

Rising 7th Grade Curriculum Night Core Information

January 10, 2023

Administrative Team



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Empowered. Skilled. Fulfilled.

WIMS Mission:

Irving Middle School prepares students with a strong foundation academically, behaviorally, socially, and emotionally for rigorous learning. We promote lifelong learning for students and staff by providing a variety of learning opportunities and ways to showcase learning.

WIMS Vision:

The Irving Middle School community is committed to providing a strong foundation for all students set in the attributes of Fairfax County Public School's Portrait of a Graduate.

PORTRAIT OF A GRADUATE



COMMUNICATOR



COLLABORATOR



ETHICAL AND GLOBAL CITIZEN



GOAL-DIRECTED AND
RESILIENT INDIVIDUAL



CREATIVE AND CRITICAL THINKER



The Registration Process

- January 10 - Curriculum Night
- January 11, 12, 18 - 6th grade students visit Irving for a tour and learn about classes
- January - Students will select courses on a course selection sheet and return it to their elementary school. Elementary teachers and counselors will review and provide academic advising.
- February 6-10 - Students will register for their classes through SIS StudentVue
- Late February - Irving will send a message for families to review the choices in SIS

The Registration Process

- February/March/April – Elementary teachers and Irving staff review course requests. If there is a concern that a class might be too difficult, a staff member will reach out to parents/guardians.
- June – Mock schedules will be shared. These show the classes registered for, but not the actual schedule.
- June 9 – Last day for schedule change requests
- Summer Review by Irving for support class placement

Create a SIS ParentVue Account

If you don't already have a SIS ParentVue account set up, please reach out to your elementary school to do this. You will be able to see the courses your child has registered to take along with their attendance, grades once they get to Irving, standardized test scores and several other items about your child.

Selecting Classes

- ✦ Students can view their teacher's suggestions for core classes on the course selection sheet.
- ✦ Students will plan their course requests and mark them on the course selection sheet. They return this to their elementary school.
- ✦ 6th grade students will enter these classes in SIS.
- ✦ Parents can see the classes in SIS. They can contact Irving if a change needs to be made.

Classes at Irving

- ✱ All students must take English, social studies, math, science and health/physical education.
- ✱ Students can choose elective classes to fill 2 periods (2 year-long, 1 year-long and 2 semester or 4 semester classes). Students will also choose 4 alternate classes.
- ✱ We do our best to give the top choices, however alternate classes may be substituted.

Classes at Irving

On Level

- Use VA Standards of Learning and FCPS Program of Studies
- Open Enrollment

Honors

- Extensions to general curriculum
- Open Enrollment

AAP Level IV

Honors

- Extensions to general curriculum
- Only Level IV eligible students

What is an honors class?

- ✦ Classes in the four core content areas of mathematics, English, social studies and science at every middle school
- ✦ An extended FCPS Program of Studies designed for high-ability and high-achieving learners
- ✦ Provides for ascending levels of intellectual demand and helps prepare for advanced classes in high school

What else is an honors class?

- ✦ Uses advanced reading and research materials
- ✦ Accelerates the pace of teaching and learning which allows students to explore deeper understanding and apply new knowledge
- ✦ Assigns work that requires greater levels of independence

English, History & Science: On Level vs. Honors

Your child should consider On Level if he/she:

- Resists leisure/choice reading
- Doesn't enjoy writing, writes to fulfill requirements
- Requires prompting to complete work
- Reading on or below grade level

Your child should consider Honors if he/she:

- Enjoys reading/writing and does so on a regular basis
- Is comfortable expressing and explaining ideas in writing
- Has an interest in seeking more information in that subject
- Reads higher level texts
- Enjoys being challenged

English

English 7	English 7 HN	English 7 HN (AAP)
Grade Level Standards	Grade Level Standards and Extension	Extension & Enrichment
Reading comprehension of appropriately leveled texts and analysis	Reading comprehension of mid-range texts, analysis, and interaction with the text	Higher level texts, analysis, deeper interaction with the text
Grade level writing, variety of purposes and audiences	Grade level writing with extension, variety of purposes and audiences	Analytical writing, proposals
Grammar instruction	Grammar instruction with extension	Application of grammar
Introduction to Project Based Learning (PBL)	Some PBL	Advanced PBL
Oral presentations, communication, & collaboration	Oral presentations, class-led discussions, communication & collaboration	Advanced presentations, daily collaboration, Socratic seminars, debates, real world communication

On Level vs. Honors: US History II

US History II On Level

Cover US History 1865 to Present

- Notes in class are more scaffolded and more about knowledge and fact based.
- Unit assessments are multiple choice. Questions focus more on knowledge, understanding and application.
- Performance Assessments are created with scaffolding and support for writing. Sentence starters are provided and we spend more time on the writing process.

US History II Honors

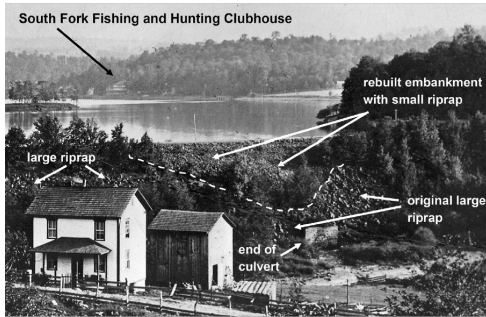
Cover US History 1865 to Present

- Notes in class are main ideas and the students write complete sentences to answer questions. They control more of the reading and writing on their own.
- Unit assessments are multiple choice. The questions are some knowledge and application but also analyzing and evaluating primary source information.
- Performance Assessments are created but there is less guidance as to what is the “right answer” or how to find the main ideas. There is an expectation that students can read and write on or above grade level due to the rigor and grading requirements.

Exaples of Primary Sources used in US History Classes

Prompt - Should Andrew Carnegie be remembered in history as a hero or villain?

On level writes a 3 paragraph essay with 3 pieces of evidence while the HN classes write 4 paragraphs with 6 pieces of evidence to support their thesis.



Industry	Average Hours per Day	Average Daily Wage	Hourly Wages
Textile	10.20	\$1.09	11 cents
Shoe Making	9.81	\$1.58	16 cents
Paper Making	10.87	\$1.33	12 cents
Machine shop Workers	10.06	\$1.87	19 cents
Iron and Steel Workers	10.67	\$1.81	17 cents
Average Industries	10.04	\$1.46	14 cents


Note: In 1900 Andrew Carnegie personally made \$23,000,000. Figuring that Carnegie worked a 50-hour week and a 50-week year, Carnegie's hourly "wage" in 1900 would have been equal to \$9,200. His daily "wage" was therefore about \$392,000.

A Peaceful Philanthropist


The Oxford Dictionary states the definition of the word "hero" as, "a person who is admired or idealized for courage, outstanding achievements, or noble qualities". Andrew Carnegie had all of these traits. Carnegie, a lifelong philanthropist and steel tycoon, was born in Scotland and then immigrated to America with his family where they settled in Pennsylvania. He started working as a bobbin boy, but by the time he was 37, he had plans for a steel business in the United States. Andrew Carnegie's philanthropy, along with his drive for world peace, undoubtedly makes him a hero.

Carnegie was an innate philanthropist and believed that the rich had an obligation to donate their money. Carnegie donated approximately \$350 million, around 90 percent of his earnings, to causes around the world. He spent over 18 years solely giving away money. Carnegie did not just donate money, he also started many organizations. One was The Carnegie Hero Fund, which recognizes people who have performed remarkable acts of heroism and financially supports families of people who have died while attempting to save another civilian. Andrew Carnegie is known to have said, "A man who dies thus rich dies disgraced," and he unambiguously lived by that statement.

Andrew Carnegie had a passion for peace and spent the later years of his life making the world a better place. He deeply valued education and built around 1,700 libraries along with funding the Tuskegee Institute, Carnegie Mellon University, and the Carnegie Corporation which supported schools and colleges around the United States. Carnegie also donated around \$10 million to funding teachers in small-town schools. Andrew Carnegie lusted for world peace and helped fund the Anti-Imperialist League. As part of the league, he attempted to pay \$20 million in hope that the U.S. would not take over the Philippines. In 1910, Carnegie founded the Carnegie Endowment for International Peace which is a think tank that helps to provide non-partisan views on issues and promotes world peace around the globe.



This picture depicts Andrew Carnegie dressed as a Scotsman. He is walking while pouring money on the ground. This image shows that he was a philanthropist and gave away immense amounts of money.



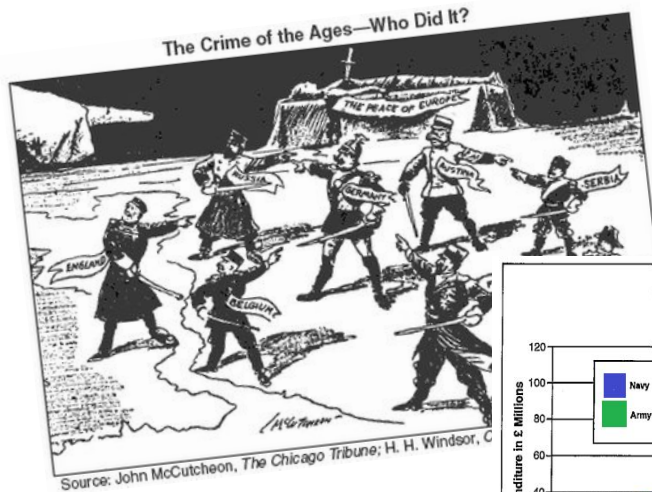
Every dot on this map shows a library and Andrew Carnegie funded. This proves that he valued education and helped Americans all over the United States.

Some people call Carnegie a terrible person due to how he treated his employees working at his steel factories. They claim that Carnegie would make his workers labor tirelessly for countless hours for little pay. In 1892, Carnegie's workers went on strike and he cut their pay. Eventually, Carnegie won his workers back and began to pay them much more than other steel companies. He thought that having a dependable workforce made him stand out among his competitors. Carnegie did a lot for his workers besides just paying them. He also built homes and schools for them. Carnegie donated \$4 million to homestead relief. His numerous donations and his work toward peace for everyone make him an admirable hero.

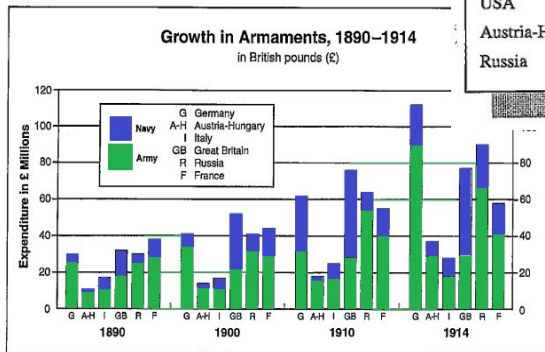


Examples of Primary Sources used in US History Classes

Prompt - Out of the 4 M.A.I.N. causes of WWI, which M.A.I.N. cause was to blame? What nation was most to blame for the outbreak of WWI?



	Area (sq. miles)	Population of Colonies
Britain	12,740,000	400,000,000
France	4,440,000	56,000,000
Germany	1,139,000	12,000,000
Belgium	927,000	15,500,000
Italy	579,000	...
USA	125,000	...
Austria-Hungary	0	...
Russia	0	...



The Hammer or the Anvil

In our nineteenth century, England has increased its colonial empire - the largest the world has seen since the days of the Romans,... the French have put down roots in North Africa and East Africa,... Russia has begun its mighty course of victory in Asia,... We don't want to step on the toes of any foreign power, but at the same time we don't want our own feet tramped by any foreign power.... We don't ever again want to become ... the 'slaves of humanity.' But we'll only be able to keep ourselves at the fore if we realize that there is no welfare for us without power, without a strong army and a strong fleet. The means, gentlemen, for a people of almost 60 million - dwelling in the middle of Europe and, at the same time, stretching its economic antennae out to all sides - to battle its way through in the struggle for existence without strong armaments on land and at sea, have not yet been found. In the coming century the German people will be a hammer or an anvil.

Note: By 1914 the Entente Powers could field 2.23 million men, Germany and Austria-Hungary 1.2 million.

7th Grade Life Science

- Inquiry-based curriculum
- Higher-level thinking skills
- Academic discourse

On Level

- More Scaffolding/Supports
- More time reviewing key concepts
- More guided questioning

Honors

- More time on connections and extensions; less review
- Self-driven, more autonomous learner
- More rigorous analytical skills
- Greater amount of reading/writing required (on or above grade level)

Math 7 vs. Math 7 Honors - Recommended skills

Math 7

- All operations with integers (adding, subtracting, multiplying, dividing)
- Long division
- Place value of decimals (tenths, hundredths, thousandths, etc.)
- Identify basic polygons
- Understand measures of central tendency (mean, median, mode, range)
- Probability of simple events (picking a card, rolling dice)

Math 7 Honors

- Fraction, Decimal, Percent math sense: ordering, calculating, converting
- Able to solve 1-step and 2-step equations
- Able to solve and graph one-step inequalities
- Proportional reasoning
- General understanding of consumer math (tax, tip, discount)
- Foundation of geometry: polygon vocabulary
- Understand measures of central tendency (mean, median, mode, range)
- Probability of an independent event

Is your child ready for Math 7 HN?

- Is very interested in any mathematical problems and seeks those that pose a challenge
- Completes homework, class work and other assignments in a timely manner
- Has developed organizational and time management skills
- Completes the majority of their homework without additional help
- Contributes insightful and salient points to class discussions about problems
- Is prepared to learn and use effective strategies for approaching any mathematical problem
- Is an *independent* learner who is eager to improve their skills
- Responds well to constructive criticism
- Can manage the accelerated pace of the mathematics curriculum
- Will be ready to take the math 8 SOL as a 7th grade student

Considerations when deciding about the core classes

✦ Enjoys the subject area and is interested in gaining a deeper knowledge of the subject.

✦ The 6th grade teachers have included their suggestion on the course selection sheet. If you have questions about the suggestion they made, please speak to the teacher to understand what they are seeing in the classroom. Remember, we have open enrollment and the final decision is left up to the families.

✦ Consider the number of honors courses with your child's commitments outside of school.

Core options for rising 7th grade students.

- ___ English 7 (111000)
- ___ English 7 Honors (111036)
- ___ English 7 Honors (AAP) (111038)
- ___ English 7 Team Taught (111071)
- ___ English 7 Small Group (111081)

- ___ History 7 (235500)
- ___ History 7 Honors (235536)
- ___ History 7 Honors (AAP) (235538)
- ___ History 7 Team Taught (235571)
- ___ History 7 Small Group (235581)

- ___ Science 7 (411500)
- ___ Science 7 Honors (411536)
- ___ Science 7 Honors (AAP) (411538)
- ___ Science 7 Team Taught (411571)
- ___ Science 7 Small Group (411581)

- ___ Math 7 (311100)
- ___ Math 7 Honors (311136)

Information about Algebra I Honors will be sent following the SOL's in the spring and schedules will be adjusted for students who qualify (for now, these students can select Math 7 Honors).

Intervention Classes

- Irving offers intervention classes in the areas of reading, math, and executive function skills for students that need additional support.
- Intervention classes take the place of one elective and may be semester or year long depending on student need.
- Irving will review student data and reach out to families if we think your student could benefit from one of these classes. You can also reach out to Irving counselors if you think your child would benefit from an intervention class.

Additional Resources

Link to 7th Grade [Course Catalog](#)

The screenshot displays the Irving MS 2021-2022 Course Catalog for 7th Grade. A pop-up window is open over the 'Business & Information Technology' section, showing details for the course 'COMPUTER SOLUTIONS (SEMESTER) (660932)'. The pop-up window has tabs for 'Description', 'Schools', and 'Objectives', with 'Description' selected. The course is listed as 'Grades 7, 8' and 'Elective'. The description states: 'This is a semester-long course. Computer Solutions uses project based learning to teach practical computer skills that can be applied to all courses across the curriculum. Instruction includes units in proper keyboarding technique, computer components, operating systems, presentation tools, spreadsheets and charting, databases, word processing, integration, internet research tools, and computer ethics. This course extends student expertise in the 16 Career Clusters and develops an understanding of career pathways with an emphasis on career and college readiness. The above is achieved through meaningful and fun projects that engage all learners. To watch a video about Business & Information Technology classes at Irving, go to: https://www.youtube.com/watch?v=g-69Zwrwnjw&index=9&list=PLU94c1qQWuQAIG_44PUaBmeelJM3vjzf'.

Irving MS
2021-2022 Course Catalog for 7th Grade

Business & Information Technology

COURSES	NUMBER	GRADES
Electives		
Computer Solutions	66093	7 8
STEM Solutions	66096	7 8
Coding & InnovTech	61603	7 8
Coding & InnovTec2	61606	7 8

Family & Consumer Sciences

Technology & Engineering Education

Transportation may be provided
Corequisite: Must be taken with this course
Prerequisite: Must be taken before this course

Questions? Contact your school counselor

Close Copy Print

Grading at Irving Middle School

Task-Based Grading	Standards-Based Grading
Class grade based on individual tasks or assignments .	Class grade based on current levels of mastery or proficiency on course standards .
Scores from all old assignments still count in the class average.	Only current mastery scores count in the class average.
Calculates grade on a 100-point scale: 0-100%	Calculates on a 4-point scale: 4-0, or A, B, C, D, F
Students can make additional attempts on tasks within the confines of the syllabus.	Students have the opportunity (and responsibility) to demonstrate mastery of any standard at any time.
This is more familiar to most of us since it's how we were graded when we were in school.	This should more clearly and accurately communicate what your student has mastered and what they still need to work on.

FCPS Standards-Based Grading - Grade Scale

Score	Performance Descriptors	
A - 4	<ul style="list-style-type: none"> ● Consistently demonstrates the learning ● Fully independent, requires no support 	<ul style="list-style-type: none"> ● Demonstrates a thorough understanding ● Makes no major errors or omissions
B - 3	<ul style="list-style-type: none"> ● Usually demonstrates the learning ● Requires limited guidance and support 	<ul style="list-style-type: none"> ● Demonstrates a general understanding ● Makes few major errors or omissions
C - 2	<ul style="list-style-type: none"> ● Sometimes demonstrates the learning ● Requires moderate support to demonstrate learning 	<ul style="list-style-type: none"> ● Demonstrates a partial understanding ● Makes some major errors or omissions
D - 1	<ul style="list-style-type: none"> ● Seldom demonstrates the learning ● Requires considerable support to demonstrate learning 	<ul style="list-style-type: none"> ● Demonstrates a limited understanding ● Makes frequent major errors or omissions
F - 0	<ul style="list-style-type: none"> ● Does not demonstrate the learning ● Even with support, tasks are unmanageable 	<ul style="list-style-type: none"> ● Demonstrates no understanding ● No evidence

Jump Start/Irving Academy

Just after spring break, Ms. Duncan will share information regarding our Jump Start/Irving Academy where rising 7th graders spend time learning about Irving and meeting other students, get to know the building and learn other strategies that are helpful in middle school.

Date: July 31-August 4

Where can I join? *(in July ...)*

Where can I buy spiritwear?

Where can I see the calendar of upcoming events?

How can I volunteer?



<https://irvingms.memberhub.com/>



Principal's Coffee for Rising 7th Grade Parents/Guardians



In-Person

Tuesday, May 16
9:00 am and 6:30 pm
(Same Information - Two Sessions)

In-Person

Topics Include

- Intro to Middle School
- After School Activities
- Irving Summer Academy

Questions

English: Dr. Frenck at slfrenck@fcps.edu

History: Mr. Croce at ajcroce@fcps.edu

Math: Mr. Cowgill at jjcowgill@fcps.edu

Science: Mr. Cohn at amcohn@fcps.edu

Counselors:

Ms. Kiefaber at smkiefaber@fcps.edu

Ms. Nelson at aenelson@fcps.edu