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# Tilden Middle School



## Grade 7-8 Elective Course Bulletin 2023 - 2024

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Dear Tilden Students and Parents\Guardians:

At Tilden Middle School we view the education of our students, your children, as a partnership between the school and the community. We strive to ensure a well-rounded and rigorous education for everyone. Critical thinking skills are emphasized and developed over all three years of middle school in order to begin to prepare students for the demands of high school and beyond. Additionally, we help facilitate the development of adolescent organizational and social skills.

Our school vision and mission, which were developed jointly with parents, staff and students, speak directly to the importance of providing every child with as many opportunities to explore their unique gifts as possible.

### **Vision**

We envision a **happy, safe, and caring** educational culture in which our community is committed to the ongoing **success** of all students.

### **Mission**

By providing our students with a rigorous and engaging education that builds their confidence and meets their social-emotional needs, the Tilden community will prepare students to become successful, responsible, and respectful global citizens.

The course offerings in this booklet vary widely to provide multiple opportunities for students to be challenged at all levels. Your child's counselor offers valuable guidance and assistance for both students and their parents/guardians. We wish all Tilden students an excellent 2023-2024 school year.



Sapna Hopkins  
Principal

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**Grade 7 Elective Course Bulletin 2023-2024**

**INTRODUCTION**

Welcome to 7<sup>th</sup> Grade! Seventh grade is a pivotal year for students in middle school and we are committed to providing the best possible instruction for your child. While student needs change often, and the curriculum may appear to be set, the programs developed in each content area are indeed flexible. If you are thinking about applying to Walter Johnson's APEX program while in 8<sup>th</sup> grade, you will need to look at their course website and look at the criteria to help inform you about their selection process. As you read this Grade Level Supplement, please keep in mind that the course descriptions provide only a brief summary of the various courses. When school begins in the fall, students will receive the specific objectives for each course. If your child has not received the directions on how to access the electronic registration, please visit the Tilden website. Your job will be to identify the remaining courses your child would like to take. Not all elective courses will be offered; what is offered depends on student interest. If you need assistance please contact the counseling department at (240) 740-6710.

**REGISTRATION**

Students and parents are encouraged to read the course descriptions very carefully. All students will be scheduled for seven courses; required courses are listed below.

**7th GRADE REQUIRED COURSES:**

Advanced English or ESOL  
Historical Inquiry in World Studies 7  
Mathematics  
Investigations in Science 7  
Physical Education/Health  
Reading by recommendation only

**PLANNING FOR THE FUTURE**

All MCPS high schools offer a variety of instructional program models to meet the needs of their students. As a middle school student, it is important to become aware of special program options that may be available to you in high school so that you can make the best choices based on your academic talents, interests, needs, and career goals.

Early investigation of these programs is important so that you can be sure you are selecting courses while in middle school that meet any academic eligibility requirements. For more information about the programs, please contact the Division of Consortia Choice and Application Program Services at (240) 740-2540 or visit the website, [www.montgomeryschoolsmd.org/departments/schoolchoice](http://www.montgomeryschoolsmd.org/departments/schoolchoice), for detailed information on high school special programs, such as those for International Baccalaureate (IB) programs, Advanced Placement (AP) course, Career and Technology Education (CTE) career pathway programs, or special internships.

## ELECTIVES

When choosing an elective class, please be aware that this decision might not be able to be changed at a later date. It is essential that students and parents read the descriptions carefully and make a choice that reflects a **final decision**. Course offerings will be determined by student interest and staff availability. FY = Full Year S = Semester \* = high school credit course

### Full Year Choices (FY)

Chinese, French, Spanish\*  
Band  
Orchestra  
Chorus  
Innovative Art and Design

### Semester Choices (S)

*Semester course offerings are subject to change based on student interest.*

Innovation & Applied Engineering Design  
Principles of IT: Digital Systems & Cybersecurity  
Digital Art 2  
Studio Art 2  
Family and Consumer Science  
TV Studio  
Theatre  
Team Sports

## WORLD LANGUAGES

The goal of the MCPS world languages program is to prepare students to be linguistically and culturally competent in languages other than English. The world language program at Tilden teaches language through reading, writing, listening, speaking and cultural awareness. Courses are taught communicatively and vocabulary and grammatical structures are taught through a variety of contextual themes. The prerequisite for all courses, except 1A, is either successful completion of the preceding course or a placement test.

World Languages courses are high school courses. 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**. More information regarding opting-in grades from high school credit courses taken in Middle School will be provided once the student is in high school. Also available in high school is the Maryland Seal of Biliteracy, a diploma endorsement, authorized by Maryland law for students who demonstrate literacy in two or more languages per the state of Maryland requirements.

The 1A/B, 2A/B and 3A/B course options are accelerated courses, designed for the student with a high degree of academic self-discipline. *\*Please note that Walter Johnson offers World Language courses in Spanish, Chinese, Latin, Italian and French. If your child is planning on attending a magnet high school program, or another high school altogether, please check with that high school to ensure alignment with the proper language.*

Please consult with a representative of the World Language Department for further guidance if you are unsure of the appropriate selection. If your child, at home, uses the language of the course they intend to take, or if they have taken academic language classes prior, please contact Ms. Leiva for a diagnostic test to ensure your child signs up for the correct level of the course.

### **MS FY Chinese 1A / MS FY French 1A / MS FY Spanish 1A**

These full-year semester courses provide the time and practice to set a foundation for a new language. Students must pass the full year of 1A to earn one-half (.5) high school credit.

### **MS FY Chinese 1B / MS FY French 1B / MS FY Spanish 1B**

This course is meant to provide the time and practice to set a foundation for a new language. The prerequisite for Chinese 1B/French 1B/Spanish 1B is successful completion of Chinese 1A/French 1A/Spanish 1A or a placement exam. Students must pass the full year of 1B to earn one-half (.5) high school credit.

**Spanish 1 A/B**

These are high school paced classes with 1A taken in semester 1 and 1B taken in semester 2. Students taking these classes should have a high degree of interest in learning a language AND a high level of academic discipline. After successful completion of this course, the student will earn one (1) high school credit.

**Spanish 2 A/B**

This course is for students who have completed the corresponding 1 A/B course with a C grade or better. After successful completion of this course the student will earn one (1) high school credit.

**Spanish 3 A/B**

This course is for students who have completed the corresponding 2 A/B course with a C grade or better. After successful completion of this course the student will earn one (1) high school credit.

**MUSIC**

**(Open to 6th, 7th & 8th grades as described)**

Students who have never played an instrument before are welcome to join the program by selecting Band 1 or Orchestra 1. Please contact Mr. Shaw at [Tory\\_C\\_Shaw@mcpsmd.org](mailto:Tory_C_Shaw@mcpsmd.org) if you have any questions.

**Band 1 (Full Year)**

Open to ALL STUDENTS.

Band 1 is a FUN, performance-based class designed to give students a strong technical foundation on their instruments. Students will improve their note/rhythm reading, tone, and intonation through daily performance of music in a wide variety of styles (pop, movie music, marches, ballads, classical, etc.). DAILY at-home practice is required. Select students may have the opportunity to explore "color" instruments (tuba, French horn, oboe, bassoon, bass clarinet, tenor and baritone saxophones) in order to achieve a more balanced instrumentation. Beginners may need to meet with Mr. Shaw during MAP and/or after school until they are proficient enough to be incorporated into the full ensemble. Some larger instruments (such as French horn, tuba, bassoon, and percussion) are available through the school on a first-come, first-served basis. All students will perform at evening school concerts in the winter and spring. Other performance opportunities may arise throughout the year. Honors county groups are available to students in this class.

**Band 2 (Full Year)**

For students who have completed Band 1 and/or demonstrate intermediate skill on their instrument. Admission is by recommendation/audition with Mr. Shaw. In Band 2 students continue to develop their technique and perform more varied and challenging music. Emphasis is on improving personal tone production, note and rhythm reading, independence, and other performance skills. DAILY at-home practice is required. Students have an opportunity to explore "color" instruments (tuba, French horn, oboe, bassoon, bass clarinet, tenor & baritone saxophones) in order to achieve a more balanced instrumentation. All students will perform at evening school concerts in the winter and spring. Other performance opportunities may arise throughout the year. Honors county groups are available to promising students in this class. Please email Mr. Shaw ([Tory\\_C\\_Shaw@mcpsmd.org](mailto:Tory_C_Shaw@mcpsmd.org)) to arrange an audition or if you have any questions.

**Band 3 (Full Year)**

For students who have completed Band 2 and/or demonstrate advanced skill on their instrument. Admission is by recommendation/audition with Mr. Shaw. In Band 3 students continue to develop their technique and perform even more varied and even more challenging music. Emphasis is on continued development and refinement of tone, technical facility, advanced note/rhythm reading, independence, and other performance skills. DAILY at-home practice is required. Students have an opportunity to explore "color" instruments (tuba, French horn, oboe, bassoon, bass clarinet, tenor & baritone saxophones) in order to achieve a more balanced instrumentation. All students will perform at evening school concerts in the winter and spring. Other performance opportunities may arise throughout the year. Honors county groups are available to promising students in this class. Please email Mr. Shaw ([Tory\\_C\\_Shaw@mcpsmd.org](mailto:Tory_C_Shaw@mcpsmd.org)) to arrange an audition or if you have any questions.

**Orchestra 1 (Full Year)**

Open to ALL STUDENTS.

Orchestra 1 is a FUN, performance-based class designed to give students a strong technical foundation on their instruments. Students will improve their note/rhythm reading, tone, intonation, and bow technique through daily performance of music in a wide variety of styles (pop, movie music, marches, ballads, classical, etc.). DAILY at-home practice is required. All students will perform at evening school concerts in the winter and spring. Other performance opportunities may arise throughout the year. Honors county groups are available to promising students in this class. Beginners may need to meet with Mr. Shaw during MAP and/or after school until they are proficient enough to be incorporated into the full ensemble. The school can provide cellos and basses on a limited basis to students that need them for in-school use. A limited number of violins and violas will be available for students to borrow on a first come, first served or needs-based basis. Before purchasing an instrument, renting is suggested for beginners for at least the first semester. Please email Mr. Shaw ([Tory\\_C\\_Shaw@mcpsmd.org](mailto:Tory_C_Shaw@mcpsmd.org)) to arrange an audition for a more advanced course.

### **Orchestra 2 (Full Year)**

For students who have completed Orchestra 1 and/or demonstrate intermediate/advanced skill on their instrument. Admission is by recommendation/audition with Mr. Shaw. In Orchestra 2 students continue to develop their technique and perform more varied and challenging music. Emphasis is on advanced note/rhythm reading, tone, intonation, advanced bow technique, independence, and other performance skills. DAILY at-home practice is required. All students will perform at evening school concerts in the winter and spring. Other performance opportunities may arise throughout the year. Honors county groups are available to promising students in this class. The school can provide cellos and basses on a limited basis to students that need them for in-school use. A limited number of violins and violas will be available for students to borrow on a first come, first served or needs-based basis. Please email Mr. Shaw ([Tory\\_C\\_Shaw@mcpsmd.org](mailto:Tory_C_Shaw@mcpsmd.org)) to arrange an audition.

### **Chorus 2 (Full Year)**

Chorus is a **FUN** performance-based music class where **all students** that want to sing as part of an **ENSEMBLE** can actively develop their performance skills. Emphasis is on **music appreciation** through **performance** of a wide variety of music genres, including Musical Theater (Broadway), Rock/Pop music, Gospel, Folk, Classical, and World Music! The course focuses on developing and refining students' individual and ensemble performance technique through mastery of breath control, vocal production, diction, intonation, tone blending, singing in harmony and sight-singing. Additional emphasis is placed on developing **theatrical expression** and **stage presence** *within* performances. Instruction of individual voices is carefully monitored for the natural development of a healthy vocal sound. Students learn about musical styles, historical periods, and the cultures from which the music originated. **All students will perform at evening concerts, school music assemblies, and amusement park festivals (Hershey Park, Busch Gardens).** Students that continue in Chorus in 7th and 8th grade will have the opportunity to work on increasingly challenging repertoire and participate in **SHOW CHOIR** – an extension of the regular Chorus class where students sing and dance to 2-3 songs in addition to their regular concert chorus repertoire.

## **OTHER FULL YEAR COURSES**

### **Innovative Art and Design (Full Year)**

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.

## **SEMESTER ELECTIVES**

### **Innovation & Applied Engineering Design**

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 to creatively address a real world challenge. Students learn or extend technical drawing and Computer Aided Design skills. Students learn how societal factors affect technological development and apply the engineering design process, engineering-thinking skills, and technical skills including Computer Aided Design to design engineering solutions to real-world challenges. This course is accessible for students who have not taken the Grade 6 Engineering courses.

### **Principles of IT: Digital Systems & Cybersecurity**

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 will learn how information travels across the Internet and networks and how to protect electronic information. Real-world cybersecurity problems are explored along with current best practices to protect users, systems and networks. Students will learn about a variety of careers in cybersecurity. Course content includes the legal and ethical issues involved with computer technology use.

### **Digital Art 2**

Students in Grade 7 expand on their knowledge and skills in utilizing vector and raster-based software techniques to create works of digital art and design. Students use the computer as a tool to create portraits, illustrations, commercial/advertising, 3D modeling, and animations. Students will develop their understanding of technology and its application in creating original works of art.

### **Studio Art 2**

Students in Grade 7 expand on their knowledge of materials and techniques. Students also use their own personal reactions and responses as a focus in their artwork. Creativity, innovation, critical thinking, communication, and collaboration continue to be developed throughout the course. Grade 7 units include design, drawing, painting, ceramics, sculpture, printmaking, collage. Design, printmaking, and collage units require students to express personal identity, make aesthetic choices, and initiate social action. Drawing and painting units allow students to compare built structures with the natural environment using properties of value and color. Working three dimensionally, students use additive and subtractive techniques to personalize a ceramic coil vessel. Working in relief sculpture, students inventory their interests and illustrate them to convey movement through line and form.

### **Family and Consumer Science (FACS) Grade 7**

Today's students live in a diverse and changing world, requiring many decisions associated with daily living and carrying out the complex process of personal resource management. These decisions involve interacting with family, friends, and community members; making food choices that will optimize health; learning to be an informed consumer; and exploring education and career options. Family and Consumer Sciences (FACS) focuses on all of these components of personal resource management, which need to be addressed throughout the life cycle. The FACS program helps students develop critical and creative thinking skills and utilize current technology in order to achieve individual, family, and societal goals. An inquiry-based curriculum enables students to explore the various components of personal resource management in preparation for a more specific area of study in high school. FACS supports students in preparation for the middle school assessments by applying academics to real-world issues, and provides students with skills to maintain a balance between their work and family life throughout their lifetime. Through a project-based approach, students will be introduced to the knowledge, skills, attitudes, and behaviors associated with successful management of personal finances. Students will explore the benefits of making informed decisions; setting financial goals; using electronic banking and credit safely; creating a spending plan, and understanding values, needs, and wants. Hands-on activities and multidisciplinary projects are designed to be fast-paced and engaging as students get ready to take charge of their own personal finances. The course is designed to develop an awareness of healthy eating habits as students learn food preparation techniques.



### **Team Sports**

The purpose of this course is to develop the physical skills necessary to be competent in various forms of movement, knowledge of team sports concepts such as offensive and defensive strategies and tactics, transfer skills, and appropriate social behaviors within a team or group setting.

### **TV Studio: Filmmaking and Production**

Open to all students! Filmmaking & Production is a course that allows students to write, direct, perform, and EDIT their own films! Students will learn how to properly use film equipment and film editing platforms. Students will also have opportunities to rotate performing various filmmaking jobs such as director, producer, cinematographer, music/sound designer, and actor. Students will create and produce several film projects, including short films, movie trailers, mock television commercials, and music videos. Each student will gain significant hands-on experience using technology to produce their work, and become part of a filmmaking crew!

### **Theatre 2**

Theatre 2 is a FUN performance-based course designed to build on the skills learned in Theater 1\*. Through performance-based and interactive classroom activities, including play script study, character role-playing, and significant focus on dramatic improvisation, students will continue becoming more comfortable with expressing themselves physically and vocally in a dramatic way. Activities include script readings, play writing, filmmaking, and analysis and appreciation of film & stage performances. Significant focus is given to continuing to develop individual performance skills, as well as working as a contributing member of an ensemble. The skills learned in this class will enhance their day-to-day lives in and out of the classroom. \*Completion of Theater 1 is not a prerequisite for Theatre 2.

## **COURSES BY TEACHER RECOMMENDATION ONLY**

### **Developmental Reading (Full Year)**

Developmental Reading is designed for students who are currently reading two or more years below grade level and need additional instruction and practice in word identification skills, fluency, decoding, vocabulary development, reading comprehension strategies, and written responses to text. This course is intended for those students reading books below a 350 Lexile level who are not yet eligible for the Basic Reading intervention program. **If recommended, this course replaces an elective and is considered essential to the future academic success of the student.**

### **READ 180 (Full Year)**

Basic Reading is an intensive reading intervention program designed to help students who are reading more than one year below grade level, make measurable gains in reading achievement. The program directly addresses individual needs through instructional software, high-interest fiction and nonfiction, and direct instruction in reading and writing skills. Within the 45-minute instructional block, students are engaged in whole-group teacher-led instruction, rotations in instructional software with individualized skills practice, modeled and independent reading and/or writing, and small-group instruction. Students who are assigned to this course will not have an elective. Student placement is based on a variety of assessments, including MAP-R, MSA, and teacher recommendations. **If recommended, this course replaces an elective and is considered essential to the future academic success of the student.**

### **Academic Literacy (Full Year)**

Academic Literacy is an intensive, research based reading intervention program that utilizes the Read Naturally® program for students who are reading one year below the proficient level and struggle primarily with fluency and comprehension. This program utilizes leveled non-fiction passages, repeated readings, vocabulary building skills, and comprehension strategies to accelerate student reading achievement. **If recommended, this course replaces an elective and is considered essential to the future academic success of the student.**

### **Alternative Program (Full Year)**

Time management, organizational skills, effective study techniques, and essential elements of note taking are a few of the skills taught and put into action in this class; daily homework and classwork assignments are used to reinforce these skills. Through constant communication, teachers, parents, and students will work TOGETHER to improve the overall outcome of the student's efforts. Related Studies takes the place of one elective; students are assigned to this class by the recommendation process.

### **Resource (Full Year)**

This class, taught by a special educator, is designed specifically for special education students who have an Individual Education Plan (IEP). Students are placed in this class based on an IEP team decision. This class takes the place of an elective.