



**2020-2021  
Course Selection Guide**

**RIDGEVIEW MIDDLE SCHOOL**

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**We are Ridgeview. We CAN and we WILL!**

*Office of the Principal*

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,

Daniel E. Garcia  
Principal, Ridgeview Middle School



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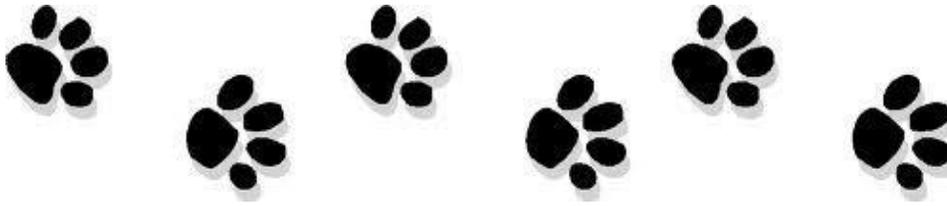
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# THE SCHEDULING PROCESS



Parents and students will receive the registration form for the 2020-2021 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, rising 7<sup>th</sup> and 8<sup>th</sup> grade students will enter their requests online into the scheduling system during school. Counselors will enter rising 6<sup>th</sup> grade students' registration forms. **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 their 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 their first choice.**

## Important Dates

- Parent Information Night for incoming 6<sup>th</sup> grade students will be held at Ridgeview Middle School on **Tuesday, January 21, 2020**. Snow date is scheduled for Thursday, January 23, 2020.
- All current 5<sup>th</sup> grade students must return the registration form to their teacher no later than **February 11, 2020**.
- All current 6<sup>th</sup> and 7<sup>th</sup> grade students must return the registration form to their school counselor no later than **February 11, 2020**. Students will register for classes online during school on February 19-20, 2020.

# 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: Yearbook, Homework Club, Yoga Club, Building Beautification Club, STEM Club, Science Bowl, Math Olympiad, 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, cross-country, and basketball teams, are open to 7<sup>th</sup> and 8<sup>th</sup> grade students with a grade point average of 2.0 and above, with no more than one "E", 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. MCPS uses this program to provide parents with secure information about their child's progress and grades. For more information, please visit <https://www.montgomeryschoolsmd.org/schools/ridgeviewms/mymcpsportal.aspx>.

## **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 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>.

***NEW PROCESS:*** *For students who enter Grade 6 during or after the 2018-2019 school year, the final grade and credit earned for high school courses successfully completed while in middle school will be reported on the high school transcript, but will not be calculated into the cumulative GPA unless requested by the parent/guardian or the student, if 18 years old or married (eligible students).*

## **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, 31 networked computer workstations, school supplies, headphones, 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, collaboration, 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](http://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 them 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/>.

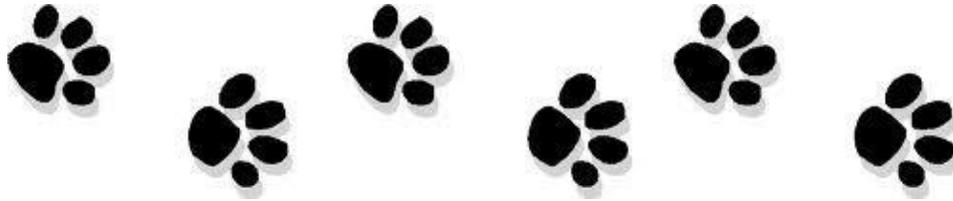
## **Website**

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>.



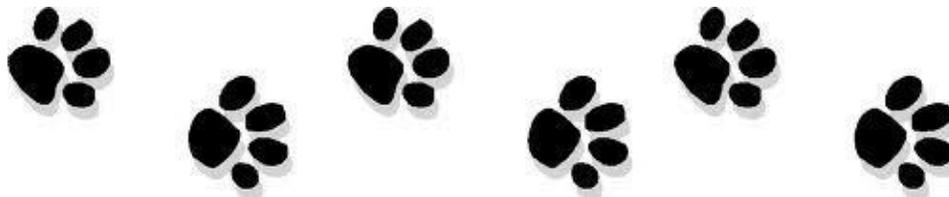
# 2020-2021 Program of Studies



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 follows 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 6<sup>th</sup> 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 coding/applications, art, music, and awareness of language.** *This is a full year elective.*

### **Photography 7 (7th grade)**

Students in Photography 7 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 taking photographs throughout the school grounds. Photo processing 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 is a full year elective.*

### **Middle School Art 2 (7th grade)**

Students in Art 2 will expand upon the knowledge and skills they learned in 6<sup>th</sup> 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 artworks. 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 full year elective.*

### **Middle School Art 3 (8<sup>th</sup> grade)**

Students in Art 3 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 Advanced Studio Art (8th grade)**

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.*

### **Grade 8 Innovative Art & Design (8th Grade)**

Students in this year-long course integrate visual art and computational thinking. By the end of the course, students will have mastered both the Maryland Technology Education Standards and the National Visual Art Standards. Students will first investigate real-world problems, and then seek to design and create meaningful solutions via computational thinking and the artistic process. Students will apply research and skills to select their own problem to investigate in a culminating capstone assignment. Cross-curricular data-driven research methods will be explored to develop 21st century problem-solving skills and informational literacy. Students will collaborate to identify problems, research various methods for communicating their ideas, hypothesize potential outcomes, and create a visual work of art to represent their solutions. Students will gain the knowledge and skills to create, design, and produce interactive digital media through the creation of a web-based portfolio. *This is a full year elective.*

## **Music**

### **Chorus 1**

This class is open to all 6<sup>th</sup> 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 skills 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 to 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 District II Adjudication and Music in the Parks. *This is a full year elective.*

### **Chorus 2 (Advanced Treble Chorus)**

Chorus 2 is an advanced performance ensemble open to 7<sup>th</sup> and 8<sup>th</sup> grade students with treble voices (soprano/alto). Techniques in breath control, vocal production, diction, intonation, tone blending, singing in 3- or 4-part harmony, and reading music are emphasized. Students enrolled in this course will sing different styles and genres of level 2 and 3 music ranging from classical, contemporary, jazz to pop, and cultural songs from different parts of the world. Concerts are the culmination of the knowledge and skills outlined in the content standards. In addition to concerts, students will have the opportunity to perform at a variety of school events and on field trips to the District II Adjudication and Music In The Parks. Chorus 1, Chorus 3 or Arts Rotation are a prerequisite for this course. *Students will be accepted by audition only. This is a full year elective.*

### **Chorus 3 (Chamber Choir)**

Chorus 3 is an advanced performance ensemble open to 7<sup>th</sup> and 8<sup>th</sup> grade students with mixed voices (soprano/alto/baritone). Techniques in breath control, vocal production, diction, intonation, tone blending, singing in 3- or 4-part harmony, and reading music are emphasized. Students enrolled in this course will sing different styles and genres of level 2 and 3 music ranging from classical, contemporary, jazz to pop, and cultural songs from different parts of the world. Concerts are the culmination of the knowledge and skills outlined in the content standards. In addition to concerts, students will have the opportunity to perform at a variety of school events and on field trips to the District II Adjudication and Music In The

Parks. Chorus 1, Chorus 2 or Arts Rotation are a prerequisite for this course. *Students will be accepted by audition only. This is a full year elective.*

### **Band 1**

In Band 1, 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. *This is a full year elective.*

### **Band 2 (Concert Band)**

This course is open to students that have taken Band 6 and 6<sup>th</sup> 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.*

### **Band 3 (Advanced Band)**

This course is audition based and is open to students who were previously in Band 2 or Band 1 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.*

### **Orchestra 1 (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.*

### **Orchestra 2/3 (Concert/Advanced Orchestra)**

This course is open to students who have taken Orchestra 1. Students have further opportunities to develop technical proficiency and improve rehearsal techniques. Wider ranges of dynamics are developed, and various orchestral bowings 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 7<sup>th</sup> or 8<sup>th</sup> 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**

### **Computer Science Discoveries 7 (7th grade only)**

Computer Science Discoveries (CS Discoveries) is an introductory Code.org® computer science course that engages and empowers all students, regardless of background or prior experience, to solve problems, communicate, create projects and artifacts, and have fun using computer science. Students are introduced to coding languages appropriate for beginners as well as more complex projects for students with more experience. Using select topics including App Lab, Game Lab environments, students will progress from blocks to typed coding and learn JavaScript. *This is a one semester elective that is paired with Invention and Engineering 7.*

### **Invention and Engineering 7 (7th grade only)**

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. Students also work to employ that process through many design challenges while learning about environmental, political and societal impacts of technology. Students use engineering design, troubleshooting, research and development, and experimentation in problem solving while learning to use and maintain technological systems. *This is a one semester elective that is paired with Computer Science Discoveries.*

### **Introduction to Engineering Design (IED) (8<sup>th</sup> grade only; HS credit)**

Introduction to Engineering Design™ (IED) is a high school level course that is appropriate for students who are interested in design and engineering. The major focus of the IED course is to expose students to design process, research and analysis, teamwork, communication methods, global and human impacts, engineering standards, and technical documentation. IED gives students the opportunity to develop skills and understanding of course concepts through activity-, project-, and problem-based (APPB) learning. Used in combination with a teaming approach, APPB-learning challenges students to continually hone their interpersonal skills, creative abilities and understanding of the design process. It also allows students to develop strategies to enable and direct their own learning, which is the ultimate goal of education. Students will employ engineering and scientific concepts in the solution of engineering design problems. In addition, students use a state-of-the-art 3D solid modeling design software package to help them design solutions to solve proposed problems. Students will develop problem-solving skills and apply their knowledge of research and design to create solutions to various challenges that increase in difficulty throughout the course. Students will also learn how to document their work, and communicate their solutions to their peers and members of the professional community.

Introduction to Engineering Design™ is one of three foundation courses in the Project Lead The Way® high school pre-engineering program. The course applies and concurrently develops secondary level knowledge and skills in mathematics, science, and technology. **Students must be enrolled in Algebra or Geometry to be eligible for IED.** *This is a two-semester course that fulfills the technology requirement for graduation.*

## **Foundations of Computer Science TE A/B (8<sup>th</sup> grade only; HS credit)**

This 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 (6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade)**

The Digital Literacy 1 curriculum focuses on developing critical and creative thinking through reading, writing, speaking, listening, and viewing in a 21st century approach. Working through a problem-based process, students learn to define real-world problems of interest, research the causes of those problems using real-time global texts, and then create solutions to address the problems. Students will advance their understanding of comprehension, analysis, and evaluation of text, as well as vocabulary acquisition, through reading complex informational and argumentative texts in a technology-rich medium. Students will collaborate regularly through research and solution phases of their investigations. Students' curiosity and motivation will engage them in their investigations while learning and refining the processes that will enrich all other courses and prepare them for college and career projects. *This is a full year elective.*

### **Digital Literacy 2 (7<sup>th</sup> and 8<sup>th</sup> grade ONLY)**

#### **Prerequisite: Digital Literacy 1**

The Digital Literacy 2 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. *This is a full year elective.*

### **Digital Literacy 3 (8<sup>th</sup> grade ONLY)**

#### **Prerequisite: Digital Literacy 2**

The Digital Literacy 3 curriculum focuses on increasing critical and creative thinking through reading, writing, speaking, listening, and viewing through an integrated approach. Students will be introduced to a variety of social issues from various perspectives, examine the history of social movements and the impact on social and economic justice, explore their identity, and understand the ways in which communities can respond to these complex issues. Students will explore social justice terminology in order to better advocate for a socially just society. They will have multiple opportunities to participate in book clubs, where they will interact with classmates to analyze social justice texts. 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 use research skills to investigate a contemporary social issue using real-time global texts and then create solutions to address the issue at the individual and/or systemic level. *This is a full year elective.*

## **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 World Languages Resource Teacher to discuss the most appropriate course selection.

### ***French***

#### **French 1A\* - Full Year (6<sup>th</sup> and 7<sup>th</sup> 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 6<sup>th</sup> or 7<sup>th</sup> grade will continue with French 1B in 7<sup>th</sup> or 8<sup>th</sup> grade. *Upon successful completion of this course, students will receive half of a high school language credit.*

#### **French 1B\* - Full Year (7<sup>th</sup> and 8<sup>th</sup> grade ONLY; HS credit)**

##### **Prerequisite: French 1A**

As students become more acquainted with the language, they communicate orally and in writing about pastimes and interests as well as weather and seasons. They talk about food and use French to order in a restaurant or café. Students communicate about shopping for clothing and accessories and express their opinions. In addition, they give simple descriptions of their houses and talk about household chores. Throughout the course, students interpret basic information on these topics when listening and reading.

#### **French 1 A/B\* (HS credit)**

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\* (HS credit)**

##### **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 2 A/B, students will receive 1 high school language credit.*

#### **Honors French 3 A/B\* (HS credit)**

##### **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 3 A/B, students will receive 1 high school language credit.*

## **Spanish**

### **Spanish 1A\* - Full Year (6<sup>th</sup> and 7<sup>th</sup> grade ONLY; HS credit)**

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. 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 6<sup>th</sup> or 7<sup>th</sup> grade will continue in Spanish 1B in 7<sup>th</sup> or 8<sup>th</sup> grade. *Upon successful completion of this course, students will receive half of a high school language credit.*

### **Spanish 1B\* - Full Year (7<sup>th</sup> and 8<sup>th</sup> grade ONLY; HS credit)**

#### **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. 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 1A/B\* (HS credit)**

Spanish 1A/B 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. *Upon successful completion of Spanish 1A/B, students will receive 1 high school language credit.*

### **Spanish 2A/B\* (HS credit)**

#### **Prerequisite: Spanish 1A/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 3A/B\* (HS credit)**

#### **Prerequisite: Spanish 2A/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\* (7<sup>th</sup> and 8<sup>th</sup> grade only; HS credit)**

**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.*

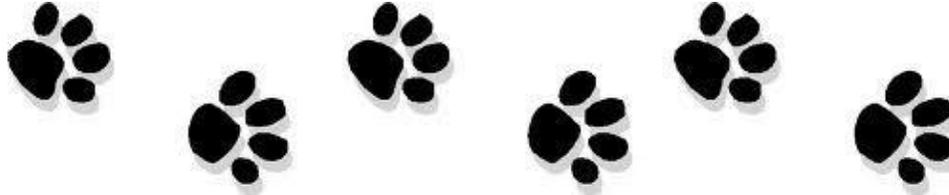
**Spanish for Spanish Speakers 2A/B\* (8<sup>th</sup> grade only; HS credit)**

**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 1A/B. 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**

This course integrates the five English/language arts processes (reading, writing, listening, speaking, and viewing) and the two contents (language and literature) in a thematic organization of six units. Rigor and challenge are essential components of the instructional approach to Advanced English 6, and instruction in reading and writing strategies, grammar, and vocabulary is embedded in every unit. Students read, analyze, and study different genres related to each of the themes, and complete required common tasks. The common tasks focus primarily on the writing process for three types of writing: argument, narrative, and informative/explanatory; and they include the use of information, word processing, and presentation technology to address a variety of language skills. Students have opportunities to present their work orally and through various technology tools. All students develop portfolios and revisit their compositions as they work to strengthen their writing skills.

In preparation for advanced middle and high school English courses, students read challenging texts written in various time periods and rhetorical contexts. Students develop their ability to express ideas with clarity and precision by writing increasingly complex compositions for a variety of purposes, including literary analysis, persuasion, and research. *This is a required full year course.*

### **Advanced English 7**

This course integrates the five English/language arts processes (reading, writing, listening, speaking, and viewing) and the two contents (language and literature) in a thematic organization of six units. It builds on the students' experiences in Advanced English 6, involving greater rigor and challenge in the instructional approach to the study of English. Students in Advanced English 7 examine language and literature in the context of the challenges people face. Students read, analyze, and study different genres related to each of the themes and complete required common tasks. Core texts include multicultural, contemporary, and classic titles. The common tasks focus primarily on the writing process for three types of writing: argument, narrative, and informative/explanatory; and they include the use of information, word processing, and presentation technology to address a variety of language skills. Students have opportunities to present their work orally and using various technology tools. Instruction in reading and writing strategies, grammar, and vocabulary is embedded in every unit. All students develop portfolios and revisit their compositions as they work to strengthen their writing skills. Advanced English 7 prepares students—through activities integrated into each thematic unit—for county, state, and national assessments.

Students read challenging texts written in various time periods and rhetorical contexts. Students develop their ability to express ideas with clarity and precision by writing increasingly complex compositions for a variety of purposes, including literary analysis, persuasion, and research. Students are awarded 10 SSL hours at the completion of English 7 for their full participation in SSL activities. *This is a required full year course.*

## **Advanced English 8**

This course integrates the five English/language arts processes (reading, writing, listening, speaking, and viewing) and the two contents (language and literature) in a thematic organization of six units. It builds on the students' experiences in Advanced English 7, involving greater rigor and challenge in the instructional approach to the study of English. Students in Advanced English 8 examine language and literature in the context of the challenges people face. Students read, analyze, and study different genres related to each of the themes and complete required common tasks. Core texts include multicultural, contemporary, and classic titles. The common tasks focus primarily on the writing process for three types of writing: argument, narrative, and informative/explanatory; and they include the use of information, word processing, and presentation technology to address a variety of language skills. Students have opportunities to present their work orally and using various technology tools. Instruction in reading and writing strategies, grammar, and vocabulary is embedded throughout every unit. All students develop portfolios and revisit their compositions as they work to strengthen their writing skills. Advanced English 8 prepares students through activities integrated into each thematic unit for county, state, and national assessments.

In preparation for advanced high school English courses, students read challenging texts written in various time periods and rhetorical contexts, at times making interdisciplinary connections with historical events and concepts developed in their Grade 8 U.S. History class. Students develop their ability to express ideas with clarity and precision by writing increasingly complex compositions for a variety of purposes, including literary analysis, persuasion, and research. *This is a required full year course.*

## **READING (by recommendation only)**

### **Basic Reading**

This course is for students reading below grade level, who need to focus on phonemic awareness, phonics, decoding, and encoding. Basic Reading provides explicit and systematic instruction in a standardized reading intervention. The interventions used are aligned with the foundational reading skills in the Common Core State Standards. Students participate in small groups that follow a consistent routine, which provides repeated practice and immediate corrective feedback. Students are assessed prior to the start of the program to determine their level placement. Each level has its own unique focus, and lessons are taught to mastery. *This is a full year course by recommendation only.*

### **Read 180**

READ 180 is an intensive reading intervention program designed to meet the needs of students whose reading achievement is below proficient level. The program directly addresses individual needs through adaptive and instructional software, high-interest reading materials, and direct instruction in reading and writing skills. Students rotate among a small group, teacher-directed lessons, a computer station for reinforcement and practice, and an independent reading center where students read books at their reading level. The program is designed to rapidly accelerate student achievement with the goal of bringing students to grade level. *This is a full year course by recommendation only.*

# 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. *This is a required one marking period course.*

### **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 and 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. *This is a required one marking period course.*

### **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. *This is a required one marking period course.*

## **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:**

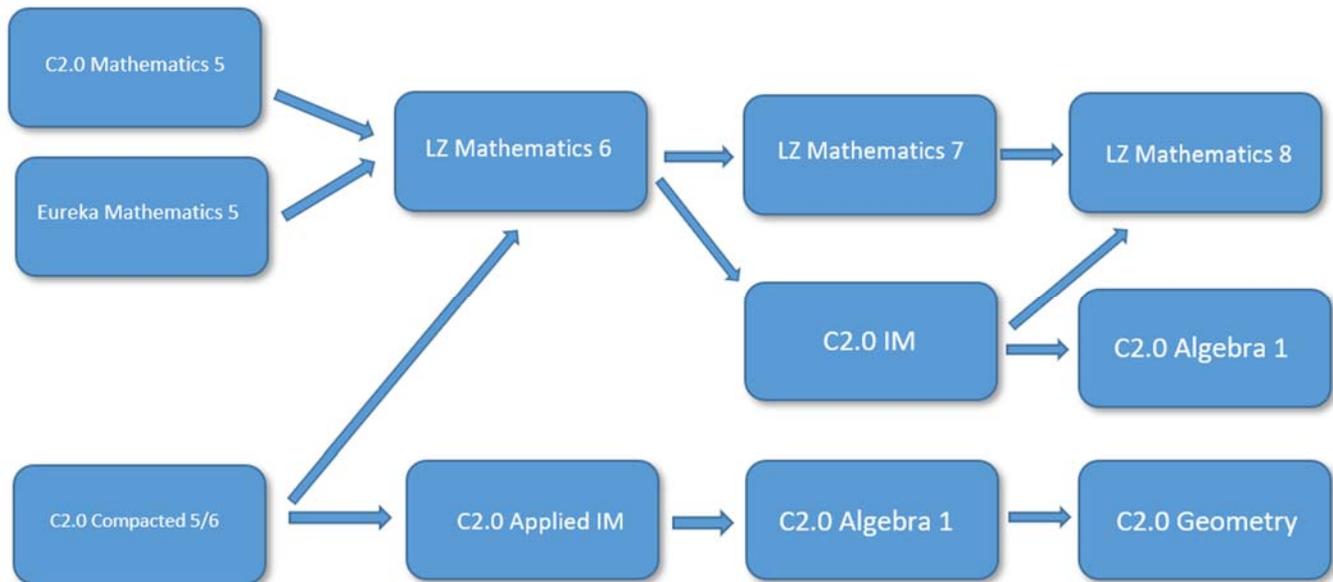
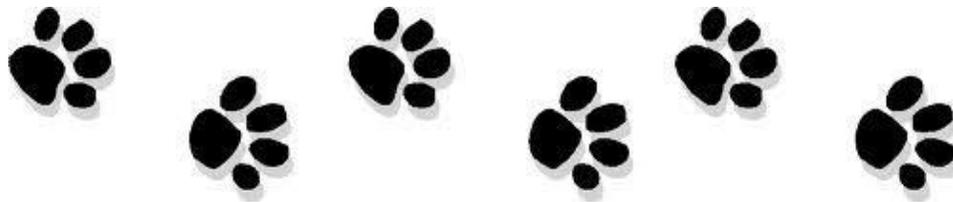
- Apply and analyze concepts related to defense and offense in personal development and tactical games activities.
- Develop, perform, and analyze creative skill combinations.
- Create, analyze, and refine a personal movement (practice) plan based on data collection and analysis.

### **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. *This is a required three marking period course.*

# MATHEMATICS



## **LearnZillion (LZ) Math 6**

Grade 6 is a year of exciting mathematics. This is a problem-based mathematics curriculum that develops students' mathematical thinking skills through questioning, discussion, and real-world contexts and connections. With the Common Core State Standards at its foundation, it is a mathematics curriculum for the 21<sup>st</sup> century – a curriculum that will prepare students to solve problems, reason, communicate, and think critically in the classroom and beyond. Students study ratio and rate, learn to divide fractions by fractions, extend their understanding of numbers to include negative numbers, and understand and use variables, to name just some of the major work of this year. This course unfolds across 9 units that range in length from about 16 to 22 days. *This is a full year course.*

### **Topics of Study:**

- Area and Surface Area
- Ratios, Unit Rates, and Percentages
- Dividing Fractions
- Expressions and Equations
- Rational Numbers
- Data Sets and Distributions

## **LearnZillion (LZ) Math 7 - MAP-M score of less than 217 recommended for LZ Math 7**

Students in LZ Math 7 extend their concept of rates and ratios and work with equivalent ratios and proportional relationships. Students expand their understanding of fractions to include all rational numbers and become comfortable working with and comparing expressions and equations. Throughout it all, students solve compelling mathematical and real-world problems. In a problem-based curriculum, students

work on carefully crafted and sequenced mathematics problems during most of the instructional time. We want students to believe anyone can do mathematics and that persevering at mathematics will result in understanding and success. This course unfolds across 9 units that range in length from about 16 to 22 days. *This is a full year course.*

**Topics of Study:**

- Scale drawings
- Proportional Relationships
- Measuring Circles
- Percentages
- Rational Number Arithmetic
- Expressions, equations and inequalities
- Angles, Triangles and Prisms
- Probability and Sampling

**Curriculum 2.0 Applied Investigations into Mathematics** *MAP-M score of 217 or higher recommended for C2.0 IM*

Curriculum 2.0 Investigations into Mathematics (IM) extends student’s understanding of mathematical concepts developed previously 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 number; (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. *This is a full year course.*

**Topics of Study:**

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

**LearnZillion (LZ) Math 8** - *MAP-M score of 220 or lower recommended for LZ Math 8*

In Grade 8, instructional time focuses on three critical areas: (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem. This is a problem-based curriculum where students need to understand the why behind the how in mathematics. Concepts build on experience with concrete contexts. Students should access these concepts from a number of perspectives in order to see math as more than a set of disconnected procedures. Students should take an active role, both individually and in groups, to see what they can figure out before having things explained to them or being told what to do. Teachers play a critical role in mediating student learning, but that role looks different than simply showing, telling, and correcting. The teacher’s role is to ensure students understand the context and what is being asked, ask questions to advance students’ thinking in productive ways, help students share their work and understand others’ work through orchestrating

productive discussions, and synthesize the learning with students at the end of activities and lessons. This course unfolds across 9 units that range in length from about 16 to 22 days. *This is a full year course.*

### **Topics of Study:**

- Rigid Transformations and Congruence
- Dilations, Similarity, and Introducing Slope
- Linear Relationships
- Linear Equations and Linear Systems
- Functions and Volume
- Associations in Data
- Exponents and Scientific Notation
- Pythagorean theorem and Irrational Numbers

**Curriculum 2.0 Algebra 1A/B (HS Credit) MAP-M score of 220 or higher and the successful completion of C2.0 IM recommended for Algebra 1 A/B**

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. *This is a two-semester course.*

### **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. *This is a two-semester course.*

### **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.

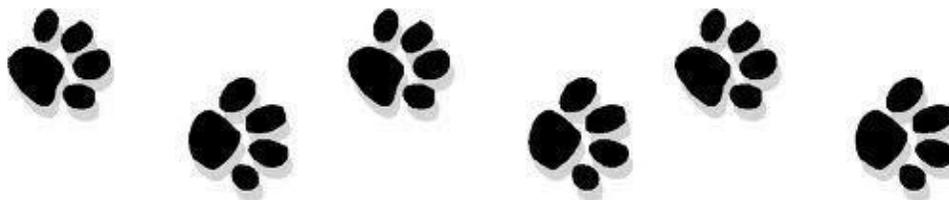
### **Topics of Study:**

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

### **MATH 180**

READ 180 is an intensive mathematics intervention program designed to meet the needs of students whose mathematics achievement is below proficient level. The program directly addresses individual needs through adaptive and instructional software, high-interest math materials, and direct instruction in math concepts and skills. Students rotate among a small group, teacher-directed lessons, a computer station for reinforcement and practice, and an independent mathematics center where students engage in achievement-appropriate material. The program is designed to rapidly accelerate student achievement with the goal of bringing students to grade level. *This is a full year course by recommendation only.*

# 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. *This is a required full year course.*

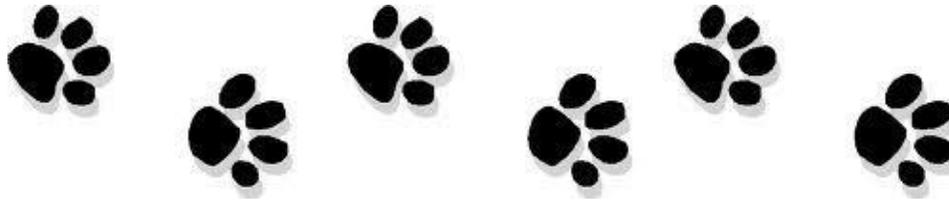
## **Investigations in Science 7 (IS7)**

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. *This is a required full year course.*

## **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. *This is a required full year course.*

# 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 Inquiry 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. *This is a full year course.*

## **Historical Inquiry in Global Humanities 6**

UNIT 1: Patterns of Settlement in the Ancient and Modern Worlds

- Book Study: *A Long Walk to Water*

UNIT 2: Citizenship and Governance in Classical and Modern Times

- Citizenship today: refugees around the world
- Greek philosophy: Socrates, Plato, Crito
- History and the Arts: Jacques Louis-David, Shakespeare, trial of Caesar's conspirators,
- Historical Interpretation: Why did Rome fall?

UNIT 3: The Impact of Economics in Ancient and Modern China

- Comparative advantage and production possibilities: US-China trade relations
- Economic Evaluation: The Great Wall of China: did the benefits outweigh the cost?
- The impact of economic change on women in China
- Book Study: *Red Scarf Girl*

#### UNIT 4: Cultural Systems: The First Millennium and Today

- The UN response to gender equality in education
- How to negotiate in a Model UN simulation as you role play as delegates from a specific nation

This course is built around the core Grade 6 social studies curriculum, Historical Inquiry in World Studies 6. This enriched course includes historical content from early civilizations, the empires of Greece and Rome, the dynasties of China, and civilizations of the first millennium. Cohort students will go beyond this core as they learn additional content, explore deeper connections to today, engage in investigative inquiry to strengthen their writing through Document Based Questions (DBQ), and enhance their learning through relevant literature connections. They will also participate in a culminating Model UN simulation at the end of the year. *This is a full year course.*

#### **Historical Inquiry in World Studies 7**

UNIT 1: Geography Shapes Latin America

UNIT 2: The Impact of Cultural Diffusion in Africa

UNIT 3: Political Systems: Purpose and Change

UNIT 4: Global Interactions

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. *This is a full year course.*

#### **Historical Inquiry in Global Humanities 7**

UNIT 1: Geography Shapes Latin America

- Why access to water is unequal in Mexico City
- How the Codex Mendoza reveals elements of the Aztec Empire
- Building the Panama Canal impacted people and the environment by reading *Silver People*
- What you will research for your History Day project

UNIT 2: The Impact of Cultural Systems in Africa

- The global impact of modern African cultures
- The lasting impact of the scramble for Africa
- Complete the final project for History Day including the presentation/competition
- How the novel *Abina and the Important Men* demonstrates the cultural complexities of British colonial Ghana
- How you will complete your research and design your History Day project

UNIT 3: Political Systems and Change

- How leaders portray their power to represent a single perspective
- How people in the past and today try to change government actions and systems
- The impact of the First Crusade
- How we “judge” events and people of the past with modern standards
- Complete the final project for History Day including the presentation/competition

UNIT 4: Global Interactions

- How companies create supply chains and their effects on consumers around the world
- The impact of the Columbian Exchange both regionally and globally
- How globalization today has created cross-national economic issues such as concerns about whaling and oil mining in Nigeria

- The challenge of discovering the voices of common people in historical documents and how historians may have different interpretations of those sources.

This course is built around the core Grade 7 social studies curriculum, Historical Inquiry in World Studies 7, world civilizations and global interactions from 1000 CE to 1450 CE. Cohort students will go beyond this core as they learn additional content, explore deeper connections to today, engage in investigative inquiry to strengthen their writing through Document Based Questions (DBQ), and enhance their learning through relevant literature connections. They will also prepare for and compete against MCPS students in the National History Day competition at Northwest HS in February. New to MCPS, the National History Day competition is a transformative learning experience for middle and high school students in which they learn about history hands-on by creating projects centered around a theme. Winners will then advance to the state level and those winners will advance to the national competition held at the University of Maryland, College Park, in June. *This is a full year course.*

### **Historical Inquiry 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. *This is a full year course.*



## Ridgeview Middle School 2020-2021 Course Offerings

<b>English</b>	Advanced English 6	Advanced English 7	Advanced English 8
<b>Health/Phys. Ed.</b>	Health/PE 6	Health/PE 7	Health/PE 8
<b>Math</b>	LZ Math 6 C2.0 Applied IM Math 180	LZ Math 7 C2.0 IM C2.0 Algebra 1 A/B* Math 180	LZ Math 8 C2.0 Algebra 1 A/B* C2.0 Honors Geometry 1 A/B* Math 180
<b>Science</b>	Investigations in Science 6	Investigations in Science 7	Investigations in Science 8
<b>Social Studies</b>	Historical Inquiry in World Studies 6 Historical Inquiry in Global Humanities 6	Historical Inquiry in World Studies 7 Historical Inquiry in Global Humanities 7	Historical Inquiry in World Studies 8
<b>Reading (recommendation only)</b>	Basic Reading Read 180	Basic Reading Read 180	Basic Reading Read 180
<b>Art</b>	Unified Arts Rotation (9-week arts rotation)	Art 7 (FY)	Art 8 (FY) Art 8 Advanced Studio Art # (FY) Innovative Art & Design (FY)
<b>Music</b>	Chorus 1 Band 1 Orchestra 1	Chorus 2 (Advanced Treble Chorus) Band 2 Orchestra 2 Guitar	Chorus 3 (Chamber Singers) # Band 3# Orchestra 3# Guitar
<b>Technology</b>		Invention & Engineering 7/Computer Science 7	Foundations of Computer Science TE* Introduction to Engineering Design*
<b>World Languages</b>	Spanish 1A * FY Spanish 1 A/B* French 1A * FY French 1 A/B*	Spanish 1A * FY Spanish 1 B* FY Spanish 1 A/B* Spanish 2 A/B* French 1A * FY French 1B * FY 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* Hon Spanish 3 A/B* French 1 A/B* French 2 A/B* Hon French 3 A/B* Spanish for Spanish Speakers 1A/B* Spanish for Spanish Speakers 2A/B*
<b>Literacy</b>	Digital Literacy 1	Digital Literacy 2	Digital Literacy 3

\* High School Credit Course

# Audition Required

FY- Full-year

# RIDGEVIEW MIDDLE SCHOOL CONTACT INFORMATION

Ridgeview Middle School  
16600 Raven Rock Drive  
Gaithersburg, MD 20878



Main Office: (240) 740-3330  
Counseling Office: (240) 704-3350  
Fax: (301) 840-4679

Position	Name	Email Address
Principal (rising 6 <sup>th</sup> grade)	Mr. Daniel Garcia	Daniel_E_Garcia@mcpsmd.org
Assistant Principal (rising 7 <sup>th</sup> grade)	Dr. Carla McNeal	Carla_M_McNeal@mcpsmd.org
Assistant Principal (rising 8 <sup>th</sup> grade)	Dr. Matthew Paushter	Matthew_K_Paushter@mcpsmd.org
English Language Arts Resource Teacher	Mrs. Claudia Meléndez Renehan	Claudia_M_Renehan@mcpsmd.org
ESOL Teacher	Mrs. Gladys Lott	Gladys_A_Lott@mcpsmd.org
Math Resource Teacher	Mrs. Ginger DeStefano	Ginger_L_DeStefano@mcpsmd.org
PE/Arts/Music Resource Teacher	Mrs. Erin Bird	Erin_M_Bird@mcpsmd.org
Resource Counselor	Mrs. Alison Hyman	Alison_B_Brecher@mcpsmd.org
Resource Teacher for Special Education	Ms. Nikki Harrison	Nikki_V_Harrison@mcpsmd.org
Science Resource Teacher	Ms. Anne Merrell	Anne_M_Merrell@mcpsmd.org
Social Studies Resource Teacher	Mr. Bryan Mack	Bryan_M_Mack@mcpsmd.org
World Languages Resource Teacher	Mrs. Luisa Chaney	Luisa_F_Chaney@mcpsmd.org
Staff Development Teacher	Mr. Christopher Paskvan	Christopher.R.Paskvan@mcpsmd.net