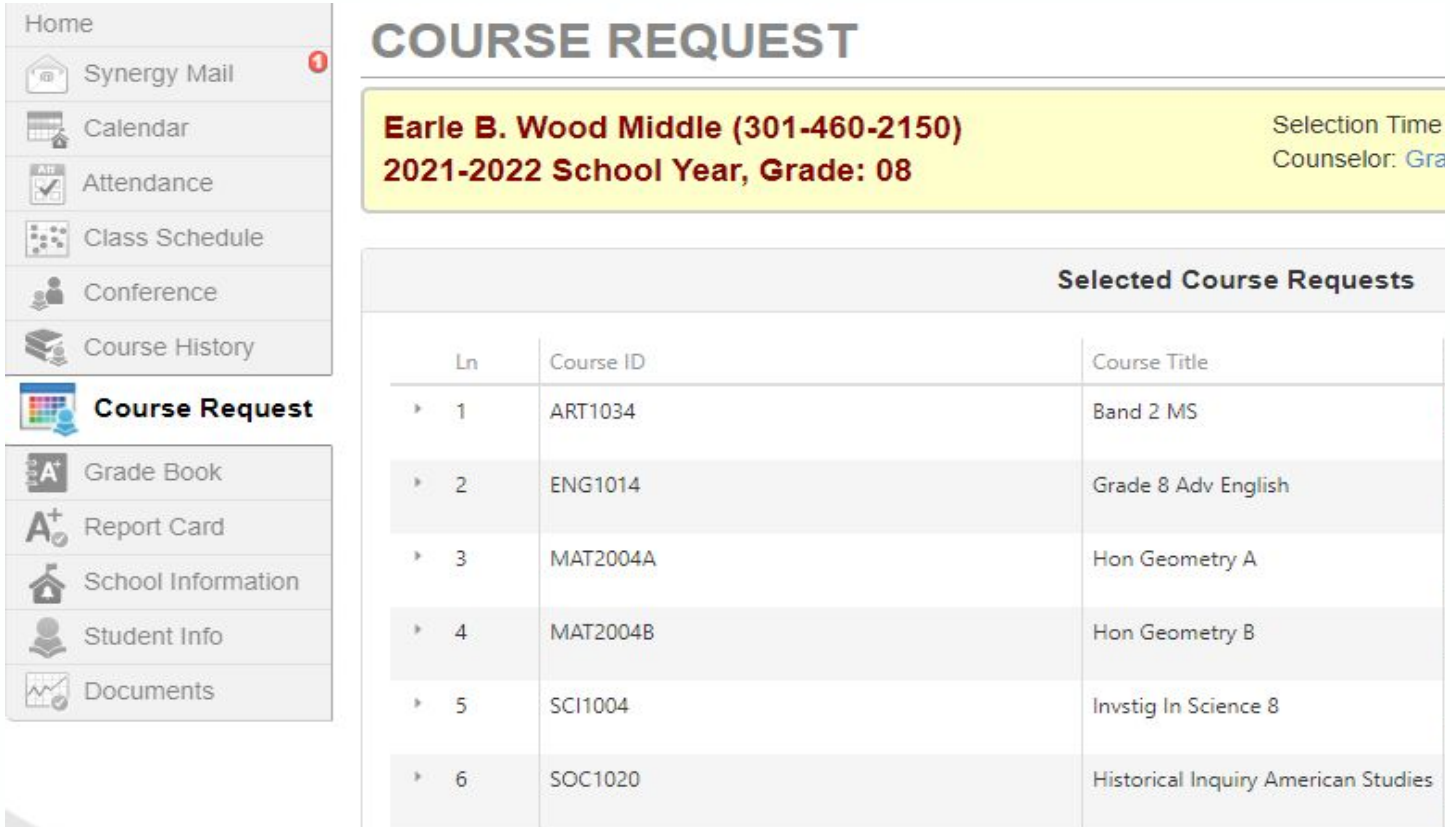
Dr. Augustine Kang,
Assistant Principal

Ms. Jenel Laney,
Assistant Principal

Registration Process

Course Recommendations

- Parents and Students can find course recommendations on Registration Cards and through ParentVUE and StudentVUE. Two copies of Registration Cards will be sent home, ***one should be signed and returned to math teachers by January 26.***



If you have questions about recommendations, please reach out to your student's teacher first. If you have questions or considerations for your student regarding schedules and courses, please reach out to our counseling department.

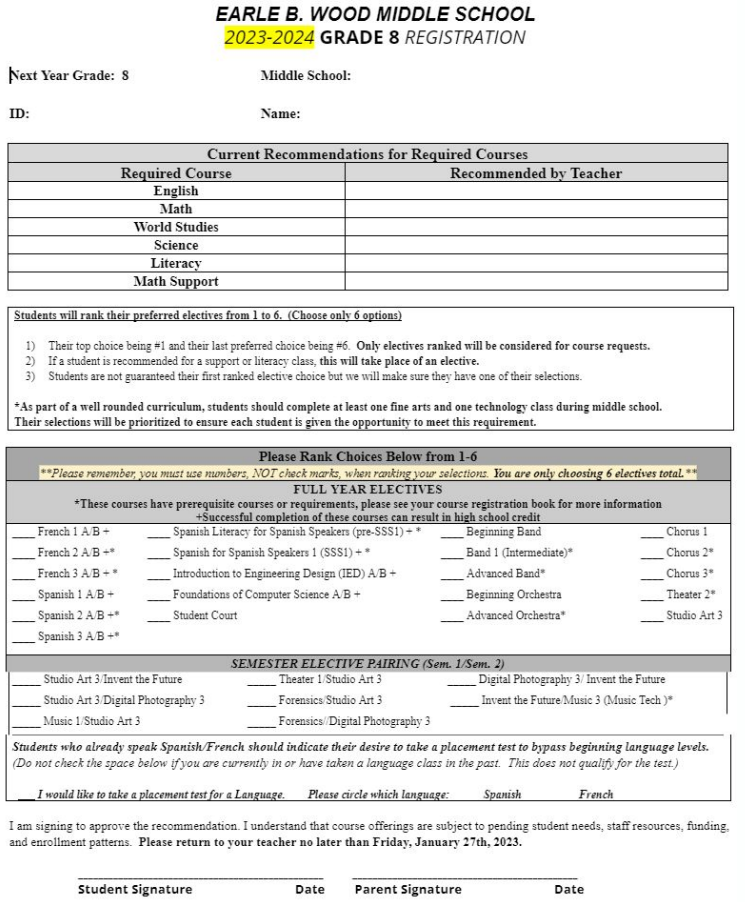
Registration Process

- Teachers recommendations for core classes have already been submitted. These are on the top of registration cards and can be viewed in ParentVUE.

- Counselor will be visiting science classes to discuss registration process.

- Requests for electives will be done on Registration Cards through Science class counseling lessons. Students will also input info from Reg Cards into Google Form through Math classes during a second counseling visit.

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 but top choices are not guaranteed.



EARLE B. WOOD MIDDLE SCHOOL
2023-2024 **GRADE 8** *REGISTRATION*

Next Year Grade: 8 **Middle School:**

ID: **Name:**

Current Recommendations for Required Courses	
Required Course	**Recommended by Teacher**
English	
Math	
World Studies	
Science	
Literacy	
Math Support	

Students will rank their preferred electives from 1 to 6. (Choose only 6 options)

1) Their top choice being #1 and their last preferred choice being #6. **Only electives ranked will be considered for course requests.**
2) If a student is recommended for a support or literacy class, **this will take place of an elective.**
3) Students are not guaranteed their first ranked elective choice but we will make sure they have one of their selections.

***As part of a well rounded curriculum, students should complete at least one fine arts and one technology class during middle school. Their selections will be prioritized to ensure each student is given the opportunity to meet this requirement.**

Please Rank Choices Below from 1-6

*****Please remember, you must use numbers, NOT check marks, when ranking your selections. You are only choosing 6 electives total.*****

FULL YEAR ELECTIVES

***These courses have prerequisite courses or requirements, please see your course registration book for more information**
+Successful completion of these courses can result in high school credit

___ French 1 A/B +	___ Spanish Literacy for Spanish Speakers (pre-SSS1) + *	___ Beginning Band	___ Chorus 1
___ French 2 A/B +*	___ Spanish for Spanish Speakers 1 (SSS1) + *	___ Band 1 (Intermediate)*	___ Chorus 2*
___ French 3 A/B + *	___ Introduction to Engineering Design (IED) A/B +	___ Advanced Band*	___ Chorus 3*
___ Spanish 1 A/B +	___ Foundations of Computer Science A/B +	___ Beginning Orchestra	___ Theater 2*
___ Spanish 2 A/B +*	___ Student Court	___ Advanced Orchestra*	___ Studio Art 3
___ Spanish 3 A/B +*			

SEMESTER ELECTIVE PAIRING (Sem. 1/Sem. 2)

___ Studio Art 3/Invent the Future	___ Theater 1/Studio Art 3	___ Digital Photography 3/ Invent the Future
___ Studio Art 3/Digital Photography 3	___ Forensics/Studio Art 3	___ Invent the Future/Music 3 (Music Tech)*
___ Music 1/Studio Art 3	___ Forensics//Digital Photography 3	

Students who already speak Spanish/French should indicate their desire to take a placement test to bypass beginning language levels.
(Do not check the space below if you are currently in or have taken a language class in the past. This does not qualify for the test.)

___ I would like to take a placement test for a Language. Please circle which language: Spanish French

I am signing to approve the recommendation. I understand that course offerings are subject to pending student needs, staff resources, funding, and enrollment patterns. **Please return to your teacher no later than Friday, January 27th, 2023.**

_____ _____
Student Signature **Date** **Parent Signature** **Date**

Counseling: 7th and 8th Grade Highlights

*Students interested in the International Baccalaureate (IB) program need to have taken at least 1 year of a world language and be in Algebra 1 by 8th grade.

*Please mark your calendars- Early November is the deadline for Magnet Program Applications for those students interested in applying and the process is completed via StudentVue (Synergy).

*If your student takes a world language in middle school, parents may request to have the grade calculated into their cumulative GPA once at the high school.

*Depending on how many students sign up for level 3 World Language will determine whether they will be required to attend at RHS (generally take in the AM and the take bus over to Wood. Since bus routes vary from middle to high school, parents are required to provide transportation the RHS at the beginning of the school day.

Content/Course Information

- Focus will be on seventh and eighth grade courses/experiences
- Please feel free to use the Q&A Form 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.

ADVANCED ENGLISH CLASSES

- All students at Earle B. Wood Middle School will be enrolled in Advanced English.

- General Education, Special Education, and ESOL co-teachers work together to provide the supports and scaffolding that students need to be successful.

studysync

ADVANCED ENGLISH 7

Grade 7 StudySync Overview

The Grade 7 Core ELA Units take students through literary and informational texts that explore individuals facing crucial decisions, learning from their responses, becoming a better version of themselves. Each unit takes one quarter to complete and has students complete an Extended Writing Project (essay).

***Unit 1**, Conflicts and Clashes, examines how differences can become conflicts.*

***Unit 2**, Highs and Lows, focuses on relationships and asks the Essential Question: What do we learn from love and loss?*

***Unit 3**, Chasing the Impossible, asks students to consider what makes a dream worth pursuing, while*

***Unit 4**, Moment of Truth, asks students to consider the unit's driving question—How can one event change everything?—by providing a range of texts that examine individuals whose lives changed from one decision, action, or event.*

CLICK HERE

Scope and Sequence

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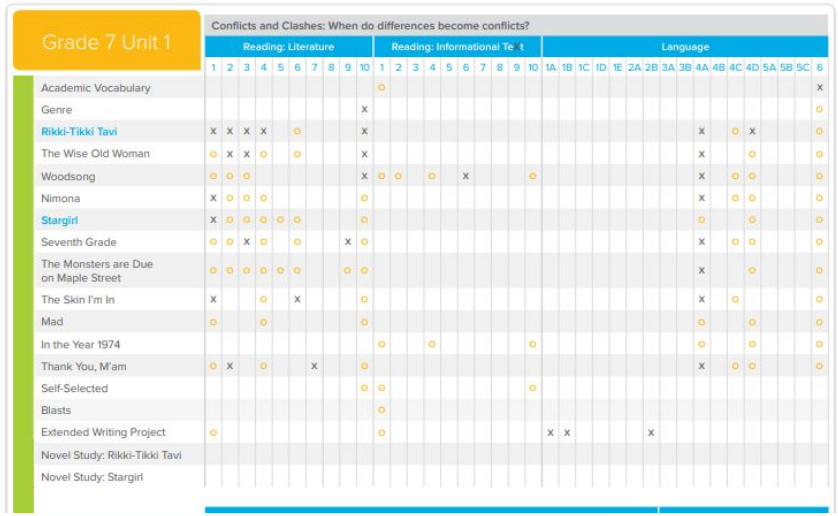

ADVANCED ENGLISH 8

Grade 8 StudySync Overview

The Grade 8 Core ELA Units take students through literary and nonfiction texts that explore how individuals are affected by their choices, their relationships, and the world around them.

Unit 1, Everyone Loves a Mystery, students will try to determine what attracts us to stories of suspense.
Unit 2, Past and Present, asks the Essential Question: What makes you, you?
Unit 3, No Risk, No Reward, asks students to consider why we take chances, while
Unit 4, Hear Me Out, asks students to consider the unit's driving question—How do you choose the right words?—by providing a range of texts that allow students to consider how a person's words can affect an audience.

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Scope and Sequence

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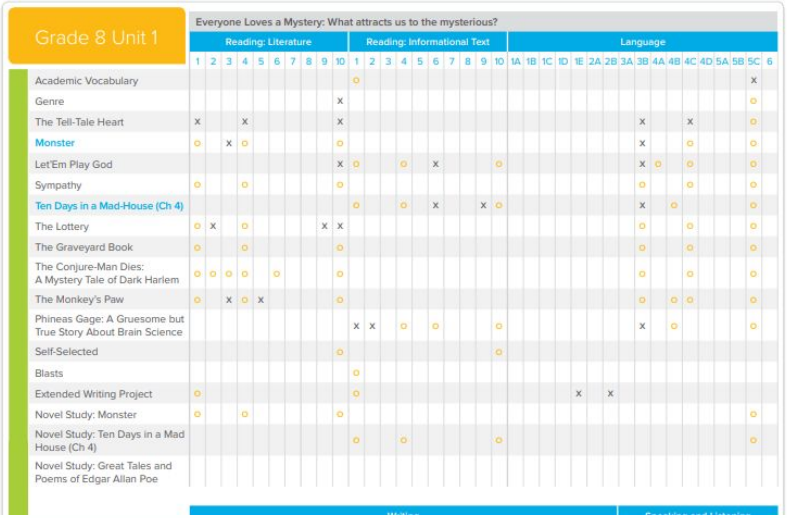

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LITERACY SUPPORT

- 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 (Extended Writing Projects & End-of-Unit Assessments~EOU)**
  - **Marking Period Grades**
  - **Teacher recommendations**
- MS Literacy/Reading intervention courses are
  - **in addition to** the student's English class
  - **in place of** electives such as arts, technology, and world language classes

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

French 1A & 1B
French 2A & 2B
French 3A & 3B (8th grade only)

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 during school hours.
* 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.

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

MATHEMATICS

Course Descriptions and Pathways

Current 6th Grade Math Course	Potential 7th Grade Math Course
Applied IM	Algebra 7 Math 7+
Math 6	Math 7 Math 7+
Math 6+	Math 7 Math 7+
All courses use Imagine Learning Mathematics Curriculum.	

MATHEMATICS

Course Descriptions and Pathways

Current 7th Grade Math Course	Potential 8th Grade Math Course
Algebra 7	Repeat Algebra 7 Honors Geometry
Math 7+	Math 8 Algebra 8
Math 7	Math 8
All courses use Imagine Learning Mathematics Curriculum.	

Course Progression

Current 6th Grade

On Grade Level:

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
Applied IM	Algebra 1	Honors Geometry

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

Course Progression

Current 7th Grade

7th Grade	8th Grade	9th Grade
Math 7	Math 8	Algebra 1

Accelerated #1

7th Grade	8th Grade	9th Grade
Math 7+	Algebra 1	Geometry or Honors Geometry

**Algebra 1 is a high school level course*

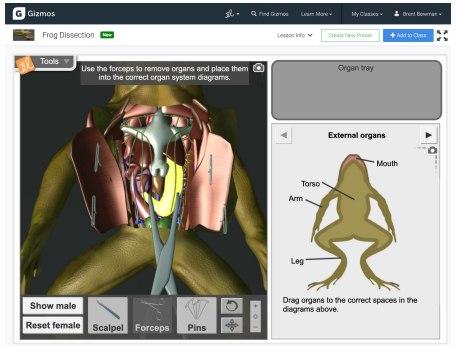
Accelerated #2

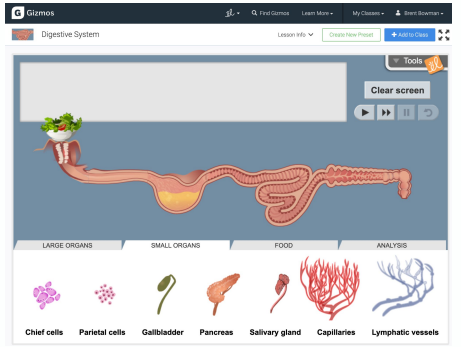
7th Grade	8th Grade	9th Grade
Algebra 1	Honors Geometry	Hon Algebra 2

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

Investigations in Science 7

Unit	Title	Content Focus
1	Cellular Structure and Processes 	<u>Unit Anchoring Phenomena</u> Students will research a process for growing plants without the use of soil called hydroponics. Students will investigate a variety of different systems and growing mediums for raising plants and will analyze such variables as growth rate and food production. Students will learn that plants grown using this method take in oxygen and nutrients at a quicker pace and use less energy to absorb them. Plants will be used to introduce the structure and function of living organisms, and students will learn about the characteristics of living things, parts of the cell, and cellular processes. Students will also learn what materials are required by living things, how the materials are delivered, and how these materials sustain life.
2	Matter and Energy Flow in Organism 	<u>Unit Anchoring Phenomena</u> Students will study the body systems of organisms and explore how the interactions of those systems affect overall functions. Students will learn about the levels of organization within an organism and the contribution cells provide a system as the basic building blocks of life. Students will explore how matter and energy are processed by organisms to build, maintain, and repair themselves. Students will relate structure and function of body systems to nutritional requirements and disease prevention.
3	Inheritance and Variation of Traits 	<u>Unit Anchoring Phenomena</u> Students will study the principles of heredity and genetics. They will learn how organisms reproduce and transfer their genetic information to their offspring. Students will study how characteristics get passed on from generation to generation and research several genetic disorders that affect human offspring. Students will use biotechnical processes to explore the genetic characteristics of organisms. Students will conduct a DNA extraction and a microarray will be performed as a way of checking the genotypes of the offspring.
4	Earth's History and Evolution 	<u>Unit Anchoring Phenomena</u> Students will explore the concepts of natural selection and adaptation and will learn that traits of an organism can change as a result of environmental conditions or a need for survival. Students will explore the similarities between organisms and use biotechnical processes, such as DNA fingerprinting, as means of identification.
5	Ecosystems Interactions, Energy, and Dynamics 	<u>Unit Anchoring Phenomena</u> Students will explore the biodiversity and essential factors of different ecosystems and learn that a population consists of all species that occur together at a given place and time. Students will investigate populations within food webs and categorize those populations as producers, consumers, and decomposers. Students will learn that organisms compete for limited resources and that the number of organisms an ecosystem can support depends on the resources available. Students will explore how competition may limit or generate the growth of populations in specific niches in the ecosystems. They will use models to demonstrate the flow of matter and energy in an ecosystem. Students will use this information to create and maintain a habitat for a local species.





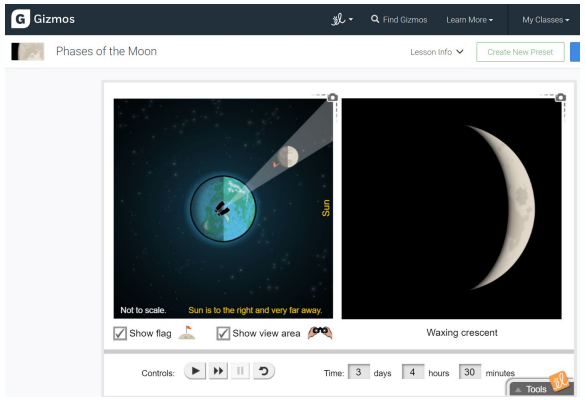
RAFT SYSTEM

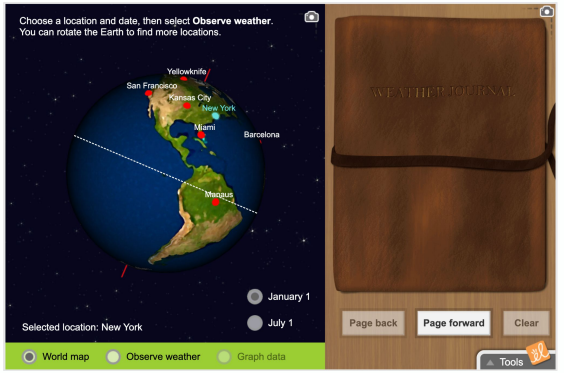
WITH NUTRIENTS

WITHOUT NUTRIENTS

Investigations in Science 8

Unit	Title	Content Focus
1	Weather and Climate 	**Unit Anchoring Phenomena** Weather and climate are influenced by interactions involving sunlight, the ocean, the atmosphere, ice, landforms, and living things. These interactions vary with latitude, local and regional geography, and affect oceanic and atmospheric flow patterns. The resulting complex patterns are major determinants of local weather patterns. Students will explore the many interactions and patterns around the globe to better understand their effect on weather and climate. Students will explore the severe weather risks for a specified location and develop a proposal that details two innovative and sustainable solutions that address the severe weather risks and match the unique needs of the local community.
2	Earth's Materials and Processes 	**Unit Anchoring Phenomena** All Earth processes are the result of energy flowing and matter cycling within and among the planet's systems. This energy is derived from the Earth's hot interior. The energy that flows and matter that cycles produce chemical and physical changes in Earth's materials and living organisms. The planet's systems interact over scales that range from microscopic to global in size, and they operate over fractions of a second to billions of years. 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 human-induced earthquakes and consider efforts to help residents and lawmakers understand the best ways to reduce human-induced earthquakes in Maryland and its neighboring states.
3	Earth, the Solar System, and the Universe 	**Unit Anchoring Phenomena** Students will learn that the solar system consists of the sun and a collection of objects of varying sizes and conditions including planets and their moons that are held in orbit around the sun by its gravitational pull on them. Much of the unit will focus on how the Earth and the moon, sun, and planets have predictable patterns of movement. These patterns, which are explainable by gravitational forces and conservation laws, in turn explain many large-scale phenomena observed on the Earth, moon, and other planets. Students will be able to explain that patterns of the apparent motion of the sun, the moon, and stars in the sky can be observed, described, predicted, and explained with models. The universe began with a period of extreme and rapid expansion known as the Big Bang. Earth and its solar system are part of the Milky Way galaxy, which is one of many galaxies in the universe.
4	Forces, Motion, and Interactions 	**Unit Anchoring Phenomena** Forces, motion, and interactions encompasses the mechanical branch of physics, studying the nature of forces and its impact on the motion of objects. Students will learn that the motion of an object is determined by the sum of the forces acting on it and that the greater the mass of the object, the greater the force needed to achieve the same change in motion. For any given object, a larger force causes a larger change in motion. Forces on an object can also change its shape or orientation. Using these learned concepts, students will create a design for an advanced rocket capable of launching large payloads and crew to Earth's orbit.





MONTGOMERY COUNTY PUBLIC SCHOOLS

ROCKET LAUNCH AND RETRIEVAL

RFP – ISS-100 Project X-51

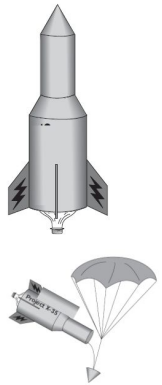
BACKGROUND

Whether flying a small model rocket or launching a giant cargo rocket to Mars, the principles of how rockets work are exactly the same. Understanding and applying these principles means mission success.

In the early days of rocketry, the flight of a fire arrow or other rocket device was largely a matter of chance. It might fly; it might skitter about, shooting sparks and smoke; or it might explode. Through centuries of trial and error, rockets became more reliable. However, real advancements in rocketry depended upon a scientific and mathematical understanding of motion. That came in the seventeenth century with the works of scientists such as Galileo and Isaac Newton.

Galileo conducted a wide range of experiments involving motion. Through studies of inclined planes, Galileo concluded that moving objects did not need the continuous application of force (in the absence of friction and drag) to keep moving. Galileo discovered the principle of inertia, that all matter, because of its mass, resists changes in motion. The more mass, the more resistance.

Isaac Newton, born the year Galileo died, advanced Galileo's discoveries and those of others by proposing three basic laws of motion. These laws are the foundation of all rocket science. Understand the laws and you know just about everything you need to build successful rockets. Apply the laws and you become a "rocket scientist."



REQUEST

The National Aeronautics and Space Administration is seeking innovative designs for an advanced rocket capable of launching large payloads and crew to Earth's orbit. Your design should seek to accommodate a maximum payload that can reach a simulated orbit of 80 feet and return the crew safely to Earth using a parachute.

CRITERIA AND CONSTRAINTS

I. SCIENTIFIC EXPLANATIONS
- a. Identify the forces acting on the rocket before, during, and after launch.
- b. Describe the forces acting as balanced or unbalanced and their impacts on the motion of the rocket.
- c. Explain the relationship between potential and kinetic energy.
- d. Explain how the following concepts of motion apply to the rocket:
  - i. Inertia
  - ii. Force equals mass times acceleration
  - iii. Action/Reaction

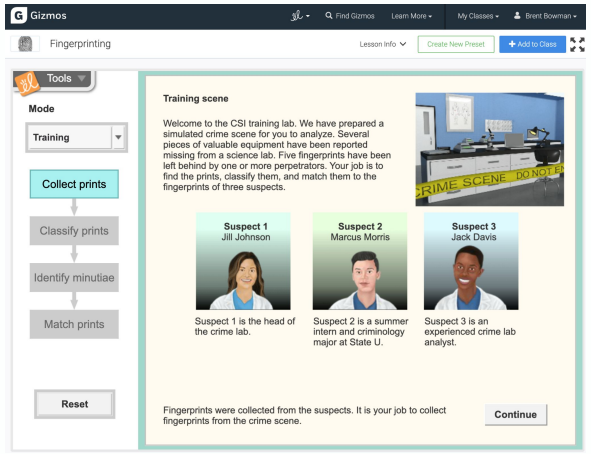
II. ROCKET DESIGN
- a. Diagrams of front, side, and top views that have all components and materials clearly labeled
- b. Measurements that are drawn to scale and meet design constraints.
- c. Justify the materials chosen for system
- d. Explain how the system you designed is to work

III. ROCKET PROTOTYPE
- a. Manage a budget for creating a rocket prototype from approved subcontractor list.
- b. Material options for cone, fins, parachute, and payload must be from the approved subcontractor list.
- c. All prototypes must use a 2-liter bottle and fit on the launch pad.
- d. Specifications must be measured and recorded.

IV. DATA COLLECTION AND EVALUATION
- a. Rocket must pass a rocket stability test.
- b. Record launch data.
- c. Calculate acceleration and kinetic energy from launch data.
- d. Communicate results and gather feedback on design.
- e. Evaluate system design based on results and feedback.

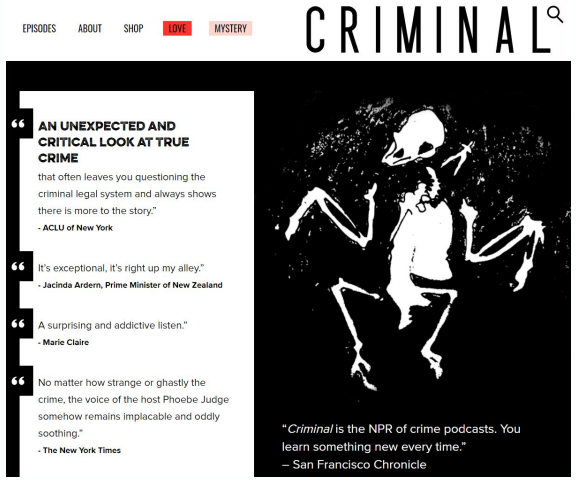
Forensic Science

7th and 8th graders can elect to take Forensic Science.
This course is a semester class that provides students with experiences and content that will broaden their understanding of the field of Forensic Science and crime scene investigations.



What we will study and learn…

- **History of Forensic Science**
- **The Process, Procedures, and Personnel of Forensic Investigations**
- **Trace Evidence (hair and fiber analysis)**
- **Impression Evidence (fingerprinting, tire tracks)**
- **Basics of Genetics (review from IS7)**
- **Blood Evidence (DNA fingerprinting, blood typing and transfusion compatibility)**
- **Arson Investigations**
- **Chemical Analysis (identifying unknown substances)**
- **Forensic Anthropology**
- **Forensic Entomology**
- **Podcast Crime Cases**
- **Court Cases Dealing with Forensic Analysis**



Historical Inquiry in World Studies 7

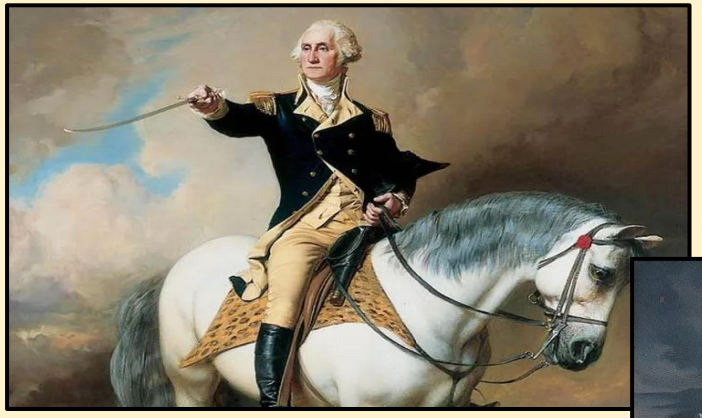
Unit 7.1 Geography Shapes Latin America	**Why do people modify their environment?** Students learn how geographic change impacts people and their way of life. Students study how the Aztec and Inca of Latin America modified their geography to create a stable political and economic system. Students evaluate how Latin American nations today continue to modify their environments with positive and negative consequences.
Unit 7.2 Political Systems: Purpose and Change	**How is a political system impacted when a society changes?** Students learn how the source of power in a political system influences how a nation is governed. By studying the changing political systems of Europe from feudalism to the emergence of nation-states, students learn how the source of power in the modern age became centralized and dependent on a growing middle class.
Unit 7.3 The Impact of Cultural Diffusion in Africa	**How is society impacted when diverse cultures interact?** Students explore the concept of culture and study how interaction among African Kingdoms with surrounding countries and continents resulted in cultural diffusion. The cultural, economic, social and political changes in each kingdom were either accepted or resisted by their societies.
Unit 7.4 Global Interactions	**How does globalization impact the world?** Students learn how globalization in the past and today impacts economic, political and social systems. Students study how economic, social and political changes inside Europe led to exploration and colonization of Africa and the Americas in order to increase wealth and power.

Junior Achievement®

FINANCE PARK

Historical Inquiry in US History Grade 8

Unit 1 Political Change: Resistance and Revolution, 1754-1785 *8 weeks*	**To what extent were American colonists justified in rebelling against British authority and creating their own political system?** Students examine the impact of European colonization on Native Americans and Africans. Students learn about the purposes of government and how the American democratic system developed to meet those purposes more effectively. Students study the impact of the French and Indian War and British colonial governance on the colonies and the causes and consequences of the American Revolution.
Unit 2 Creating a National Political System and Culture, 1785-1823 *8 weeks*	**To what extent did American responses to inside and outside forces contribute to the creation of a national political culture?** Students learn how American culture is grounded in shared values that have shaped the nation over time. Students learn about the Articles of Confederation, the Constitutional Convention, the Constitution, and Bill of Rights to understand how the American political system reflects American values. Students also learn how the U.S. political system was strengthened and challenged by various inside and outside forces during the first five presidential administrations.
Unit 3 Geographic and Economic Change Shape the Nation, 1820-1853 *8 weeks*	**How did geographic and economic expansion impact the rights of diverse populations in America?** Students learn how there are costs and benefits to expansion and how conflict can result when people try to protect or gain rights and resources. Students evaluate the costs and benefits of geographic, economic, and political expansion from 1820-1853 by studying Native American removal, the spread of slavery, Jacksonian democracy, industrialization, the increase of immigration, and the rise of the Abolition and Women's rights movements.
Unit 4 A Nation Divided and Rebuilt, 1850-1890 *8 weeks*	**How effectively did the U.S. resolve the political, economic, and social issues that led to and resulted from the Civil War?** Students learn about how cultural differences can divide a society and how people react to cultural change and apply these concepts to their study of the causes and consequences of the Civil War, the effectiveness of Reconstruction, and continuity and change in the postbellum period.



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

Resources & Projects

Wood is one of the few schools in the county that piloted the American Studies program!

Humanities 7

- *The Silver People*
- *Abina and the Important Men*

ICONS
(diplomacy simulation)

DBQs from Mini-Qs in World History Vol 2

National History Day

American Studies 8

- *Never Caught*
- *Misplaced Massacre*

Alternative Lesson Sequences for Enrichment

Student Showcase: "Public History Advocacy Project"

STUDENT COURT

Ever wonder...

- why lawyers say, "objection"?
- how a jury is picked?
- the difference between first-degree murder and second-degree murder?

Are in interested in:

- becoming a lawyer?
- becoming a judge?
- going into law enforcement?
- acting?

IF YOU ANSWERED YES TO ANY OF THESE QUESTIONS. THEN THIS IS A CLASS YOU SHOULD SIGN UP FOR!!

What you can expect to learn:

1. The United States Court system
2. Types of crimes
3. Criminal trial procedures
4. How and when to call Objections
4. The role of a jury
5. Opening/Closing Statements
6. MOCK TRIALS
7. And Much More!!

Physical Education/Health

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/Band 1	Beg Band/Band 1	Advanced Band
Beginning Orchestra	Beg Orch/ Adv. Orchestra	Advanced Orchestra
Chorus 1	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 (Semester)	Foundations of Computer Science * (Year)
	CADD-ARE (Year)	IED* (Year - first course in Rockville's Project Lead the way)
		-Invent the Future (semester)

Seventh Grade Pairings

SEMESTER ELECTIVE PAIRING (Sem. 1/Sem. 2)	
_____ Studio Art 2/Cybersecurity 7	_____ General Music 3 (Music Technology)*/Digital Photography 2
_____ Studio Art 2/Digital Photography 2	~~_____ Theatre 1/Innovations in Technology 7~~
_____ General Music 1/~~Innovations in Technology 7~~ Theatre 1	_____ General Music 3 (Music Technology)*/Cybersecurity 7
	_____ Forensics/~~Innovations in Technology 7~~ Cybersecurity 7

**UPDATE- Please note that Cybersecurity is the semester technology course for grade 7. There is no Innovations in Tech 7. There have been changes made to the offerings that students are aware of as counselors visited classes.

Note that only starred courses have prerequisites. Additionally, 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.

Eighth Grade Pairings

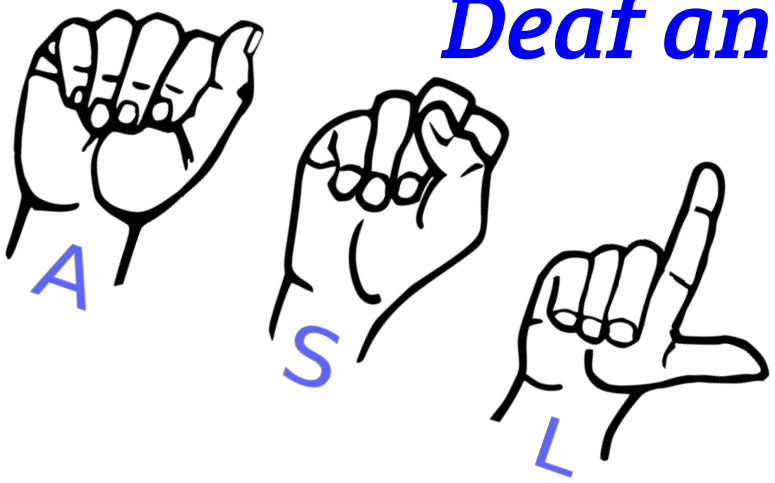
SEMESTER ELECTIVE PAIRING (Sem. 1/Sem. 2)		
_____ Studio Art 3/Invent the Future	_____ Theater 1/Studio Art 3	_____ Digital Photography 3/ Invent the Future
_____ Studio Art 3/Digital Photography 3	_____ Forensics/Studio Art 3	_____ Invent the Future/Music 3 (Music Tech)*
_____ Music 1/Studio Art 3	_____ Forensics//Digital Photography 3	

Note that only starred courses have prerequisites. Additionally, 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.

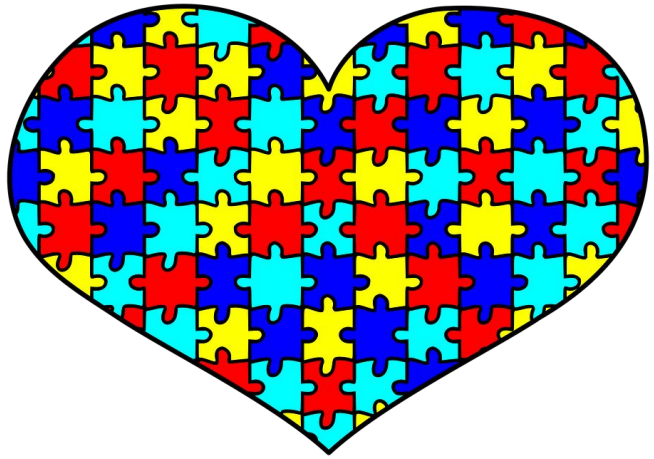
Our Special Education Programs

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

Click to...

Explore Electives