WESTLAND
COURSE BOOKLET
2021-2022

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INTERNATIONAL BACCALAUREATE
MIDDLE YEARS PROGRAMME

International Baccalaureate

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

Middle Years Programme

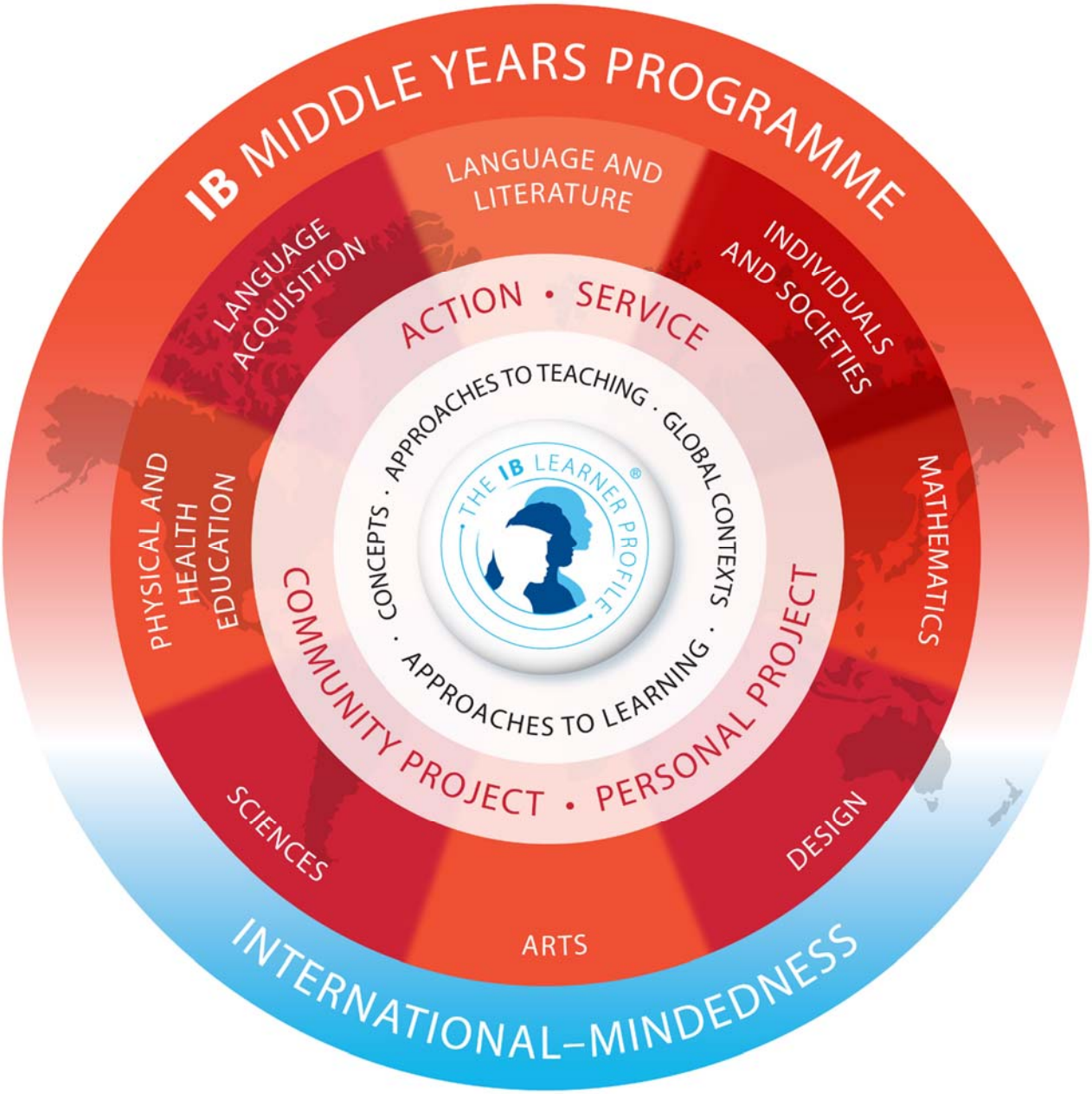
The Middle Years Programme is designed for students in grades six through ten, a critical phase of personal and intellectual development. For some emerging adolescents with increased uncertainty, sensitivity, susceptibility, resistance and questioning our program is a good fit with its discipline, challenging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

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

Assessment Using MYP Aims and Objectives

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

The program provides teachers with a structure for assessment based on fixed objectives for the final year (grade ten in high school), but the teachers adapt the criteria to meet the needs of their students in earlier years. The teachers create and use criterion-based rubrics for both formative and summative assessments that highlight what students know. Teachers convert the rubric scores into percentage grades that align with the MCPS grading and reporting policy.



COURSE REGISTRATION TIMELINE

The information in this booklet describes the courses that will *likely* be offered for the 2021-2022 school year. Please pay close attention to the dates outlined here as the counselors and staff members must meet specific deadlines for enrollment and scheduling. If you have questions, please contact the counseling office at 301.320.6525.

January

Counselor Visits

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

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

January 14th

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

Before January 29th

Students and parents are encouraged to review the registration information together, select courses and register online no later than January 29th.

Online course registration window opens January 14th and closes 29th

February-May

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

May 2021

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

COURSE OFFERINGS 2021-2022

* Signifies a high school level course

	Departments	Grade 6	Grade 7	Grade 8
REQUIRED COURSES	English and English for Speakers of Other Languages (ESOL)	• Advanced English 6 • ESOL 1, 2, 3, or 4	• Advanced English 7 • ESOL 1, 2, 3, or 4	• Advanced English 8 • ESOL 1, 2, 3, or 4
	Math	• Applied Investigations into Mathematics (AIM) • Accelerated Math 6 Plus • Math 6 • Math 180	• Algebra 1AB * • Investigations into Mathematics (IM) • Math 7 • Math 180	• Honors Geometry 1AB * • Algebra 1AB * • Double Period Algebra 1AB * • Math 8 • Math 180
	Physical/Health Education	• Physical/Health Education 6	• Physical/Health Education 7	• Physical/Health Education 8
	Reading or World Language	• Digital Literacy 1 (Reading) • Academic Literacy (Reading) • French 1AB * • Spanish 1AB * • Spanish Immersion 1AB *	• Read 180 • French 1AB * or 2AB* • Spanish 1AB * or 2AB* • Spanish Immersion 2AB *	• Read 180 • French 1AB *, 2AB* or Hon 3AB* • Spanish 1AB *, 2AB* or Hon 3AB* • Spanish Immersion 3AB*
	Science	• Investigations in Science 6	• Investigations in Science 7	• Investigations in Science 8
	World Studies	• Historical Inquiry in World Studies 6 • Historical Inquiry into Global Humanities 6 • Spanish Immersion Historical Inquiry in World Studies 6	• Historical Inquiry in World Studies 7 • Historical Inquiry into Global Humanities 7 • Spanish Immersion Historical Inquiry in World Studies 7	• Historical Inquiry into US History 8 • Historical Inquiry into American Studies 8
ELECTIVE COURSES	Arts, Music and Technology	• Full Year Arts Rotation 6 (Three trimester courses such as:) -Art 6 -Coding and Robotic Design 6 -Musical Theatre 6 • Chorus 6 (Full Year) • Band 6 (Full Year) • Beginning Strings (Orchestra 6) (Full Year)	• Art 7 (semester) and Principles of Information Technology (semester) • Digital Art and Photography (semester) and Principles of Information Technology (semester) • Chorus 7 (Full Year) • Intermediate Band 7 (Full Year) • Intermediate Orchestra 7 (Full Year) • Yearbook (Full Year)	• Art 8 (semester) and Computer Science Discoveries (semester) • Theatre (semester) and TV Studio (semester) • Chorus 8 (Full Year) • Advanced Orchestra 8 (Full Year) • Advanced Band 8 (Full Year) • Found of Comp Science A/B (Full Year) *

CREDIT FOR HIGH SCHOOL COURSES

Students will have several opportunities to enroll in high school level classes during their years at Westland. For the 2020-2021 school year, Westland will offer the following high school level classes:

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

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

High School Grade Point Averages (GPAs)

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

Grades of A, B, C and D will ONLY be calculated into their cumulative high school grade point average IF REQUESTED BY STUDENTS OR PARENTS/GUARDIANS. (Credit will be awarded toward the high school graduation requirement and the course will be listed on their high school transcript even if the grade does not post.)

High School Transcripts

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

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

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

ENGLISH LANGUAGE ARTS

Overview

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

Grade 6 Advanced English

This course involves implementation of the English 6 curriculum for motivated students with a lively interest in the power and versatility of language. In preparation for advanced middle and high school English courses, students read challenging texts written in various time periods and rhetorical contexts. Students read, analyze, and study different genres related to each of the themes and complete required common tasks. The extended writing projects 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. 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.

Grade 7 Advanced English

This course involves implementation of the English 7 curriculum for motivated students with a lively interest in the power and versatility of language. It builds on the students' experiences in English 6, involving greater rigor and challenge in the instructional approach to the study of English. Students in 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. 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.

Grade 8 Advanced English

This course involves implementation of the English 8 curriculum for motivated students with a lively interest in the power and versatility of language. It builds on the students' experiences in English 7, involving greater rigor and challenge in the instructional approach to the study of English. Students in 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. 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.

ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL)

ESOL Levels 1-4

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

Level 1 (double period)
Level 2 (double period)
Level 3 (single period)
Level 4 (single period)

Levels are determined based on an initial placement test and a yearly exam, World Instructional Design Assessment (WIDA) that evaluates students' proficiency in speaking, reading, writing and listening comprehension.

ESOL courses build upon students' prior knowledge of grammar, vocabulary, word usage, and the mechanics of writing and usually include the four aspects of language use: reading, writing, speaking, and listening. Typically, these courses introduce and define various genres of literature, with writing exercises often linked to reading selections. These courses also provide an explanation of the English language, enabling students to progress from a beginning level of understanding of English vocabulary and grammatical structures to a more comprehensive grasp of various formal and informal styles of using academic English in the context of English/language Arts.

MATHEMATICS

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

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

Math 6

The Grade 6 Math Course extends students' understanding of concepts developed throughout the elementary grades. There are intentional connections between and within units in this course. This allows students to

explore ideas informally and concretely in order to build toward a more formal and abstract understanding. The intent of this course, through the organization of content, carefully selected pedagogy, and inclusion of the Standards of Mathematical Practice in design, is that students will work collaboratively to deepen their understanding of concepts, practice procedural skill and fluency, and apply their understanding to a variety of contexts.

Topics of Study:

- Area and Surface Area
- Introducing Ratios
- Unit Rates and Percentages
- Dividing Fractions
- Arithmetic in Base Ten
- Expressions and Equations
- Rational Numbers
- Data Sets and Distributions

Accelerated Math 6 Plus

Accelerated Math 6 Plus provides an alternate pathway to Algebra 1 by the 8th grade addressing access, opportunity, and equity for students mathematically by allowing them to complete a graduation requirement in middle school and enroll in more advanced-level math courses in high school to prepare them for college and career-readiness. Current Grade 5 students enrolled in the Math 5 course will be able to take the Accelerated Grade 6+ course in Grade 6, the Accelerated Grade 7+ course in Grade 7, and Algebra 1 in Grade 8. The Illustrative Mathematics 6–8 Math Accelerated course is a comprehensive, standards-aligned, two-course curriculum designed to provide an effective accelerated pathway to Algebra 1. It includes all of the standards in Illustrative Mathematics Grades 6–8 Math and compacts them into a two-year curriculum meant to be covered during the 6th and 7th grades. The pace is faster than Illustrative Mathematics Grades 6–8 Math, but no crucial mathematical concepts are missed.

Topics of Study:

- Areas
- Ratios, Rates, and Percentages
- Fractions and Decimals
- Equations and Expressions
- Proportional Relationships
- Percentage Increase and Decrease
- Rational Numbers
- Data Sets and Distribution

Applied Investigations in Mathematics 6 (AIM)

This course extends students' understanding of mathematical concepts developed in compacted Math5/6 and accelerates the pace of instruction to prepare for Algebra 1 in 7th grade. This course compacts all of the Grade 7 Common Core State Standards into a single year. Students who successfully complete AIM are prepared for Algebra 1. AIM will focus on four critical areas: (1) developing a unified understanding of a number, recognizing fractions, decimals (including both those that have a finite or a repeating decimal representation), and percents as different representations of rational numbers; (2) using linear equations and systems of linear equations to represent, analyze, and solve a variety of problems; (3) comparing two data distributions and reasoning about differences between populations; (4) analyzing geometric relationships in order to solve real-world mathematical problems.

Topics of Study:

- Rational Numbers and Exponents

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

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

Mathematics 7

The Grade 7 Math Course builds on the learning from Grade 6 Math in multiple and meaningful ways. There are intentional connections between and within units in this course. This allows students to explore ideas informally and concretely in order to build toward a more formal and abstract understanding. The intent of this course, through the organization of content, carefully selected pedagogy, and inclusion of the Standards of Mathematical Practice in design, is that students will work collaboratively to deepen their understanding of concepts, practice procedural skill and fluency, and apply their understanding to a variety of contexts.

Topics of Study:

- Scale Drawings
- Introducing Proportional Relationships
- Measuring Circles
- Proportional Relationships and Percentages
- Rational Number Arithmetic
- Expressions, Equations, and Inequalities
- Angles, Triangles, and Prisms
- Probability and Sampling

Investigations in Mathematics 7 (IM)

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

Topics of Study:

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

Mathematics 8

The Grade 8 Math Course builds on the learning from both the Grade 6 Math and Grade 7 Math Courses. There are intentional connections between and within units in this course. This allows students to explore ideas informally and concretely in order to build toward a more formal and abstract understanding. The intent of this course, through the organization of content, carefully selected pedagogy, and inclusion of the Standards of Mathematical Practice in design,

is that students will work collaboratively to deepen their understanding of concepts, practice procedural skill and fluency, and apply their understanding to a variety of contexts.

Topics of Study:

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

Math 180

Math 180 is a comprehensive system of instruction, assessment, and professional development designed to help students who are more than 2 years below grade level prepare for algebra. The program directly addresses individual needs through adaptive and instructional software, high-interest materials, and direct instruction in mathematical calculation and application skills. Students rotate among small groups, teacher-directed lessons, a computer station for reinforcement and practice, and an independent brain arcade where student complete math problems at their instructional level. Built with the student in mind, the learning experience is a uniquely motivating and fun way to accelerate to grade-level ability.

Algebra 1A/B

The Algebra 1 A/B Course is designed to explore, analyze, and model real-world phenomena through a mathematical lens. Exploration of linear, exponential, and quadratic functions forms the foundation of the course. Students develop conceptual understanding and fluency in solving equations, inequalities, and systems by explaining and validating their reasoning with increased precision. Students deepen their understanding of functions and their ability to represent, interpret, and communicate about them. Key characteristics and representations of functions—graphic, numeric, symbolic, and verbal—are analyzed and compared. Students use these representations to model relationships and constraints, but also reason with them abstractly. One- and two-variable data sets are interpreted using mathematical models. Gathering and displaying data, measuring data distribution, and interpreting statistical results encourages students to collaborate, communicate, and explore new tools and routines. They then take these insights to a unit on two-variable statistics, where they extend their prior knowledge of scatter plots and lines of best fit. Throughout the units of study, classroom activities provide students with opportunities to engage in aspects of mathematical modeling. Modeling prompts are used so that students experience and engage in the full modeling cycle.

Topics of Study:

- Linear Equations, Inequalities, and Systems
- Functions
- Introduction to Exponential Functions
- Introduction to Quadratic Equations
- Quadratic Equations
- One-Variable Statistics
- Two-Variable Statistics

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

Honors Geometry 1A/B

Honors Geometry formalizes and extends students' geometric experiences from the elementary and middle school grades. Students explore more complex geometric situations and deepen their understanding of geometric relationships, progressing towards formal mathematical arguments. Instruction at this level will focus on the understanding and application of congruence as a basis for developing formal proofs; the relationship among similarity, trigonometry, and triangles; the relationships between two- and three-dimensional objects and their measurements; exploration of geometric descriptions and equations for conic sections; and application of geometric concepts in modeling situations.

Topics of study:

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

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

PHYSICAL EDUCATION/HEALTH EDUCATION

Physical Education Grades 6, 7, and 8

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

Health Education

Health Education is a rigorous nine-week course that rotates through the Physical Education classes. Students will be taking health in grades six, seven and eight. Topics to be covered include mental health, personal and consumer health, nutrition and fitness, safety and injury prevention, tobacco, alcohol and other drugs, family life and human sexuality, and disease prevention and control. Each grade level has two or three focus units:

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

GRADE 7 – Mental Health, Personal &

Consumer Health, Alcohol, Tobacco and other Drugs, Family Life and Human Sexuality, Nutrition & Fitness

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

READING

Digital Literacy 1 (6th)

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

Middle School Academic Literacy

This course is designed for sixth graders in need of direct, explicit support with improving their literacy skills. This course involves implementation of iLit, a reading intervention program designed to meet the needs of struggling readers through differentiated instruction, computer adaptive instruction, background-knowledge-building videos, high interest literature, and explicit instruction in reading, writing, and vocabulary skills

Read 180

This is an intensive reading intervention program designed to meet the needs of students whose reading achievement is below the 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.

SCIENCE

The Montgomery County middle school science curriculum allows students to investigate both the concepts and practices of Science and Engineering. At each grade level, topics in Life Science, Earth Science, Physical Science, and Engineering are interconnected to show students the relationships that exist between the sciences and the natural world. Inquiry and laboratory investigations are an integral part of the program. Problem solving and online investigations are used continually to allow students to investigate authentic problems and reinforce science concepts. The middle school science program was developed in part through a Howard Hughes Medical Institute grant and reflects the Next Generation Science Standards adopted by the state of Maryland.

Investigations in Science 6

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

Investigations in Science 7

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

Investigations in Science 8

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

SPANISH IMMERSION

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

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

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

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

Spanish Immersion 1A/B (Grade 6)
Spanish Immersion 2A/B (Grade 7)
Spanish Immersion 3A/B (Grade 8)

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

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

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

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

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

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

WORLD LANGUAGES

Overview

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

Sixth grade students taking a world language are expected to have a strong grasp on reading in English or we will strongly recommend a sixth grade reading class followed by seventh grade world language study.

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

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

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

Students will complete all of the Level 1 course material (semesters A and B) in one year. These courses follow the high school level curriculum.
Students begin to learn to communicate orally and in written form about daily life. Emphasis is on vocabulary development, simple grammatical structures, and the basic culture of the people. Students are encouraged to use the language beyond the school setting and keep informed of current events in countries where the target language is spoken.

French 2A/B (Grade 7 or 8)
Spanish 2A/B (Grade 7 or 8)

These courses are for students who have successfully completed Level 1A/B of the language in 6th or 7th grade. Any student who earns a final grade of "D" in Level A/B will be advised to repeat Level 1A/B to improve the language skills necessary to advance in the language. We are likely to have this conversation regarding a student who earns a final grade of "C" as well.
Students expand vocabulary and learn increasingly complex expressions and structures for written and oral communication to discuss the past. The culture of the people is examined in greater depth. Students continue to make comparisons between their own languages and cultures and those studied. They are encouraged to use the language beyond the school setting and keep informed of current events in countries where the target language is spoken.

Honors French 3A/B (Grade 8 only)
Honors Spanish 3A/B (Grade 8 only)

These courses are for students who have successfully completed Level 2A/B of the language. Any student who earns a final grade of "D" in Level 2A/B will be advised to repeat Level 2A/B to improve the language skills necessary to advance in the language. We are likely to have this conversation regarding a student who earns a final grade of "C" as well.
Students continue to build on previously developed skills while expanding their ability to communicate on a variety of topics. Increased grammatical accuracy is stressed. Students continue to make comparisons between their own languages and cultures and those studied and keep informed of current events in countries where the target language is spoken.

WORLD STUDIES

The middle school world studies curriculum is designed to provide students with a firm foundation in the structures and concepts of the systems of geography, economics, politics, and culture that exist in today's world as well as the historical basis of those systems. Included in this foundation are the requisite skills necessary for students to independently acquire, interpret, evaluate, and communicate information. This foundation will prepare students for more advanced study of U.S. and world history and government at the high school level.

All students are cluster grouped in world studies and will receive differentiated instruction. Students will be challenged to draw on higher order thinking processes, including analysis, synthesis, and evaluation. Instruction for these students will incorporate the use of higher level reading texts, alternative assessments, advanced writing assignments and research, and other open-ended activities.

There are two major strands that run through each unit. The first strand is specific present-day content in geography, economics, government, or culture. The second strand is always history. The history strand progresses chronologically by unit with ancient history to approximately 1000 CE in grade six. However, history is sometimes studied from the "present content" perspective such as World War II in seventh grade.

Historical Inquiry in World Studies 6

Students learn about the rich cultures and history from the earliest human settlements of Mesopotamia, Egypt, Greece, Rome, and China to great civilizations of the year 1000 CE. Students are challenged to analyze archeological evidence, ask questions to further their knowledge, and understand history as an ongoing investigation. They are introduced to historical thinking skills including sourcing, close reading, corroboration, and research as they analyze primary and secondary documents. This course lays a foundation for students to understand key principles of cultural, political, economic and geographic systems both in the past and today.

Historical Inquiry in World Studies 7

Through the study of world civilizations and global interactions from 1000 CE to 1450 CE, students learn about political, cultural, geographic and economic systems today and in the past. They study the rise of empires and nation-states in Europe, Africa, and Latin America and the impacts of their interactions still felt today. Building on historical thinking skills learned in Grade 6, students continue to engage in sourcing, close reading, corroboration, investigation, contextualization, and historical interpretation as they examine primary and secondary sources.

Historical Inquiry in US History 8

Students explore the history of the United States from colonization to post Civil War Reconstruction and Industrialization while extending their understanding of political, economic, geographic and cultural systems. Throughout the course students analyze multiple perspectives and study how the

diverse populations of Americans, including Native Americans, African Americans, women, immigrants, and Mexican Americans contributed to and were impacted by events. Connections to current issues help students identify patterns and themes that have shaped America in the past and continue to shape the nation today. Students extend their literacy practices by using the historical thinking skills learned in Grades 6 and 7 to build effective, evidence based historical arguments. This course prepares students for continuing their study of U.S. History in Grade 9.

Historical Inquiry into Global Humanities 6

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

Historical Inquiry into Global Humanities 7

This course is built around the core Grade 7 world studies curriculum, Historical Inquiry in World Studies 7, that includes historical content from civilizations of Latin America, Africa, and medieval Europe as well as global interactions following Columbian Exchange. Cohort students will go beyond this core as they learn additional content, explore deeper connections to today, engage in investigative inquiry to strengthen their writing through Document Based Questions, and enhance their learning through relevant literature connections. They will also participate in the National History Day (NHD) competition to research historical topics related to a NHD annual theme.

Historical Inquiry into American Studies 8

This course is built around the core Grade 8 world studies curriculum, Historical Inquiry in US History 8, that includes historical content from colonization to post Civil War Reconstruction and Industrialization. In addition to the content in the core curriculum, students will learn in greater depth about the social and cultural history of America including how the historical legacy of racism and discrimination continue to affect American society today. Students will also strengthen their writing through Document Based Questions, and enhance their learning through relevant literature connections. They will also participate in local or national competitions that allow them to connect their learning to broader themes of American democracy.

All students will automatically be registered in Historical Inquiry in World Studies 6, Historical Inquiry into World Studies 7, or Historical Inquiry into US History 8. Student placement in Historical Inquiry into Global Humanities 6, Global Humanities 7, and American Studies 8 is completed in spring based on a review of a variety of assessments from the 2019-2020 school year. Assessments include state testing (MCAP), grade level testing (Measures of Academic Progress in Reading, MAP-R), and magnet testing if applicable (CoGAT).

ELECTIVES

6

Art/Technology/Music Courses in 6th Grade

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

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

Sixth grade students who elect to take the Arts Rotation will take three trimester courses. The 6th grade Arts Rotation is expected to include the following classes:

- Middle School Studio Art 1
- Coding and Game Development
- Musical Theatre

(Course offerings may change based on staffing.)

Middle School Studio Art 1

Students will be provided with multiple and varied opportunities to explore IDENTITY and the many ways this theme can be represented through visual art. They will develop a fundamental understanding of ideation, media techniques, formal qualities, and compositional devices.

Students will explore a variety of traditional student media and techniques, including drawing, painting, printmaking, sculpture, ceramics, and crafts to create artworks.

Coding and Game Development

Students will learn the elements of good game design and the different game genres as well as basic video game coding concepts including racing, platform, launching, and more. Students will apply computational thinking to their game designs. Students will be introduced to various programming languages.

Musical Theatre (Listed as General Music)

study the basic concepts and develop their presentational skills. Students will use various creative drama techniques to create scripts and give monologues and ensemble performances. Students will use observation and emotional memory to reveal thoughts and feelings and to build believable characters and situations. Students will learn and use drama and theatre vocabulary in class discussions and the activities will address the promotion and reinforcement of students' literacy skills. A history of theatre timeline will be presented allowing students to analyze classic musicals and their adaptation.

6th Grade Band (Course listed as MS Beginning Band) (Full Year)

This is a full year course available to all 6th grade students. This course gives students a strong foundation in the fundamentals of performance of a wind or percussion instrument in a large ensemble setting. Students will rehearse and perform a variety of different musical styles. Students are expected to practice thirty minutes a day, five days a week. Students are

required to perform at the winter and spring evening concerts.

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

This is a full year course available to all 6th grade students. This course gives students a strong foundation in the fundamentals of performance on a string instrument in a large ensemble setting. Students will rehearse and perform a variety of different musical styles. Students are expected to practice thirty minutes a day, five days a week. Students are required to perform at the winter and spring evening concerts.

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

Chorus Grade 6 (Full Year)

The course is open to all students who enjoy choral singing. Students develop choral techniques, such as breath support, tone quality, pitch discrimination, rehearsal practices and concert etiquette all while learning a wide variety of musical styles and languages from various eras. Students learn about music theory, history and great composers. Students are required to perform at the winter and spring evening concerts.

7

Art/Technology/Music Courses in 7th Grade

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

Semester Courses Option 1: Middle School Studio Art 2 (Semester) and Principles of Information Technology and Engineering Design (Semester)

Middle School Studio Art 2

Students will explore how the theme of relationships can be used to create artworks that communicate personal meaning and individual ideas. Students will gain a deeper understanding of how artists generate and conceptualize ideas, refine craftsmanship through practice and persistence, and intentionally arrange compositional elements to communicate meaning effectively.

Students will refine their ability to use traditional studio media and techniques, including drawing, painting, printmaking, sculpture, ceramics, and crafts to create artworks.

Principles of Information Technology and Engineering Design (semester)

Students will explore digital systems and devices by investigating the key components. They begin with defining, identifying and classifying hardware and software and then investigate

input and output devices, storage and processing elements. Students will learn a variety of problem-solving strategies to apply to problems with digital systems. Students will further develop their understanding of software applications, extensions and Cloud-based programs.

Students learn the importance of invention and innovation in technological development and apply engineering-thinking skills and technical skills to complete each step of the engineering design process, creatively addressing real-world challenges. Students learn or extend technical drawing and Computer Aided Design skills.

Semester Courses Option 2:
Digital Art and Photography 1 (Semester) and Principles of Information Technology and Engineering Design (Semester)

Digital Art and Photography (semester)

Students will design art using both vector- and raster-based software, manually operate a digital camera and utilize photo editing software to create artwork.

Principles of Information Technology and Engineering Design (semester)

Students will explore digital systems and devices by investigating the key components. They begin with defining, identifying and classifying hardware and software and then investigate input and output devices, storage and processing elements. Students will learn a variety of problem-solving strategies to apply to problems with digital systems. Students will further develop their understanding of software applications, extensions and Cloud-based programs.

Students learn the importance of invention and innovation in technological development and apply engineering-thinking skills and technical skills to complete each step of the engineering design process, creatively addressing real-world challenges. Students learn or extend technical drawing and Computer Aided Design skills.

Yearbook (Course listed as "Specialty Art") (Full Year)

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

Chorus Grade 7 (Course listed as "Chorus 2") (Full Year)

The course is open to all students who enjoy choral singing. Students continue to further develop choral techniques and rehearsal practice, follow a conductor, and learn various vocal techniques for advanced repertoire. Knowledge of vocal styles, expressive techniques, and appropriate methods of singing will be incorporated throughout the year. Students will sing a wide variety of music styles and composers and will learn the social, cultural, and intellectual influence reflected in the music they perform. Students will begin to assume leadership roles within the large performing ensemble and have solo opportunities. Participation at concerts is required, and field trips and adjudications are an integral part of the program. Auditioning for county and state

honors groups will be encouraged.

Intermediate Band Grade 7 (Listed as MS Band I) (Full Year)

Prerequisite: MS Beginning Band

Students will refine skills learned in their earlier music classes. Students will continue to develop skills on their instruments in a large ensemble setting. Students are expected to practice thirty minutes a day, five days a week. Students in this ensemble are required to perform at the winter and spring evening concerts, as well as during the school day at MCPS adjudication in the spring. Participation in the spring trip to Busch Gardens is highly encouraged.

Advanced Orchestra – Grade 7 (Listed as MS Orchestra I) (Full Year)

Students will refine skills learned in earlier music classes. Students will continue to develop skills on their instruments in a large ensemble setting. Students are expected to practice thirty minutes a day, five days a week. Students in this ensemble are required to perform at the winter and spring evening concerts, as well as during the day at MCPS adjudication in the spring. Participation in the spring trip to Busch Gardens is highly encouraged.

8

Art/Technology/Music Courses in 8th Grade

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

Semester Courses Option 1:
Middle School Studio Art 3 (semester) and Computer Science Discoveries (semester)

Middle School Studio Art 3

Students will have the opportunity refine their skills and develop their personal artistic style while exploring how influence can be communicated through art. Students will develop a portfolio of work demonstrating proficiency in working with traditional 2D and 3D studio media and techniques including drawing, painting, and printmaking.

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

Computer Science Discoveries

Computer Science 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 App Lab, Game Lab environments, students will progress from blocks to typed coding and learn JavaScript. Students successful in this course will be prepared for the AP Computer Science Principles high school course.

Semester Courses Option 2:
Television & Film Production (Course Listing "TV Studio" (Semester) and Theatre (Semester)

Television & Film Production

Television & Film Production is a hands on course where students experience all the aspects of TV production and film making. Students learn the ins and outs of the main TV and film production roles (Director, Producer, Cinematographer, Actor/Actress) and get a chance to carry each of them out in class. Students work in groups on scripted and story-boarded production exercises (commercials, public service announcements, news shows, comedies, social issue documentaries, etc) designed to build their television and film making skills. In this course students will not only learn camera operations (camera shots & angles) but they will learn how to edit their rough footage using software to add special effects and smooth transitions to produce a well-developed final product. Students screen and reflect on their work both as a class and independently helping them to enhance their next project.

Students will work to plan, create, and produce Westland's weekly live morning show. Students will learn the job expectations and rotate through various production roles. Wake-Up-Westland students will storyboard, create, and use editing software to edit video segments that air on the morning show based on current events in the school and community. They will conduct staff and student interviews to share ideas and opinions of those affiliated with Westland Middle School. Wake-Up-Westland provides an entertaining and educational platform to share the news and highlight the great things happening in our school.

Theatre 8

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

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

This course provides an engaging introduction to computing concepts through a nationally developed curriculum, offered through a unique partnership with Code.org®. The course focuses on the conceptual ideas of computing so that students understand why tools and languages are used to solve problems through a study of human computer interaction, problem solving, web design, programming, data analysis, and robotics.

Students who earn a grade of A, B, C, or D, will receive high school credit and may have this

grade count toward their high school grade point average. See page 8 for additional details.

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

Chorus Grade 8 (Course Listing "Chorus 3") (Full Year)

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

Advanced Band Grade 8 (Full Year)

Prerequisite: MS Beginning Band and MS Band I

Students will refine skills learned in earlier music classes. Students will continue to develop skills on their instruments in a large ensemble setting. Students are expected to practice thirty minutes a day, five days a week. Students in this ensemble are required to perform at the winter and spring evening concerts, as well as during the day at MCPS adjudication in the spring. Participation in the spring trip to Busch Gardens is highly encouraged.

Advanced Orchestra – Grade 8 (Listed as MS Orchestra II) (Full Year)

Students will refine skills learned in earlier music classes. Students will continue to develop skills on their instruments in a large ensemble setting. Students are expected to practice thirty minutes a day, five days a week. Students in this ensemble are required to perform at the winter and spring evening concerts, as well as during the day at MCPS adjudication in the spring. Participation in the spring trip to Busch Gardens is highly encouraged.