

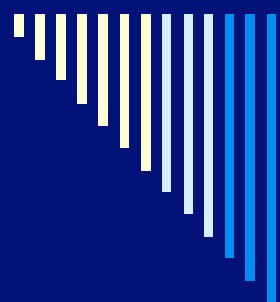
Middle School Expansion Courses: Implementation, Vision, and Rationale

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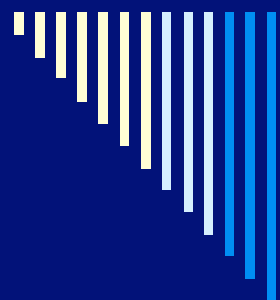
Background

- ❑ 2004: Middle School Program Review conducted and presented to the Board of Education in 2005
 - ❑ 2005: continued study of closing the achievement gap from elementary to middle school
 - ❑ 2005-2006: steering committee and project teams formed to review research and make recommendations to improve teaching and learning
 - ❑ 2005-2006 MSMC schools open (Parkland, Loiderman, Argyle)
 - ❑ 2007: Dr. Weast's report on Middle School Reform is published and outlines goals from four key areas
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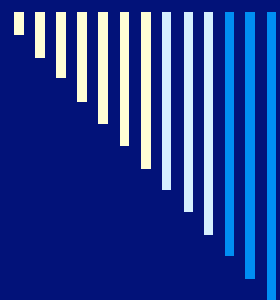
Background

- Key areas from Dr. Weast's report:
 - Effective leadership
 - Teachers with strong content knowledge and pedagogy
 - Strong parent and community engagement
 - Rigorous and challenging curriculum, instruction, and assessments



Middle School Reform Schools for Courses and Resources: 2008-2009

- Phase I Schools: Banneker, Clemente, Montgomery Village, Sligo, Wood
- Phase II Schools: Eastern, Newport Mill, Shady Grove, Silver Spring International, Tilden, White Oak
- Phase II Partial Schools: Gaithersburg*, Julius West, King, Lee
- MSMC Schools: Argyle, Loiderman, Parkland



Courses for 2008-2009

- ❑ Investigations in Science 6 (IS 6)
- ❑ Advanced World Studies 7
- ❑ Advanced English 7
- ❑ Optional Elective Pathway Courses
- ❑ Independent Elective Courses



Elective Pathway Courses

Implementing Schools: Julius West, Tilden, Newport Mill

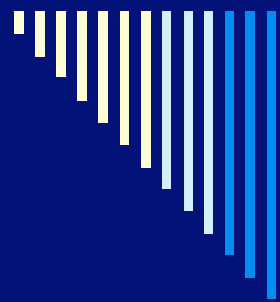
Information and Communication Technology
(Grade 6)



Computer Art Fundamentals
(Grade 7)



Foundations of Art A/B
(Grade 8)
Fine Arts Credit



Elective Pathway Courses

Implementing Schools: Banneker, Clemente, Montgomery Village, Wood, Shady Grove, White Oak

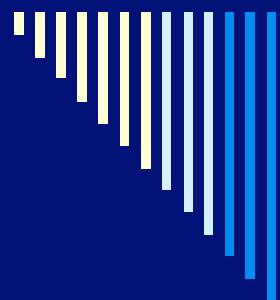
Information and Communication Technology
(Grade 6)



Computer-Aided Drafting and Design with Applied
Robotic Engineering
(Grade 7)



Introduction to Engineering Design A/B
(Grade 8)
Technology Education Credit



Elective Pathway Courses

Implementing Schools: Eastern, Lee, Sligo

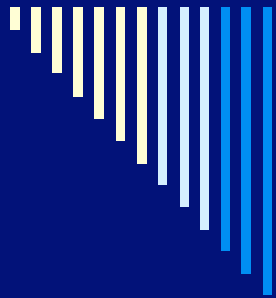
Information and Communication Technology
(Grade 6)



Web Site Development Fundamentals
(Grade 7)

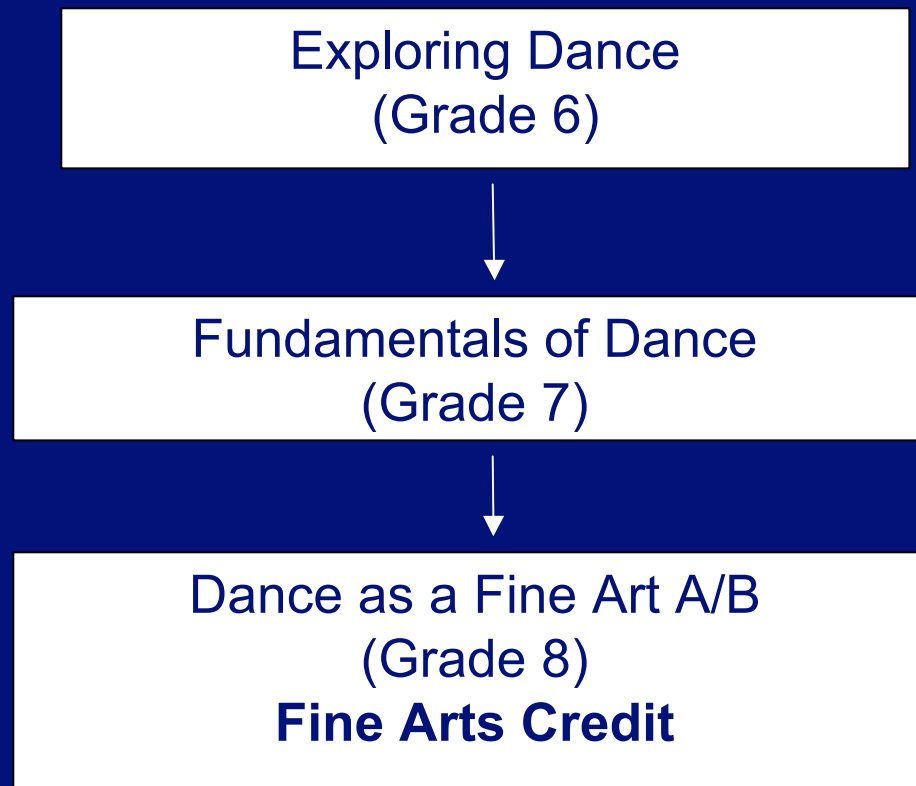


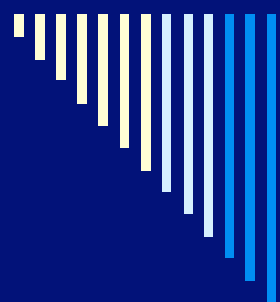
Web Site Development A/B
(Grade 8)
Elective Credit



Elective Pathway Courses

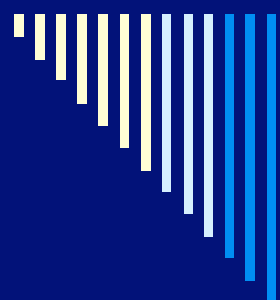
Implementing School: Silver Spring International





Independent Elective Courses

- Perspectives in the Arts
- Reader's Theatre
- Software Applications by Design A/B
(Elective Credit)
- Astronomy
- Arts Investigations
- Lights, Camera, Literacy!
- Lights, Camera, Film Literacy!



New Courses for 2009-2010

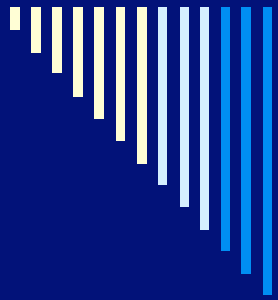
- Investigations in Science 7 (IS 7)
- Advanced U.S. History 8
- Advanced English (Grade 8)

- Phase I Schools: Banneker, Clemente, Montgomery Village, Sligo, Wood
- Phase II Schools: Eastern, Newport Mill, Shady Grove, Silver Spring International, Tilden, White Oak
- Phase II Partial Schools: Gaithersburg, Julius West, King, Lee
- MSMC Schools: Argyle, Loiderman, Parkland



Courses for 2009-2010

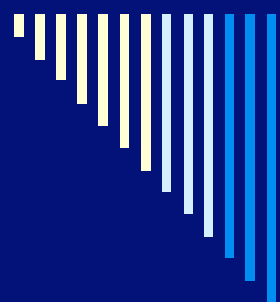
- Schools not included in Phase I, Phase II, Phase II Partial, and MSMC schools will receive:
 - Investigations in Science 6 (IS 6)
 - Advanced World Studies 7
 - Advanced English 7
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What is different about advanced courses?

Advanced courses are designed to provide explicit direction to teachers related to the selection of content, differentiation of instructional processes, or development of student products.

Depending on the content area and unit, one or more of these areas will be substantively more challenging than on-level instruction. Frequently the content and topics of the advanced courses are the same as on level classes, but the depth of study, or the expression of understanding, or the product from learning is more challenging.



Advanced English 7 – Formative Assessments

Common Tasks: On Level

- In a well-developed paragraph, explain what the reader can infer about the main character based on what he or she says, does, or thinks. Support your explanation with details from the text.
- In a well-developed paragraph, describe the mood created in an artwork. Support your response with details from both the artwork and the text.
- After participating in a Shared Inquiry discussion, write a well-developed paragraph or more supporting or challenging the statement discussed in the Shared Inquiry. Use the text and the notes from the Shared Inquiry to support the argument.

Common Tasks: Advanced

- In a well-developed paragraph, explain what the reader can infer about the main character based on what others in the text say and think about him or her. Support your explanation with details from the text.
- In a well-developed paragraph, describe how the mood created in an artwork relates either to the setting or a theme in the text. Support your response with details from both the artwork and the text.
- After participating in a Shared Inquiry discussion, write a multi-paragraph essay or more supporting or challenging a statement about whether or not the main character has matured. Use the text and the notes from the Shared Inquiry to support the argument.



A closer look...

Common Tasks: On Level

In a well-developed paragraph, explain what the reader can infer about the main character based on what he or she says, does, or thinks. Support your explanation with details from the text.

Common Tasks: Advanced

In a well-developed paragraph, explain what the reader can infer about the main character based on what others in the text say and think about him or her. Support your explanation with details from the text.



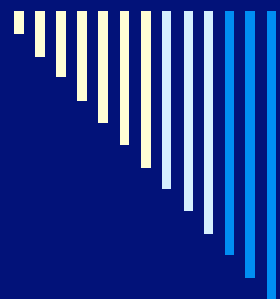
A closer look...

Common Tasks: On Level

After participating in a Shared Inquiry discussion, write a well-developed paragraph or more supporting or challenging the statement discussed in the Shared Inquiry. Use the text and the notes from the Shared Inquiry to support the argument.

Common Tasks: Advanced

After participating in a Shared Inquiry discussion, write a multi-paragraph essay or more supporting or challenging a statement about whether or not the main character has matured. Use the text and the notes from the Shared Inquiry to support the argument.



Advanced English 7 – Reading Material

Fiction: On Level

Cousins

Freak the Mighty

The Midwife's Apprentice

My Name is Brian

The Outsiders

Red Kaya

The Sign of the Chrysanthemum

Welcome Home, Jellybean

Virginia Hamilton

Rodman Philbrick

Karen Cushman

Jeanne Betancourt

S. E. Hinton

Priscilla Cummings

Katherine Paterson

Marlene Fanta Shyer

Fiction: Advanced

Adam of the Road

*The Adventures of Tom Sawyer**

Catherine, Called Birdy

Nothing But the Truth

The Sword in the Stone

Where the Lilies Bloom

Elizabeth J. Gray

Mark Twain

Karen Cushman

Avi

T.H. White

Vera and Bill Cleaver

*Most Frequently Used

Advanced World Studies 7 – Skills Framework

Advanced Social Studies Skills Framework

	A	B	C
	<i>Thinking</i>	<i>Reading</i>	<i>Writing</i>
Unit	Historical Thinking	Source Analysis	Writing Focus
Advanced 7.1	<p><i>Categorizing Evidence</i></p> <ul style="list-style-type: none"> evidence can be sorted in multiple ways sorting evidence helps make sense of data. 	<p><i>Content</i></p> <ul style="list-style-type: none"> analyzing a document for main idea, inferences, and limitations. 	<p><i>Writing Focus</i></p> <ul style="list-style-type: none"> using appropriate evidence to support a generalization
Advanced 7.2	<p><i>Multiple Perspectives</i></p> <ul style="list-style-type: none"> people view events and issues differently based on their experiences and culture. investigating multiple perspectives deepens a person’s understanding of events and issues 	<p><i>Point of View</i></p> <ul style="list-style-type: none"> analyzing a document for the purpose, opinions, beliefs, and values of its author 	<p><i>Writing Focus</i></p> <ul style="list-style-type: none"> supporting an opinion that acknowledges multiple perspectives.
Advanced 7.3	<p><i>Evaluation of Evidence for Relevance</i></p> <ul style="list-style-type: none"> evidence is selected and evaluated to support a particular point of view the value of evidence depends on its source and purpose 	<p><i>Context</i></p> <ul style="list-style-type: none"> analyzing a document by considering how the time and place of its origin affect its content 	<p><i>Writing Focus</i></p> <ul style="list-style-type: none"> integrating of skills from 7.1 and 7.2
Advanced 7.4	<p><i>Historical Interpretation</i></p> <ul style="list-style-type: none"> Historians reconstruct history from evidence Historical narratives reflect an interpretation that many change over time. 	<p><i>Comparisons</i></p> <ul style="list-style-type: none"> analyzing multiple sources of evidence for corroborations or contradictions investigating discrepancies among sources 	<p><i>Writing Focus</i></p> <ul style="list-style-type: none"> integrating skills from 7.1 – 7.4

Subject to revision as materials are developed.



A closer look...

A

Historical thinking

- Categorizing evidence
- Investigating multiple perspectives
- Evaluating evidence for relevance
- Historical interpretation

B

Source Analysis

- Analyzing content of a document
- Analyzing point of view
- Analyzing context of a document
- Comparing multiple sources

C

Writing Focus

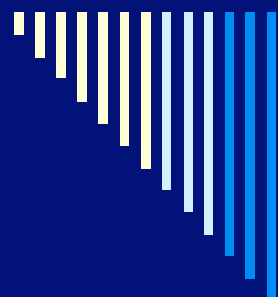
- Using evidence to support generalizations
- Supporting an opinion that acknowledges multiple perspectives



Advanced World Studies 7 – Unit Assessment

Required Elements of the Unit 7.1 Assessment

- End of Unit Assessment currently in Unit 7.1.
 - Two Skills Assessments included in the advanced curriculum.
 - One additional short essay or paragraph response developed by departmental teams to reflect additional content taught.
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Investigations in Science 6 – Unit 1 Overview

Content Focus	Instructional Outcomes
<p style="text-align: center;">Ecology and Environmental Issues</p> <p style="text-align: center;"><i>There are many factors that affect diverse populations in a variety of ecosystems.</i></p> <p style="text-align: center;">(Safety Test)</p>	<ul style="list-style-type: none"> •Develop questions and conclusions based upon data •Explain how abiotic and biotic factors affect the number organisms, populations, communities, and ecosystems an environment can support •Differentiate between habitats, ecosystems, and biomes •Verify how limiting factors, such as disease, and competing for resources with native and nonnative species limit populations •Recognize that human activities can change natural processes <p>Butterfly Habitat Connection: <i>The habitats of any organism, including the Checkerspot butterfly, in any biome, including the deciduous forest, require a specific combination of abiotic and biotic factors that are often impacted by human activities.</i></p>
<p style="text-align: center;">Diversity of Life</p> <p style="text-align: center;"><i>Although there is a great diversity of organisms living in a variety of ecosystems, there exist similarities across all populations and differences within populations</i></p>	<ul style="list-style-type: none"> •Link data from investigations conducted to contributions of research conducted by others •Verify biologists claims that organisms in all kingdoms can be classified based upon internal and external structures, and processes •Identify the general distinctions among organisms that support the five kingdom classification system •Use a dichotomous key to classify organisms •Evaluate the effectiveness of the classification systems <p>Butterfly Habitat Connection: <i>There are similarities and differences between the structures and processes of the Checkerspot butterfly and other organisms, including butterflies.</i></p>



Investigations in Science 6 – Unit 1 Overview (con't)

Content Focus	Instructional Outcomes
<p>Change Over Time <i>The characteristics of organisms gradually change over time as a result of natural selection.</i></p>	<ul style="list-style-type: none"> •Describe how the accumulation of small differences in traits between successive generations can lead to descendants being different from their ancestors. •Explain how organisms, including plants, with similar needs within any ecosystem in any biome will compete with one another for resources. •Explain why some organisms, including plants, with certain traits are more likely to survive and reproduce than others •Describe how gradual and sudden environmental changes can affect the survival of an organism or an entire species •Recognize how adaptations in structures, behaviors, or physiology may affect the extinction or survival of a species <p>Butterfly Habitat Connection: <i>Organisms, including the Checkerspot butterfly, change over time but do not evolve as quickly as a changing environment so a habitat must meet their needs.</i></p>
<p>Flow of Matter and Energy <i>Matter and energy flow throughout an ecosystem in predictable patterns.</i></p>	<ul style="list-style-type: none"> •Describe how organisms interact with each other and their physical setting •Explain how organisms, including plants, obtain, store, use, and transfer energy in an ecosystem •Describe how the amount of matter flowing through an ecosystem remains constant and continues indefinitely even though its form and location change <p>Butterfly Habitat Connection: <i>A variety of populations interacts with the Checkerspot butterfly in an ecosystem and competes with it for resources.</i></p>
<p>Technology, Engineering, and Design</p>	<ul style="list-style-type: none"> •Recognize that human activities can change natural processes <p>Butterfly Habitat Connection: <i>A habitat restoration faces certain design constraints, including environmental, financial, political, and logistical.</i></p>



A closer look...

- Project-based assignments that require a hands-on approach to:
 - Develop questions and conclusions based upon data
 - Verify how limiting factors, such as disease, and competing for resources with native and nonnative species limit populations
 - Link data from investigations conducted to contributions of research conducted by others
 - Describe how gradual and sudden environmental changes can affect the survival of an organism or an entire species
 - **Butterfly Habitat Connection:** *A habitat restoration faces certain design constraints, including environmental, financial, political, and logistical.*
-