

**THE ARLINGTON MIDDLE SCHOOL PROGRAM OF STUDIES  
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January 2017



Dear Arlington Families:

Welcome to the middle school program of the Arlington Public Schools! We hope you will use this document as a reference and a guide as you plan your middle school sequence of courses. The Program of Studies provides students and parents both general and specific information about curricular offerings and services at the middle schools. In our efforts to achieve clarity and conciseness, we have written brief, objective descriptions of the many elements of the middle schools. You can obtain more information on most of the topics by calling your middle school counseling services office:

Gunston Middle School	703 / 228 - 6909
Jefferson Middle School	703 / 228 - 5908
Kenmore Middle School	703 / 228 - 6798
Swanson Middle School	703 / 228 - 5508
Williamsburg Middle School	703 / 228 - 5445

Students have many choices as they pursue their interests and expand their experiences. The student, the parents, and the counselor should work together to plan the three years of middle school and to make appropriate revisions along the way. The student's long-range goals and interests as well as the requirements for graduation should guide the decision-making. The 2017-2018 Program of Studies supports the process of planning and looking toward the future. Additionally, with the Offices of Counseling Services will reveal many other supports. For example, the schools provide small-group homework assistance on teams for students seeking extra help with organization or content.

Several of the middle schools also offer focus programs that reflect the unique directions that middle schools have taken in meeting the specific needs of their students. All of the other courses are offered at all five middle schools.

We encourage you to maintain communication with your school through orientations, Back-to-School Night, and other scheduled opportunities. You may also call and schedule an individual appointment.

We hope you take advantage of the many opportunities available to you during your years in middle school.

Sincerely,

Tara Natrass  
Assistant Superintendent, Instruction



# MIDDLE SCHOOL PROGRAM OF STUDIES

## PREFACE

Each individual Arlington middle school is organized to promote the intellectual, physical, social, and emotional growth of each child. The Program of Studies describes the academic programs, services, and activities the middle schools offer in each of these areas for students in Grades 6, 7, and 8.

In addition to local standards, the Virginia State Board of Education and the Southern Association of Colleges and Schools establish accreditation standards designed to provide a foundation for quality education. Accreditation standards give schools guidance and direction in their continuing efforts to offer educational programs to meet the needs, interests, and aspirations of all students. The accreditation standards are designed to achieve the following objectives:

1. Seek to ensure that schools provide educational programs of high quality for all students
2. Encourage continuous appraisal and improvement of the school program
3. Foster public confidence
4. Assure recognition by other institutions of learning

## STATEMENT OF PURPOSE

Arlington Middle Schools will ensure a child-centered approach to continuous learning, social development, emotional growth, and physical well-being of young adolescents from ten to fourteen years of age. The middle school, with the active support of teachers, staff, parents, community, and students, will provide an atmosphere of acceptance, understanding, and respect for a diverse population.

Arlington Middle Schools, Grades 6-8, will provide early adolescents with an environment in which to learn and grow during the transitional years between elementary and high school. The intellectual, social, emotional, and physical growth of middle school children will be the focus of curriculum and staff development. Interdisciplinary teacher teaming, flexible block scheduling, teacher advisor programs, exploratory options, and an extensive after-school activity program will be integral parts of the middle schools. Through effective and comprehensive academic learning in a caring environment, students will have the opportunity to become thoughtful, productive, and contributing members of society.

## **INTELLECTUAL GROWTH**

A primary task of education is to foster intellectual growth through the learning activities which staff members design and direct for students. In the middle school, students in Grades 6, 7, and 8 pursue a core curriculum of academic subjects (English, mathematics, science, and social studies, with reading at Grade 6) during a prescribed block of time and then study, exploratory/electives, and non-core subjects during the rest of the day.

### **THE CORE CURRICULUM**

Students are assigned in groups to teams for their core subjects. This means that approximately fifty to one hundred and twenty-five students of a single grade level are assigned to a single team of two to five teachers who teach the core subjects. These teachers cooperate by meeting during a team planning period when they discuss students' instructional needs, plan upcoming activities, divide the core block of time according to subject needs, and integrate the curricular areas. Teacher teams integrate subjects when appropriate by designing learning experiences which emphasize the interdependence of curricula, perhaps through projects, common skill instruction, related concepts, or thematic units. Teams also infuse career education activities into the core curriculum. Although students are assigned to specific teams, teachers within the team regroup students as appropriate for particular instructional activities. Teachers make such regrouping decisions during team meetings, basing their decisions on the needs and progress of individual students. Students who need remediation in particular skill areas receive remediation during the core period of time or through other courses and/or programs.

### **THE EXPLORATORY/ELECTIVES PROGRAM**

The middle school provides a variety of learning experiences through the exploratory/electives courses. Through these courses, students have opportunities to develop new interests and discover new abilities with the specialized staff and facilities of the middle school. Elective course offerings depend on sufficient student enrollment. Exploratory and elective classes vary in their meeting schedules and in the amount of curriculum they cover.

## **ACT II**

Act II provides students an opportunity to take additional elective courses after school. Classes offered through Act II are electives in the Program of Studies and vary at each school based on student interest and scheduling. Classes are taught on an alternative schedule (i.e., 2 days per week but for a longer class time or with other variations) with the same rigor as classes held earlier in the day. Attendance is mandatory and grades are earned. Transportation is provided using the existing late bus schedule.

Look for opportunities to indicate interest in Act II classes during the course scheduling process or check with your grade level counselor concerning the Act II opportunities offered at your school each semester.

## DIFFERENTIATION GUIDELINES

Differentiation is the process of teaching and learning that begins with the premise that not all children learn in the same ways. It is based on

- Readiness (a student’s prior mastery of knowledge, understanding, and skill)
- Interest (a student’s curiosity and passion that “hooks” the learner into wanting to know more)
- Learning profile (how a student prefers to learn)

When differentiating instruction, teachers plan and carry out various instructional approaches that

- Assess student’s readiness, interest, and/or learning profile
- Scaffold student learning in order to support student’s success at complex tasks
- Modify content (what a student learns), process (activities by which a student learns), or product (demonstration of what a student learns)

Students of varying achievement levels are assigned to teacher advisor, health and physical education, elective, and exploratory courses. Students of varying achievement levels are assigned to teams for instruction in the core academic subjects. Teachers accommodate their instructional needs through differentiation, which may include the use of flexible instructional groups.

Teachers base flexible group decisions on skill levels as determined by various instructional approaches, achievement tests such as the previous Standards of Learning assessments, subject-specific diagnostic tests, student performance in current and past classes, and teacher knowledge of special characteristics of students.

### ASPIRE2EXCELLENCE



Aspire2Excellence is the academic planning initiative designed to provide families with information as they are planning for their child’s future in APS. Aspire2Excellence underscores the importance of every student taking rigorous courses and meeting rigorous graduation requirements in order to ensure college and career readiness after high school. For more information about Aspire2Excellence, contact your child’s school counselor and/or go to [www.apsva.us/academicplan](http://www.apsva.us/academicplan) and [www.apsva.us/collegecorner](http://www.apsva.us/collegecorner) .

## PREPARATION FOR RIGOROUS COURSES

Arlington Public Schools encourages all students to enroll and succeed in advanced courses. Successful participation in advanced courses instills in students a sense of accomplishment, increased self-esteem, improved study skills, and a greater foundation for success in subsequent advanced courses and for life beyond school. It is not however, enough for students to simply desire to enroll in advanced courses. A solid foundation of knowledge and skills is necessary and serves as a good predictor of success in advanced courses.

Therefore, it is important that students strive to do their very best in all courses in order to build a solid foundation for academic success. This includes developing effective study habits, completing assignments, meeting deadlines, asking for help or putting in extra time when it is needed, and being successful in fundamental courses that serve as the foundation for advanced courses. Doing one's best also includes doing more than the minimal requirements for classes by completing projects or other enriching or skill building activities. Students and parents are encouraged to work closely with teachers and counselors to build, support, and promote these skills in order to maximize opportunities for enrolling in and being successful in advanced courses. All Grade 6 students in consultation with counselors and parents are required to complete a Six-Year Academic Plan and to update and refine that plan as they progress through each middle school grade. By Grade 9, the six-year plan has been replaced with a four-year plan, which is also updated and refined each year as students' progress through high school.

Advanced courses may be defined by when a student takes a course as well as by enriched or accelerated content, and might be labeled "advanced" or "intensified." For example, Geometry in Grade 8 would be considered an advanced course whereas Geometry in Grade 10 would not. In middle school, advanced courses are considered those courses that allow selected students to earn high school credits in middle school such as in World Language, Algebra I, or Geometry (Geography, taken for high school credit by all Grade 8 students, is not considered an advanced course). These courses also serve as gateways for courses in high school. The table below presents two examples of how rigorous course selections in middle school might impact students' later high school course options and opportunities.

Course:	Implication:
Algebra I	The sequence of mathematics courses is Algebra I, Geometry, and Algebra II. A student interested in rigorous science courses in high school would take Intensified Chemistry in Grade 10. (Advanced Placement courses allow students to earn college credits while in high school.) Algebra II is a co-requisite for Intensified Chemistry. Also, because Algebra I is a high school course, successful completion of Algebra I by Grade 8 enables a student to earn credits toward graduation early.
Spanish I and II	Taking Spanish II in Grade 9 enables a student to take Spanish III, IV, and even V in Grades 10, 11, and/or 12 or to take at least two years of another language in high school. Note that for an advanced studies diploma, a diploma more favorable for college admission, three years of one or two years each of two different foreign languages is required.



## **PREREQUISITE EXCEPTIONS**

Beginning in middle school, students have the opportunity to enroll in advanced courses that may have suggested course prerequisites. The prerequisites are listed to help communicate to students and families what skills or experience may be needed to ensure a student's success in a course. Parents may still enroll their students in these courses. Parents should discuss their preferences with members of the school staff, especially with their child's counselor. The purpose of soliciting this feedback is to ensure student success and help parents be aware of the academic rigor and requirements of these courses. If a parent decides to enroll a student in a course that was not initially recommended for the student, the parent should notify the school staff of this decision before the end of the school year or as soon as possible after the parent receives notice of the placement.

## INSTRUCTIONAL AREAS OF STUDY

The following pages outline major skills and content which students are expected to learn at each of the middle school grade levels while enrolled in specific courses. **This display is not to be considered a complete listing of what students are taught and expected to achieve.** Parents who desire to review the full range of grade level objectives or program descriptions are encouraged to review local and state curriculum guides and text materials available in each school and/or contact the supervisor of the instructional area.

ARTS EDUCATION, Pam Farrell, Supervisor.....	703/228-6169
BUSINESS AND INFORMATION TECHNOLOGY, COMPUTER SCIENCE AND MARKETING, TECHNOLOGY EDUCATION & FAMILY AND CONSUMER SCIENCES, Phyllis Gandy, Supervisor .....	703/228-7213
ENGLISH LANGUAGE ARTS, Michelle Picard, Supervisor .....	703/228-8045
ESOL/HILT, Sam Klein, Supervisor .....	703/228-6091
GIFTED SERVICES, Cheryl McCullough, Supervisor .....	703/228-6160
HEALTH AND PHYSICAL EDUCATION, Deborah C. DeFranco, Supervisor .....	703/228-6165
MATHEMATICS, Sarah Putnam, Supervisor .....	703/228-6135
SCIENCE, Dat Le, Supervisor .....	703/228-6166
SOCIAL STUDIES, Cathy Hix, Supervisor .....	703/228-6140
WORLD LANGUAGES, Elisabeth Harrington, Supervisor .....	703/228-6097
CAREER, TECHNICAL, AND ADULT EDUCATION, Kris Martini, Director.....	703/228-7207
SECONDARY EDUCATION, Tyrone Byrd, Director.....	703/228-7222
SPECIAL EDUCATION, Paul Jamelske, Interim Supervisor.....	703/228-6049

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## GRADE 6 CORE CURRICULUM

Grade 6 students study the following subjects during the core block of time. Within each subject area students receive remediation and enrichment as appropriate. (See page 7 for differentiation information.)

### ENGLISH LANGUAGE ARTS

#### Grade 6 English (11109)

In all middle schools, the English Language Arts Program focuses on five organizing topics: communication, reading literature, vocabulary development, writing, and research. Competence in these areas leads to advanced student thinking in all subjects and success in and out of school.

Students will

- Participate in small group activities
- Listen critically and express opinions in oral presentations
- Understand the elements of media literacy
- Read and learn the meanings of unfamiliar words
- Read a variety of fiction (realistic, fantasy, and historical) and narrative nonfiction
- Learn a variety of reading strategies to understand text
- Read and write a variety of poetry
- Write narratives, descriptions, exposition, and persuasion
- Use reading and writing as tools for learning in all subjects
- Revise and edit writing
- Find, evaluate, and select appropriate resources for a research product

#### Grade 6 Reading

##### Full Year (11106)

##### Semester (11108)

During Grade 6 Reading, teachers focus on the following elements of reading instruction: the reading process, how to read textbooks, vocabulary instruction, and how to read fiction and nonfiction. Students are taught that effective readers apply strategies before, during, and after reading in order to comprehend the meaning of a text. Students use reading as a tool for learning in the content areas. Explicit instruction in reading comprehension strategies, guided practice in how to apply the strategies, and independent reading-including novel study and reading for pleasure-are also essential

elements to the course. Note that the Semester option is for students who elect to enroll in Transitional Spanish 6. Students selecting the Semester option paired with Spanish should have passed previous reading achievement tests. Consult with your teacher and counselor about whether the Semester option is recommended.

### HEALTH AND PHYSICAL EDUCATION

#### Grade 6 Health and Physical Education (17110)

All Grade 6 students participate in the health and physical education program.

The health education program emphasizes what students need to know, understand and do to achieve a healthy lifestyle. The instruction will address adolescent health issues, decision-making skills and consequences. Students will understand peer pressure, respecting individual differences and opinions. Students will learn effective face-to-face and online communication skills. Areas of study include emotional, mental, social and environmental health, safety and emergency preparedness, relationships, substance abuse and disease prevention, and family life education. The physical education program will apply knowledge of anatomical structures to movement principles to improve performance. Students will demonstrate confidence and competence in movement skills along with cooperative and small-group activities in a variety of physical activity settings. Students will explain the connection between energy balance, nutrition and wellness.

### MATHEMATICS

#### Math 6 (13110)

The Math 6 course is a core course that provides a rigorous treatment of content for all students in grade-level mathematics. Students take the Virginia Grade 6 SOL test at the end of this course.

The Grade 6 standards are a transition from the emphasis placed on whole number arithmetic in the elementary grades to foundations of algebra. The standards emphasize rational numbers. Students will use ratios to compare data sets; recognize decimals, fractions, and percent as ratios; solve single-step and multistep problems, using rational numbers; and gain a foundation in the understanding of integers. Students will solve linear equations and use algebraic terminology. Students will solve problems involving area, perimeter, and surface area, work with pi, and focus

on the relationships among the properties of quadrilaterals. In addition, students will focus on applications of probability and statistics. Students will build understanding within these topics:

1. Number and Number Sense  
Focus: Relationships among Fractions, Decimals, and Percent
2. Computation and Estimation  
Focus: Applications of Operations with Rational Numbers
3. Measurement  
Focus: Problem Solving with Area, Perimeter, Volume, and Surface Area
4. Geometry  
Focus: Properties and Relationships
5. Probability and Statistics  
Focus: Practical Applications of Statistics
6. Patterns, Functions, and Algebra  
Focus: Variable Equations and Properties

### **Math 7 for 6<sup>th</sup> Graders (13105)**

*Prerequisite: Mastery Grade 6 objectives*

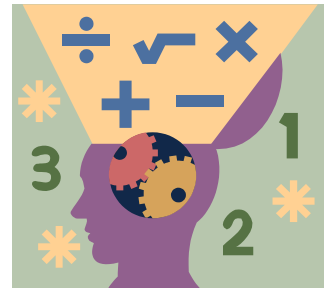
The Math 7 for 6<sup>th</sup> graders course is a core course that provides rigorous treatment of content for students who have mastered grade-level mathematics and includes additional advanced topics (see below). Students take the Virginia Grade 7 SOL test at the end of this course.

The Grade 7 standards continue to emphasize the foundations of Algebra. Topics include proportional reasoning, integer computation, solving two-step linear equations, solve inequalities, and use data analysis techniques to make inferences, conjectures, and predictions. Students will build understanding within these topics:

1. Number and Number Sense  
Focus: Proportional Reasoning
2. Computation and Estimation  
Focus: Integer Operations and Proportional Reasoning
3. Measurement  
Focus: Proportional Reasoning
4. Geometry  
Focus: Relationships between figures
5. Probability and Statistics  
Focus: Applications of Statistics and Probability
6. Patterns, Functions, and Algebra  
Focus: Linear Equations

This course includes advanced topics such as:

- Verifying and applying the Pythagorean Theorem
- Solving multi-step equations in one variable with variables on both sides of the equation
- Solving and graphing two step linear inequalities
- Identifying domain, range, independent and dependent variables in a given situation



### **SCIENCE**

#### **Grade 6 Science (14105)**

During Grade 6 Science, concepts are introduced and reinforced with textbooks, trade books, science materials, and numerous hands-on science activities specifically developed to enhance student understanding of underlying scientific principles. The Grade 6 standards continue to focus on student growth in understanding the nature of science. This scientific view defines the idea that explanations of nature are developed and tested using observation, experimentation, models, evidence and systematic processes. The nature of science includes the concepts that scientific explanations are based on logical thinking; are subject to rules of evidence; are consistent with observational, inferential, and experimental evidence; are open to rational critique; and are subject to refinement and change with the addition of new scientific evidence. The nature of science can provide explanations about nature, can predict potential consequences of actions, but cannot be used to answer all questions. Students will demonstrate an understanding of scientific reasoning, logic and nature of science by planning and conducting investigations.

Students will investigate and understand

- The basic sources of energy, their origins, transformations, and uses
- The role of solar energy in driving most natural processes within the atmosphere, the hydrosphere, and on the Earth's surface
- That all matter is made up of atoms

- The unique properties and characteristics of water and its roles in the natural and human-made environment
- The properties of air and the structure and dynamics of the Earth's atmosphere
- The natural processes and human interactions that affect watershed systems
- The organization of the solar system and the interactions among the various bodies that comprise it
- Public policy decisions relating to the environment
- Understand the civics concepts and foundations of American constitutional government including the charters of the Virginia Company of London, the Virginia Declaration of Rights, the Declaration of Independence, the Articles of Confederation, the Virginia Statute of Religious Freedom, the Constitution of the United States, and the Bill of Rights
- Understand the economic concepts that relate to and help explain the historical events up to 1865
- Examine westward expansion and reform in America from 1801 to 1861
- Understand the causes, major events, and effects of the Civil War

## **SOCIAL STUDIES**

### **U.S. History, Civics, and Economics to 1865 (12354)**

Students will use the lens of civics and economics to explore the early history of the United States and understand the ideas and events that strengthened the union. The content for this course relates to the history of the United States from pre-Columbian times until 1865. Students will use the skills of historical and geographical analysis and continue to learn fundamental concepts in civics and economics while studying United States history in chronological sequence. They also will study documents and speeches that laid the foundation of American ideals and institutions and will examine the everyday life of people at different times in the country's history through the use of primary and secondary sources.

The Social Studies theme for Grade 6 is SURVIVAL. The content is organized around the key concepts of explorations and colonization; revolution and independence; change and transformation; expansion, growth and mobility, and conflict. The following are major objectives which students are expected to learn:

Students will

- Develop skills for historical and geographical analysis
- Use maps, globes, photographs, pictures, cartoons, and tables
- Examine how early cultures developed in North America
- Describe European exploration in North America and West Africa
- Identify factors that shaped colonial America
- Analyze causes and results of the American Revolution

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## **GRADE 6 EXPLORATORY PROGRAM**

### **Full Year (19000)**

The Exploratory Wheel is designed to provide Grade 6 students the opportunity to sample a variety of the electives offered at the middle school level. Students in the Exploratory Wheel will rotate through classes which reflect the fine arts, the practical arts and/or linguistics. The students travel as a group and rotate through the various classes offered. The possible combinations of offerings vary with the individual school's schedule. Students may also participate in elective courses if they are offered through the after school ACT II program. (See page 6.)

Grade 6 students who elect instrumental music and those students who are required to take Instructional Studies or opt to take another skill building course will participate in those classes on a daily basis instead of the Exploratory Wheel.

### **ARTS EDUCATION**

Visual Art, Music, and Theatre Arts classes all use an experiential approach to the creative process. Students in arts classes develop and refine the attitude, discipline, and necessary skills to produce visual art works and musical theatrical performances.

#### **Exploring Chorus 6**

Students will

- Demonstrate proper posture, breath control, and mouth shape for good tone
- Understand the basics of reading music and corresponding musical interpretation for accurate performance of pitch, rhythm, time signature, key signature, tempo and expressive markings
- Develop the ability to match pitch accurately using a diatonic pitch system and maintain a part within the ensemble
- Create simple rhythmic or melodic improvisations, 1 to 2 measures in length
- Respond to conducting gestures
- Demonstrate learning through appropriate performances and presentations

#### **Exploring Theatre Arts**

Students will

- Demonstrate effective communication techniques in formal and informal settings
- Develop and critique scripted scenes
- Discover and explore themes in drama/theatre
- Use improvisation to create a character, explore ideas, and develop a progressive chain of events
- Understand and respond to elements of technical theatre as they affect the audience
- Improve understanding of self and others through role-playing

#### **Exploring Visual Arts**

Students will

- Apply the elements of art and the principles of design in both two and three-dimensional works of art
- Explore a variety of techniques and materials in their works of art
- Communicate personal ideas and concerns in works of art while solving problems through a creative process
- Experience painting, drawing, mixed media, and sculpture using various techniques
- Utilize linear perspective in their drawings and works of art

### **BUSINESS AND INFORMATION TECHNOLOGY**

#### **Investigating Business & Information Technology**

Students are introduced to beginning keyboarding, microcomputers applications. And career exploration. Students learn proper keyboarding techniques including the touch typing method, speed, accuracy, good organizational skills, composition, language arts, and proper use and care of equipment. *The Virginia Department of Education Technology Standards are integrated in the course content.*

Students will

- Learn components of the computer and proper care of the equipment
- Learn the purpose of the function keys and procedures for implementing software
- Demonstrate keyboarding proficiency using the "touch-technique" method
- Compose documents using the keyboard: create a variety of projects to enhance academic skills

## ENGLISH

### Exploring Journalism

This exploratory course requires students to produce a newspaper or news broadcast. Through their work, students learn about newspaper and broadcast writing and production.

Students will

- Learn and use journalistic style
- Analyze print and/or television broadcasts for content and technical quality
- Write news articles including editorials, features, and sports and/or develop broadcast shorts including commercials, public service announcements, or news shows
- Learn the various jobs of journalistic work: proofreading, editing, laying out pictures and copy, writing headlines, script preparation, and final production

## FAMILY AND CONSUMER SCIENCES

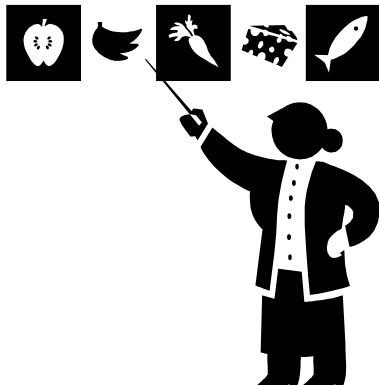
### Exploring Family and Consumer Sciences

Exploring Family and Consumer Sciences prepares students for the demands of 21<sup>st</sup> century living. This course provides a foundation for managing individual, family, career, and community rules and responsibilities.

Students focus on:

- Areas of individual growth
- Goal setting
- Strengthening families
- Awareness of personal safety and wellness
- Saving and spending practices
- Clothing care
- Food preparation
- Positive and caring relationships with others

Instruction emphasizes science, technology, engineering and mathematics (STEM) concepts, where appropriate.



## WORLD LANGUAGE

The world language exploratory courses are offered at Grade 6 and are an introduction to the language and culture. Exploratory courses are not required in order to take Level I of a language in Grade 7. However, they are recommended.

### Exploring French and/or Spanish

Students are introduced to the target language and learn basic communication skills such as: understand, ask and answer questions about self; participate in basic social interactions with memorized phrases; understand and use limited phrases and exchanges related to greetings, colors, numbers and food.

### Exploring Latin

Students are introduced to the language and life of the Romans. Basic concepts about language are presented as students learn a beginning Latin vocabulary. A strong emphasis is placed on word formation from Latin.

## TECHNOLOGY EDUCATION

### Exploring Technology

Students first study the basic elements of all technology, including processes, energy, information, and people. They explore up to four systems of technology, including biotechnology, energy, construction, transportation, communication, and production/manufacturing. Finally, they relate the impact of technology on society, environment, and culture to future consequences and decisions.

Students will

- Be able to explain and use the problem-solving process
- Select and use drafting and measuring tools
- Identify and use tools, machines, and equipment located in the technology education laboratory
- Demonstrate good safety practices while using the power and hand tools in the laboratory
- Understand the purpose of each of the tools and machines located in the lab
- Analyze a simple plan and understand how to read and transfer this information to a finished project
- Solve a problem by applying tools, materials, mathematics, and science
- Prepare modules or projects for display or competitive events related to transportation, production, and communication

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## GRADE 6 SEMESTER OR YEAR-LONG NON-CORE CLASSES

### ARTS EDUCATION

#### Instrumental Music

The objectives for each class would include, but are not limited to those that are listed. Specific names may be given to these ensembles at each school.

In *Beginning Band*, Full Year (19232) students will

- Demonstrate proper care and holding position for a musical instrument
- Demonstrate correct playing technique to produce a characteristic sound
- Understand the basics of reading music and corresponding musical interpretation for accurate performance of pitch, rhythm, time signature, key signature, tempo, and expressive markings
- Develop the skill to play a range of one octave or beginning rudiments (percussion) and use these skills as a member of the ensemble
- Develop the ability to tune the instrument using a tuner
- Create simple rhythmic or melodic improvisations, 1 to 2 measures in length
- Play ensemble music with a steady beat using a metronome and in response to conducting gestures
- Demonstrate learning through appropriate performances and presentations

In *Intermediate Band*, Full Year (19201) students will

- Enter with the skill set established in Beginning Band (Elementary School or Grade 6 Beginning Band)
- Understand and respond to music notation, including articulations, compound meters, even subdivisions and key signatures with several accidentals
- Develop the skill to play a range of one and half octaves and basic rudiments (percussion), demonstrating these skills as a member of the ensemble
- Develop the ability to tune the instrument by ear
- Create rhythmic or melodic improvisations, 2-4 measures in length
- Respond to conducting gestures involving changes of tempo, articulation, and style
- Demonstrate learning through performances and presentations of Grade I literature, including solo performance as appropriate

- Sight Read two grade levels below concert literature

In *Advanced Band*, Full Year (19228) students will

- Enter with the skill set established in Intermediate Band
- Understand and respond to music notation, including other subdivisions (triplets, duplets, syncopation), expression marks in other languages
- Develop the skill to play a range of one and half octaves or the complete set of rudiments (percussion), demonstrating these skills with sensitivity to blend and balance, as a member of the ensemble
- Identify key signatures and play the corresponding scale in key signatures up to 4 sharps or flats
- Create rhythmic or melodic improvisations, 2-4 measures in length
- Demonstrate learning through performances and presentations of Grade I and II literature, including solo performance as appropriate
- Sight Read two grade levels below concert literature

In *Beginning Orchestra*, Full Year (19237) students will

- Demonstrate proper care and holding position for a musical instrument and bow
- Demonstrate correct playing technique to produce a characteristic sound, including pizzicato and basic bowing techniques
- Understand the basics of reading music and their corresponding musical interpretation for accurate performance of pitch, rhythm, time signature, key signature, tempo, and expressive markings
- Develop the skill to play a range of one octave (first position) and double stops on open strings and use these skills as a member of the ensemble
- Develop the ability to tune the instrument using a tuner
- Create simple rhythmic or melodic improvisations, 1 to 2 measures in length
- Play with a steady beat using a metronome and in response to conducting gestures
- Demonstrate learning through appropriate performances and presentations



In *Intermediate Orchestra*, Full Year (19242) students will

- Enter with the skill set established in Beginning Orchestra (Elementary School or Grade 6 Beginning Orchestra)
- Understand and respond to music notation, including articulations of various bowings, compound meters, even subdivisions and key signatures with two sharps
- Develop the skill to play a range of one and half octaves, using extensions and regulating bow weight, speed and contact; demonstrate these skills as a member of the ensemble
- Develop the ability to tune the instrument by ear
- Create rhythmic or melodic improvisations, 2-4 measures in length
- Respond to conducting gestures involving changes of tempo, articulation, and style
- Demonstrate learning through performances and presentations, including solo performance as appropriate
- Sight Read two grade levels below concert literature

### **Vocal Music**

The objectives for each class would include, but are not limited to those that are listed. Specific names may be given to these ensembles at each school.

In *Beginning Chorus*, Full Year (19261) Semester (19264) students will

- Demonstrate proper posture, breath control, and mouth shape for good tone
- Understand the basics of reading music and corresponding musical interpretation for accurate performance of pitch, rhythm, time signature, key signature, tempo and expressive markings
- Develop the ability to match pitch accurately using a diatonic pitch system and maintain a part within the ensemble
- Create simple rhythmic or melodic improvisations, 1 to 2 measures in length
- Respond to conducting gestures
- Demonstrate learning through appropriate performances and presentations

## **MATHEMATICS**

### **Math Strategies Grade 6**

**Full Year (13116)**

**Semester (13121)**

The Strategies course is an elective course for students who need additional support for success in grade level mathematics. Students in the Strategies course will build background knowledge, experience more conceptual approaches to the content, and develop the core course content more thoroughly.

## **SPECIAL EDUCATION**

### **Instructional Studies, Full Year (10028)**

*Prerequisite: Student must be identified as in need of Special Education services*

Course work is individualized based on the student's Individualized Education Program (IEP) and reinforces the needs of each student's general education courses. In addition, listening skills, writing skills, organizational and general study skills are emphasized.

## **STUDENT SUPPORT**

### **Core Plus**

**Full Year (11129)**

**Semester (11128)**

This course is designed for the general education student who wants to learn more about organization, note taking, test taking and other techniques which assist students in becoming more successful learners.

Students will

- Plan their own study time schedule
- Learn ways to improve listening skills
- Evaluate current attitudes about school work and begin to develop positive ones by establishing priorities and setting goals
- Use a study skill formula for understanding and retaining written material



## **WORLD LANGUAGE**

### **Introduction to Spanish (15501)**

#### **Semester Course**

Students are introduced to the target language and learn basic communication skills such as: understand, ask and answer questions about self, participate in basic social interactions with memorized phrases; understand and use limited phrases and exchanges related to greetings, colors, numbers, and food. This course is designed to provide exposure to the language prior to committing to a high school credit-bearing course. It will provide a foundation in the structure of the target language to enable participating students to be more successful in a chosen language used to fulfill high school requirements.

#### **Transitional Spanish Semester (15010)**

*Prerequisite: Three years of prior study in APS FLES (Foreign Language Elementary School) Spanish language program or teacher recommendation based on proficiency testing.*

This course is designed as the Grade 6 sequence to the Foreign Language Elementary School (FLES) Spanish language program. This course may not be offered in all locations. Because this course is paired with Reading 6 for a semester only, Transitional Spanish is not recommended for students who have not passed previous grade level Reading SOL tests.

This transitional program builds on previously developed language skills in understanding, speaking, reading and writing. The focus is on real-life functional use of language through hands-on activities, skits, songs, paired oral activities and games. Grammar and vocabulary are introduced and reinforced in meaningful ways to support the acquisition of language. The cultural practices and perspectives of a diverse Hispanic world are an integral part of the curriculum.

In this course students will:

- Take part in basic conversation on topics to include friends, family and school
- Read menus, signs, and short examples of authentic material
- Write short descriptions, messages and guided compositions
- Learn about aspects of everyday life in diverse Hispanic cultures

### **Spanish for Fluent Speakers 6<sup>th</sup> Grade (15503)** **Semester Course**

*Prerequisite: Demonstrate oral fluency in Spanish as determined by the teacher.*

This course is designed for students who have native or near native oral fluency in Spanish but may not have mastered basic reading and writing skills. Students develop communication skills in reading, writing, and speaking and begin the study of Spanish grammar. Students develop a deeper understanding of perspectives and practices of the Hispanic culture.

Students will:

- Participate in informal conversations and discussions
- Make oral presentations to small groups and to the class
- Identify main ideas and secondary ideas in authentic texts
- Write short summaries
- Study the influence of the Hispanic culture

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## GRADE 7 CORE CURRICULUM

Grade 7 students study the following subjects during the core block of time. Within each subject area students receive remediation and enrichment as appropriate. (See page 7 for differentiation information.)

### ENGLISH LANGUAGE ARTS

#### Grade 7 English (11110)

In all middle schools, the English Language Arts Program focuses on five organizing topics: communication, reading literature, vocabulary development, writing, and research. Competence in these areas leads to advanced student thinking in all subjects and success in and out of school.

Students will

- participate in and contribute to group discussions and oral presentations
- identify and demonstrate the relationship between a speaker's verbal and nonverbal messages
- understand the elements of media literacy
- use roots, cognates, affixes, synonyms, context, connotation, and figurative language to extend understandings of word meanings
- read to determine the meanings of unfamiliar words
- read a variety of fiction, nonfiction, and poetry
- continue to learn and apply a variety of reading strategies to understand text
- develop expository, narrative, persuasive, and informational writings
- use technology to publish original work
- apply knowledge of appropriate reference materials to produce a research product

### HEALTH AND PHYSICAL EDUCATION

#### Grade 7 Health and Physical Education (17120)

All Grade 7 students participate in the health and physical education program. The health education program emphasizes what students need to know, understand, and do to achieve a healthy lifestyle. The health education instruction will present positive alternatives to risk behaviors. Students will learn and use skills to resist peer pressure and manage stress. Areas of study include emotional, mental, social and environmental health, safety and emergency preparedness, relationships, substance abuse, disease prevention, and family life education. The physical education program introduces a

variety of physical activities that require students to use learned skills and knowledge. Students will demonstrate movement during dynamic and unpredictable game situations. Students will learn to analyze their performance and personal fitness plans through goal setting. Students relate the importance of physical activity to health, specifically obesity and stress.

### MATHEMATICS

#### Math 7 (13111)

The Math 7 course is a core course that provides a rigorous treatment of content for all students in grade-level mathematics. Students take the Virginia Grade 7 SOL test at the end of this course.

The Grade 7 standards continue to emphasize the foundations of algebra. Topics include proportional reasoning, integer computation, solving two-step linear equations, and recognizing different representations for relationships. Students will apply the properties of real numbers in solving equations, solve inequalities, and use data analysis techniques to make inferences, conjectures, and predictions. Students will build understanding within these topics:

1. Number and Number Sense  
Focus: Proportional Reasoning
2. Computation and Estimation  
Focus: Integer Operations and Proportional Reasoning
3. Measurement  
Focus: Proportional Reasoning
4. Geometry  
Focus: Relationships between Figures
5. Probability and Statistics  
Focus: Applications of Statistics and Probability
6. Patterns, Functions, and Algebra  
Focus: Linear Equations

#### Math 8 for 7<sup>th</sup> Graders (13109)

The Math 8 for 7<sup>th</sup> Graders course is a core course that provides a rigorous treatment of content for students who are proficient in Grade 7 mathematics and includes additional advanced topics (see below). Students take the Virginia Grade 8 SOL test at the end of the course.

The Grade 8 standards are intended to serve two purposes. First, the standards contain content that reviews or extends concepts and skills learned in previous grades. Second, they contain new content

that prepares students for more abstract concepts in algebra and geometry. New concepts include solving multistep equations and inequalities, graphing linear equations, visualizing three-dimensional shapes represented in two-dimensional drawings, and applying transformations to geometric shapes in the coordinate plane. Students will verify and apply the Pythagorean Theorem and represent relations and functions, using tables, graphs, and rules. Students will build understanding within these topics:

1. Number and Number Sense  
Focus: Relationships within the Real Number System
2. Computation and Estimation  
Focus: Practical Applications of Operations with Real Numbers
3. Measurement  
Focus: Problem Solving
4. Geometry  
Focus: Problem Solving with 2- and 3-Dimensional figures
5. Probability and Statistics  
Focus: Statistical Analysis of Graphs and Problem Situations
6. Patterns, Functions, and Algebra  
Focus: Linear Relationships

This course includes advanced topics such as:

- Finding multiple ways to verify and apply the Pythagorean Theorem
- Solving multi-step equations in one variable with variables on both sides of the equation and applying the distributive property
- Solving and graphing multi-step linear inequalities
- Applying the language of functions by identifying domain, range, independent variables in real life problems

### **Algebra I, Intensified (13140)**

The Algebra I, Intensified course is a core course that provides a rigorous treatment of content and additional advanced topics (see below). Students take the Algebra I SOL test at the end of this course. Passing the test and the course earns a verified credit toward graduation.

This course includes properties of the real number system, linear equations and inequalities, systems of equations and inequalities with linear programming, exponents, radicals, rational expressions and equations, polynomials, factoring, completing the

square, solving and graphing quadratic equations, exponential growth and decay, functions, statistics, problem-solving, and advanced applications and synthesis.

Note: This course carries high school credit and will apply to high school graduation requirements. Please see pages 55-63 for more information.

## **SCIENCE**

### **Grade 7 Life Science (14115)**

During Grade 7 Life Science, students continue to expand their range of inquiry skills and achieve proficiency with those skills for understanding scientific principles. The Life Science standards continue to focus on student growth in understanding the nature of science. This scientific view defines the idea that explanations of nature are developed and tested using observation, experimentation, models, evidence and systematic processes. The nature of science includes the concepts that scientific explanations are based on logical thinking; are subject to rules of evidence; are consistent with observational, inferential, and experimental evidence; are open to rational critique; and are subject to refinement and change with the addition of new scientific evidence. The nature of science can provide explanations about nature, can predict potential consequences of actions, but cannot be used to answer all questions. Students will demonstrate an understanding of scientific reasoning, logic and nature of science by planning and conducting investigations.

Students will investigate and understand

- That all living things are composed of cells
- That living things show patterns of cellular organization
- How organisms can be classified
- The basic physical and chemical processes of photosynthesis and its importance to plant and animal life
- That organisms within an ecosystem are dependent on one another and on nonliving components of the environment
- That interactions exist among members of a population
- Interactions among populations in a biological community
- How organisms adapt to biotic and abiotic factors in an ecosystem
- That ecosystems, communities, populations, and organisms are dynamic and change over time

and respond to daily, seasonal and long-term changes in their environment

- The relationships between ecosystem dynamics and human activity
- That organisms reproduce and transmit genetic information to new generations

## **SOCIAL STUDIES**

### **U.S. History, Civics, and Economics 1865 to the Present (12355)**

Students will use the lens of civics or economics to explore American history since 1865. The standards for this course relate to the history of the United States from the Reconstruction era to the present. Students will use the skills of historical and geographical analysis and continue to learn fundamental concepts in civics, economics, and geography within the context of the United States history. Political, economics, and social challenges facing the nation reunited after civil war will be examined chronologically as students develop an understanding of how the American experience shaped the world political and economic landscape.

The theme for grade seven is ADAPTATION. The objectives focus on the development of the United States from 1865 to the present. Content is organized around the key concepts of: conflict, struggle for rights, movements, growth and development of technology, and global interaction.

Students will

- Use maps, globes, photographs, pictures, cartoons, and tables
- Demonstrate skills for historical, civic, and geographic analysis
- Describe how life changed after the Civil War as a result of Reconstruction
- Explain the changing role of the United States from the late nineteenth century through World War II
- Examine the social, economic, and technological changes of the twentieth century
- Identify the major causes and effects of American involvement in World War II
- Describe the economic, social, and political transformation of the United States and the world between the end of World War II and the present
- Examine the key domestic issues during the second half of the twentieth century, including the Civil Rights Movement

- Understand the economic concepts that relate to and help explain the historical events up to 1865
- Understand the foundations of American constitutional government, including the significance of the Declaration of Independence, the Constitution of the United States and the Bill of Rights and their impact on the history of the country

*The Civics and Economics Standards of Learning assessment will be administered at the end of Grade 7. This test will incorporate civics and economic content covered in both grades 6 and 7.*

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## **GRADE 7 ELECTIVE AND NON-CORE COURSES**

Grade 7 students have a variety of elective courses available to them. The possible combinations of courses vary with the individual school's schedule. Students may also participate in elective courses if they are offered through the after school Act II program. (See page 6.)

### **ARTS EDUCATION**

#### **Guitar Full Year (19246)**

##### **Semester (19245)**

Students will

- Demonstrate proper care and holding position for a musical instrument
- Demonstrate correct playing technique to produce a characteristic sound
- Develop the ability to tune the instrument using a tuner
- Receive an introduction to guitar fundamentals and reading standard music notation
- Play primary chord structures and harmony
- Play basic right hand techniques and melodic presentation styles
- Demonstrate learning through performances and presentations, with an emphasis on playing together in small groups or guitar ensemble

Students must purchase instructional books and have an acoustic (folk or classical) guitar. A limited number of school owned instruments are available for rent.

## **Instrumental Music**

The objectives for each class would include, but are not limited to those that are listed. Specific names may be given to these ensembles at each school.

In *Beginning Band*, Full Year (19232) students will

- Demonstrate proper care and holding position for a musical instrument
- Demonstrate correct playing technique to produce a characteristic sound
- Understand the basics of reading music and corresponding musical interpretation for accurate performance of pitch, rhythm, time signature, key signature, tempo, and expressive markings
- Develop the skill to play a range of one octave or beginning rudiments (percussion) and use these skills as a member of the ensemble
- Develop the ability to tune the instrument using a tuner
- Create simple rhythmic or melodic improvisations, 1 to 2 measures in length
- Play ensemble music with a steady beat using a metronome and in response to conducting gestures
- Demonstrate learning through appropriate performances and presentations

In *Intermediate Band*, Full Year (19201) students will

- Enter with the skill set established in Beginning Band (Elementary School or Grade 6 Beginning Band)
- Understand and respond to music notation, including articulations, compound meters, even subdivisions and key signatures with several accidentals
- Develop the skill to play a range of one and half octaves and basic rudiments (percussion), demonstrating these skills as a member of the ensemble
- Develop the ability to tune the instrument by ear
- Create rhythmic or melodic improvisations, 2-4 measures in length
- Respond to conducting gestures involving changes of tempo, articulation, and style
- Demonstrate learning through performances and presentations of Grade I literature, including solo performance as appropriate
- Sight Read two grade levels below concert literature

In *Advanced Band*, Full Year (19228) students will

- Enter with the skill set established in Intermediate Band
- Understand and respond to music notation, including other subdivisions (triplets, duplets, syncopation), expression marks in other languages
- Develop the skill to play a range of one and half octaves or the complete set of rudiments (percussion), demonstrating these skills with sensitivity to blend and balance, as a member of the ensemble
- Identify key signatures and play the corresponding scale in key signatures up to 4 sharps or flats
- Create rhythmic or melodic improvisations, 2-4 measures in length
- Demonstrate learning through performances and presentations of Grade I and II literature, including solo performance as appropriate
- Sight Read two grade levels below concert literature

In *Beginning Orchestra*, Full Year (19237) students will

- Demonstrate proper care and holding position for a musical instrument and bow
- Demonstrate correct playing technique to produce a characteristic sound, including pizzicato and basic bowing techniques
- Understand the basics of reading music and corresponding musical interpretation for accurate performance of pitch, rhythm, time signature, key signature, tempo, and expressive markings
- Develop the skill to play a range of one octave (first position) and double stops on open strings and use these skills as a member of the ensemble
- Develop the ability to tune the instrument using a tuner
- Create simple rhythmic or melodic improvisations, 1 to 2 measures in length
- Play with a steady beat using a metronome and in response to conducting gestures
- Demonstrate learning through appropriate performances and presentations

In *Advanced Orchestra*, Full Year (19243) students will

- Enter with the skill set established in Intermediate Orchestra
- Understand and respond to music notation, including other subdivisions (triplets, duplets, syncopation), slurs of multiple notes, expression marks in other languages
- Develop the skill to play a range of one and half octaves, utilizing extensions, and demonstrate these skills with sensitivity to blend and balance, as a member of the ensemble
- Identify key signatures and play the corresponding scale in key signatures up to 2 sharps and 1 flat
- Create rhythmic or melodic improvisations, 2-4 measures in length
- Demonstrate learning through performances and presentations, including solo performance as appropriate
- Sight Read two grade levels below concert literature

### **Jazz Band, Full Year (19239)**

Learn the basics of Jazz Improvisation such as the blues, pentatonic and bebop scales, chords, chord symbols, chord changes: and the concept of building solos from these musical elements. Perform in a big band and/or small combo setting.

### **Theatre Arts**

#### **Full Year (11391)**

#### **Semester (11392)**

Students will

- Experience standard theatre processes of audition, rehearsal practices, and technical production
- Analyze and evaluate dramatic texts as a basis for performance
- Incorporate physical, emotional, and social dimensions of characters
- Understand and practice the role and responsibilities of directors and actors
- Recognize and understand functions of management in theatre productions
- Develop and apply artistic discipline in collaboration with others

### **Visual Arts I**

#### **Full Year (19040)**

#### **Semester (19041)**

Students will

- Apply the principles of design and elements of art to create works of art
- Create three-dimensional works of art by combining a variety of techniques and processes
- Express personal interpretations and judgment of various works of art
- Analyze and critique final works of art using art terminology
- Explain and apply ethical decisions in art making

### **Vocal Music**

The objectives for each class would include, but are not limited to, those that are listed. Specific names may be given to these ensembles at each school.

In *Beginning Chorus*, Full Year (19261) Semester (19264) students will

- Demonstrate proper posture, breath control, and mouth shape for good tone
- Understand the basics of reading music and corresponding musical interpretation for accurate performance of pitch, rhythm, time signature, key signature, tempo and expressive markings
- Develop the ability to match pitch accurately using a diatonic pitch system and maintain a part within the ensemble
- Create simple rhythmic or melodic improvisations, 1 to 2 measures in length
- Respond to conducting gestures
- Demonstrate learning through appropriate performances and presentations

In *Advanced Chorus*, Full Year (19285) students will

- Understand and respond to music notation, in both treble and bass clef
- Develop the skill to sing an extended range, and with greater part independence, demonstrating these skills as a member of the ensemble
- Develop the ability to make refined pitch matching adjustments in a cappella singing of three and four-part literature
- Create simple rhythmic or melodic improvisations, 4-8 measures in length
- Respond to conducting gestures involving changes of tempo, articulation and style

- Demonstrate learning through appropriate performances and presentations of Grade I literature, including solo performance as appropriate
- Sight Read two grade levels below concert literature

## **BUSINESS & INFORMATION TECHNOLOGY**

### **Digital Input Technologies**

**Full Year (16607)**

**Semester (16617)**

Students will

- Develop touch typing techniques and improve keyboarding speed and accuracy
- Learn and practice all capabilities and features of word processing software, including desktop publishing capabilities
- Improve skills in composing and editing, and use word processing to create documents for academic classes
- Compose and format a variety of documents including business and personal letters, envelopes, charts, reports, term papers, and memos
- Research a variety of careers and become aware of personal employability skills including resume preparation and interviewing skills
- Explore business ownership and business functions in the American economic system
- Complete projects on maintaining a personal budget, balancing a checking account, interpreting a paycheck, purchasing insurance and autos, choosing affordable housing, investing, and other consumer-related skills
- Discuss workplace applications for new and emerging technologies (on-screen writing, speech recognition, iPads, and mobile technologies)

### **Investigating Computer Science**

**Full year, one credit (16640)**

The Exploring Computer Science (Coding) course will develop the students' coding, computational, and financial and digital literacy knowledge and skills while learning Computer Science principles. The curriculum includes computer coding using Alice with JAVA, Scratch, HTML, JavaScripting, mobile apps, and web page development. The integrated projects will have a "real-world" math and financial literacy application focus. *Satisfies the*

*virtual course requirement with the of Everfi Digital Literacy and Financial Literacy online curriculum.*

Note: This course carries high school credit and will apply to high school graduation requirements. Please see pages 55-63 for more information.

## **ENGLISH**

### **Grade 7 Reading Strategies**

**Full Year (11111)**

Teacher and/or counselor recommendation

The Grade 7 reading course is highly recommended for students who need additional support with learning comprehension skills and strategies to prepare for the Grade 7 SOL in reading. The course will focus on the improvement of fiction and nonfiction reading and will use materials that will help students with reading across the content areas. High interest fiction and nonfiction selections will be used to teach the requisite literacy skills that students need in order to comprehend a variety of texts.

Explicit instruction in reading comprehension, guided practice, and independent reading are essential elements to the course. In addition to the reading curriculum, periodic reading assessments are given to document progress toward reading achievement goals.

### **Journalism**

**Full Year (11201)**

This elective course requires students to produce a newspaper or news broadcast. Through their work, students learn about newspaper and broadcasting writing and production.

Students will:

- Learn and use journalistic style
- Analyze print and/or television broadcasts for content and technical quality
- Write news articles including editorials, features, and sports and/or develop broadcast shorts including commercials, public service announcements, or news shows
- Learn the various jobs of journalistic work: proofreading, editing, laying out pictures and copy, writing headlines, script preparation, and final production



## **Media Journalism**

### **Semester (11204)**

This elective course provides an introduction to producing and communicating through diverse forms of new media journalism. These platforms include digital video, digital photography, digital music, and online print, journalism. In addition, the foundations of media literacy as prescribed by the standards of learning will also be covered.

Students will:

- Analyze all forms of media journalism for content and technical quality.
- Produce examples of new media content.
- Publish work for an authentic audience through blogs, websites etc.
- Learn basic of digital media production using iPads, and other available media devices.
- Understand the foundations of media literacy.

## **FAMILY AND CONSUMER SCIENCES**

### **Teen Living**

#### **Full Year (18206)**

#### **Semester (18207)**

Teen Living emphasizes personal responsibility for demands of multiple life roles through hands-on project-based instruction.

Students focus on:

- Individual development
- Maintaining their personal environments
- Applying nutrition and wellness practices
- Managing consumer and family resources
- Creating textile, fashion, and apparel products
- Exploring careers related to Family and Consumer Sciences

Instruction in this course emphasize science, technology, engineering and mathematics (STEM) concepts, where appropriate.

## **MATHEMATICS**

### **Math Strategies Grade 7**

#### **Full Year (13117)**

#### **Semester (13120)**

The Strategies course is an elective course for students who need additional support for success in grade level mathematics. Students in the Strategies course will build background knowledge, experience more conceptual approaches to the

content, and develop the core course content more thoroughly.

## **SPECIAL EDUCATION**

### **Instructional Studies**

#### **Full Year (10028)**

*Prerequisite: Student must be identified as in need of Special Education services*

Course work is individualized based on the student's Individualized Education Program (IEP) and reinforces the needs of each student's general education courses. In addition, listening skills, writing skills, organizational and general study skills are emphasized.



## **STUDENT SUPPORT**

### **Core Plus**

#### **Full Year (11129)**

#### **Semester (11128)**

This course is designed for the general education student who wants to learn more about organization, note taking, test taking and other techniques which assist students in becoming more successful learners.

Students will

- Plan their own study time schedule
- Learn ways to improve listening skills
- Evaluate current attitudes about school work and begin to develop positive ones by establishing priorities and setting goals
- Use a study skill formula for understanding and retaining written material

## **TECHNOLOGY EDUCATION**

### **Inventions and Innovations**

#### **Full Year (18464)**

#### **Semester (18433)**

Students investigate significant inventions and engineering achievements that have impacted history, advanced society, and altered our world. They explore contemporary technological issues and problems facing individuals, communities, and the world, and apply systematic design and

development procedures to propose solutions, create innovations, and invent new products. Unit lessons are planned and developed to integrate Science, Technology, Engineering, and Math (STEM).

Students will

- Understand and employ the engineering problem-solving process
- Investigate the roll and impacts of technology in the progress of human history
- Research history-altering technological advancements and engineering achievements
- Assess both the positive and negative impacts of technology and engineering accomplishments
- Practice teamwork and collaboration in solving problems and building prototypes
- Operate the tools, machines, and equipment of the production laboratory correctly and safely
- Select tools and manufacturing processes in the construction of design prototypes
- Investigate, assess, and evaluate alternative solutions with the goal of selecting the best idea
- Construct and illustrate an invention idea to effectively communicate how it works
- Communicate ideas through sketches, multi view drawings, and Computer Aided Design software

## **WORLD LANGUAGES**

Note: The following world language courses carry high school credit and will apply to high school graduation requirements. Please see page 55 for more information.

Successful completion of each of the following world language courses results in one credit toward the Advanced Studies Diploma.

One or more levels of Arabic, Chinese, and Latin may be delivered through distance learning technologies. Courses offered by online distance-learning providers elsewhere in the state or in the country have policies for grading, homework and attendance that may differ from those of APS.

### **Arabic I**

#### **Full Year (15800)**

This level introduces students to the Arabic alphabet and sound system. This course is very rich in cultural and historical information. The history of the Arabic language, family tree of Arabic language and script are given. In addition to the initial focus

on the sound and writing systems, students learn and reproduce sounds, stress patterns and intonation of the language. Basic grammatical structures and vocabulary are introduced so that students can produce very basic formulaic exchanges in simple sentences and conversations in contexts appropriate to the level. Students will be able to write words and sentences accurately from dictation, read previously learned words and sentences, greet and introduce others, form simple questions and answers, engage in basic social interactions, talk about themselves, family members and others and exchange basic personal information. The principal topic around which language is developed is personal and family life.

### **Chinese I**

#### **Full Year (15615)**

Students develop the ability to communicate about themselves and their immediate environment using simple sentences containing basic language structures. This communication is evidenced in all four language skills-listening, speaking, reading and writing-with emphasis on the ability to communicate orally and in writing. Students begin to explore and study the themes of Personal and Family Life, School Life, Social Life, and Community Life.

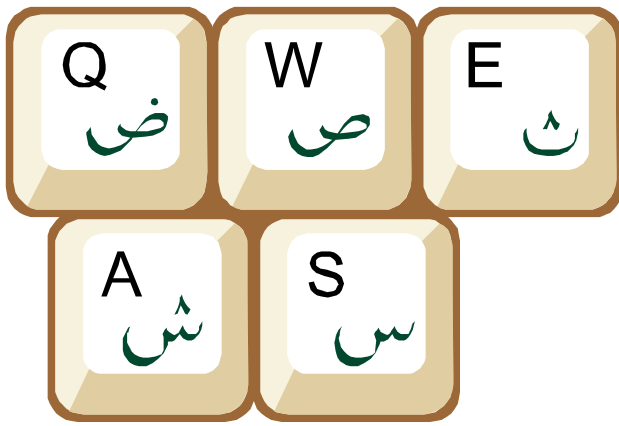
### **French I**

#### **Full Year (15110)**

The focus for language learning is on real life, functional use of language through dialogues, skits, and other creative, hands-on activities. Students develop skills and learn basic structures and vocabulary of the language through listening, speaking, reading, and writing activities.

Students will

- Use greetings, farewells, and expressions of courtesy
- Take part in basic conversation about friends, family, and school
- Ask and answer questions based on familiar material
- Read menus, signs, schedules, and other authentic material
- Write short descriptions, messages, and guided compositions
- Study aspects of everyday life in the culture of the target language



- Ask and answer questions based on familiar material
- Read menus, signs, schedules, and other authentic material
- Write short descriptions, messages, and guided compositions
- Study aspects of everyday life in the culture of the target language

### **Spanish I, Intensified Full Year (15516)**

*Prerequisite: Transitional Spanish or teacher recommendation*

Spanish I, Intensified is for students who have participated in the foreign Language in the Elementary School (FLES) Program for at least three years and have successfully completed Transitional Spanish. The goal of this course is to equip students to develop higher levels of proficiency based on their previous Spanish studies. The curriculum meets all objectives in Spanish I and provides a rigorous treatment of content and additional advanced topics. This course will provide a greater focus on developing oral communication skills and a more in-depth study of the cultural perspectives and practice of Spanish-speaking countries.

### **Spanish for Fluent Speakers I Full Year (15517)**

*Prerequisite: Demonstrate oral fluency in Spanish as determined by the teacher.*

This course is designed for students who have native or near native oral fluency in Spanish but may not have mastered basic reading and writing skills. Students develop communication skills in reading, writing, and speaking and begin the study of Spanish grammar. Students develop a deeper understanding of perspectives and practices of the Hispanic culture.

Students will:

- Participate in informal conversations and discussions
- Make oral presentations to small groups and to the class
- Identify main ideas and secondary ideas in authentic texts
- Make simple inferences and draw conclusions from readings
- Write informal notes and letters to friends and relatives

### **Latin I Full Year (15310)**

In this first Latin course, students are introduced to the language and life of ancient Rome. The primary goal of Latin I is the development of reading skills supported by the skills of listening, speaking, and writing.

Students will

- Read adapted Latin narratives and simple original Latin
- Understand the essential elements of Latin pronunciation
- Learn basic Latin vocabulary
- Learn the endings of Latin nouns and verbs and their functions
- Acquire a basic understanding of elementary Latin grammar
- Increase the knowledge of word building in Latin and English through the study of Latin roots, prefixes, and suffixes
- Learn about the daily life, customs, government, and mythology of the Romans

### **Spanish I Full Year (15510)**

The focus for language learning is on real life, functional use of language through dialogues, skits, and other creative, hands-on activities. Students develop skills and learn basic structures and vocabulary of the language through listening, speaking, reading, and writing activities.

Students will

- Use greetings, farewells, and expressions of courtesy
- Take part in basic conversation about friends, family, and school

- Write short summaries
- Begin to develop an understanding of the influence of the Hispanic culture on American society

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## **GRADE 8 CORE CURRICULUM**

All eighth grade students study the following subjects during the core block of time. (See page 7 for differentiation information.)

### **ENGLISH LANGUAGE ARTS**

#### **Grade 8 English (11120)**

In all middle schools, the English Language Arts Program focuses on five organizing topics: communication, reading literature, vocabulary development, writing, and research. Competence in these areas leads to advanced student thinking in all subjects and success in and out of school.

Students will

- use interviewing techniques to gain information
- develop and deliver oral presentations in groups and individually
- analyze, develop, and produce creative or informational media messages
- apply knowledge of word origins, derivations, and idioms, and will use analogies and figurative language to extend vocabulary development
- apply knowledge of the characteristics of various literary forms
- select and apply appropriate reading strategies to understand text
- continue to develop narrative, expository, persuasive, and informational writings
- revise and edit writing
- apply knowledge of appropriate reference materials to produce a research product

### **HEALTH AND PHYSICAL EDUCATION**

#### **Grade 8 Health and Physical Education (17200)**

All Grade 8 students participate in the health and physical education program. The health education program emphasizes what students need to know, understand, and do to achieve a healthy lifestyle. The health education instruction provides students an understanding of origins and causes of disease. Students will begin to relate the consequences of

health choices and apply health skills to personal, family and community advocacy. Areas of study include emotional, mental, social and environmental health, safety and preparedness, relationships, substance abuse and disease prevention, and family life education. The physical education instruction will transition from modified movement forms to complex application. Students will apply their knowledge of body structures and systems to how the body moves. Student will set goals and track progress to improve health related fitness. Students will develop a repertoire of abilities across a variety of sports/activities and begin to extend competence in lifelong activities.

### **MATHEMATICS**

#### **Math 8 (13112)**

This Math 8 course is a core course for students who would benefit from strengthening their pre-algebra skills before entering Algebra I. Students take the Virginia Grade 8 SOL at the end of this course.

The Grade 8 standards are intended to serve two purposes. First the standards contain content that reviews or extends concepts and skills learned in previous grades. Second, they contain new content that prepares students for more abstract concepts in algebra and geometry. The Grade 8 standards provide students additional instruction and time to acquire the concepts and skills necessary for success in Algebra I. Students will gain proficiency in computation with rational numbers and will use proportions to solve a variety of problems. New concepts include solving multistep equations and inequalities, graphing linear equations, visualizing three-dimensional shapes represented in two-dimensional drawings, and applying transformations to geometric shapes in the coordinate plane. Students will verify and apply the Pythagorean Theorem and represent relations and functions, using tables, graphs, and rules. The Grade 8 standards provide a more solid foundation in Algebra I for those students not ready for Algebra I in Grade 8. Students will build understanding within these topics:

1. Number and Number Sense  
Focus: Relationships within the Real Number System
2. Computation and Estimation

Focus: Practical Applications of Operations with Real Numbers

3. Measurement

Focus: Problem Solving

4. Geometry

Focus: Problem Solving with 2- and 3-Dimensional figures

5. Probability and Statistics

Focus: Statistical Analysis of Graphs and Problem Situations

6. Patterns, Functions, and Algebra

Focus: Linear Relationships

### Algebra I (13130)

The Algebra I course is a core course that provides a rigorous treatment of content for students who are proficient in grade level mathematics. Students take the Algebra I SOL test at the end of this course. Passing the test and the course earns a verified credit toward graduation.

This course includes properties of the real number system, linear equations and inequalities, systems of equations and inequalities, exponents, radicals, rational expressions and equations, polynomials, factoring, solving and graphing quadratic equations, functions, statistics, and problem-solving.

Note: This course carries high school credit and will apply to high school graduation requirements. Please see pages 55-63 for more information.

### Algebra I, Intensified (13140)

The Algebra I, Intensified course is a core course that provides a rigorous treatment of content and additional advanced topics (see below). Students take the Algebra I SOL test at the end of this course. Passing the test and the course earns a verified credit toward graduation.

This course includes properties of the real number system, linear equations and inequalities, systems of equations and inequalities with linear programming, exponents, radicals, rational expressions and equations, polynomials, factoring, completing the square, solving and graphing quadratic equations, exponential growth and decay, functions, statistics, problem-solving, and advanced applications and synthesis.

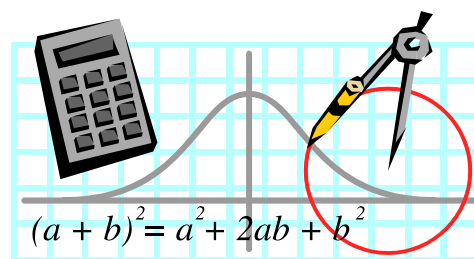
Note: This course carries high school credit and will apply to high school graduation requirements. Please see pages 55-63 for more information.

### Geometry, Intensified (13141)

The Geometry, Intensified course is a core course that provides a rigorous treatment of content and additional advanced topics (see below). Students take the Geometry SOL test at the end of this course. Passing the test and the course earns a verified credit toward graduation.

This course is a study of logical reasoning through the use of plane and solid figures, integrating the prior concepts of Algebra I. The student is expected to demonstrate deductive thinking within an axiomatic system by constructing original direct, indirect, and coordinate proofs in both paragraph and two-column style.

Note: This course carries high school credit and will apply to high school graduation requirements. Please see pages 55-63 for more information.



## SCIENCE

### Grade 8 Physical Science (14125)

Grade 8 Physical Science builds on skills of systematic investigation with a clear focus on variables and repeated trials. Validating conclusions using evidence and data becomes increasingly important. Students will plan and conduct research involving both classroom experimentation and literature reviews from written and electronic resources. Students will share their work using written reports and other presentations and will continue to use metric units (SI-International System of Units).

The Physical Science standards continue to focus on student growth in understanding the nature of science. This scientific view defines the idea that explanations of nature are developed and tested using observation, experimentation, models, evidence and systematic processes. The nature of science includes the concepts that scientific explanations are based on logical thinking; are

subject to rules of evidence; are consistent with observational, inferential, and experimental evidence; are open to rational critique; and are subject to refinement and change with the addition of new scientific evidence. The nature of science can provide explanations about nature, can predict potential consequences of actions, but cannot be used to answer all questions. Students will demonstrate an understanding of scientific reasoning, logic and nature of science by planning and conducting investigations.

Students will investigate and understand

- The nature of matter
- The modern and historical models of atomic structure
- The organization and use of the periodic table of elements to obtain information
- Changes in matter and the relationship of these changes to the Law of Conservation of Matter and Energy
- Forms of energy and how energy is transferred and transformed
- Temperature scales, heat, and thermal energy transfer
- Characteristics of sound waves
- Characteristics of transverse waves
- Scientific principles of work, force, and motion
- Basic principles of electricity and magnetism

## **SOCIAL STUDIES**

### **World Geography (12210)**

The focus of this course is the study of the world's peoples, places, and environments, with an emphasis on world regions. The knowledge, skills, and perspectives of the course are centered on the world's population and cultural characteristics, landforms and climates, economic development, and migration and settlement patterns. Spatial concepts of geography will be used as a framework for studying interactions between humans and their environments. Using geographic resources, students will employ inquiry, research, and technology skills to ask and answer geographic questions. Particular emphasis is placed on students' understanding and applying geographic concepts and skills to their daily lives.

The theme for Grade 8 is INTERACTION. The objectives focus on the interactions of people and their environment in such regions of the world as

Africa, Antarctica, Asia, Australia, Central America, the Caribbean, Europe, the Middle East, North America, South America, and areas of the former Soviet Union. The content is organized around the key concepts of: location, place, human and environmental relationships, movement, and regions.

Students will

- Develop skills for geographical analysis
- Use maps, globes, photographs, and pictures
- Analyze how selected physical and ecological processes shape the Earth's surface
- Apply the concept of region
- Locate and analyze physical, economic, and cultural characteristics of world regions, including Latin America and the Caribbean, Europe, United States and Canada, North Africa and Southeast Asia, East Asia, Australia and the Pacific Islands, and Antarctica
- Compare and contrast the distribution, growth rates, and characteristics of human population in terms of settlement patterns and the location of natural and capital resources
- Analyze past and present trends in human migration and cultural interaction as they are influenced by social, economic, political, and environmental factors
- Identify natural, human, and capital resources and explain their significance
- Distinguish between developed and developing countries and relate the level of economic development to the standard of living and quality of life
- Analyze the global patterns and networks of economic interdependence
- Analyze how the forces of conflict and cooperation affect the division and control of the Earth's surface
- Analyze the patterns of urban development
- Apply geography to interpret the past, understand the present, and plan for the future

Note: Students completing this course will take a World Geography Standards of Learning assessment. This course carries high school credit and will apply to high school graduation requirements. Please see pages 55-63 for more information.

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## GRADE 8 ELECTIVE AND NON-CORE COURSES

Having experienced a variety of exploratory and elective courses during sixth and seventh grades, Grade 8 students have two or more elective periods to study subjects which particularly interest them. The possible combinations of courses vary with the individual school's schedule. Students may also participate in elective courses if they are offered through the after school Act II program.

(See page 7.)

### ARTS EDUCATION

#### Guitar, Full Year (19246)

Students will

- Demonstrate proper care and holding position for a musical instrument
- Demonstrate correct playing technique to produce a characteristic sound
- Develop the ability to tune the instrument using a tuner
- Receive an introduction to guitar fundamentals and reading standard music notation
- Play primary chord structures and harmony
- Play basic right hand techniques and melodic presentation styles
- Demonstrate learning through performances and presentations, with an emphasis on playing together in small groups or guitar ensemble

Students must purchase instructional books and have an acoustic (folk or classical) guitar. A limited number of school owned instruments are available for rent.

#### Instrumental Music

The objectives for each class would include, but are not limited to those that are listed. Specific names may be given to these ensembles at each school.

In *Beginning Band*, Full Year (19232) students will

- Demonstrate proper care and holding position for a musical instrument
- Demonstrate correct playing technique to produce a characteristic sound
- Understand the basics of reading music and corresponding musical interpretation for accurate performance of pitch, rhythm, time signature, key signature, tempo, and expressive markings

- Develop the skill to play a range of one octave or beginning rudiments (percussion) and use these skills as a member of the ensemble
- Develop the ability to tune the instrument using a tuner
- Create simple rhythmic or melodic improvisations, 1 to 2 measures in length
- Play ensemble music with a steady beat using a metronome and in response to conducting gestures
- Demonstrate learning through appropriate performances and presentations

In *Intermediate Band*, Full Year (19201) students will

- Enter with the skill set established in Beginning Band (Elementary School or Grade 6 Beginning Band)
- Understand and respond to music notation, including articulations, compound meters, even subdivisions and key signatures with several accidentals
- Develop the skill to play a range of one and half octaves and basic rudiments (percussion), demonstrating these skills as a member of the ensemble
- Develop the ability to tune the instrument by ear
- Create rhythmic or melodic improvisations, 2-4 measures in length
- Respond to conducting gestures involving changes of tempo, articulation, and style
- Demonstrate learning through performances and presentations of Grade I literature, including solo performance as appropriate
- Sight Read two grade levels below concert literature

In *Advanced Band*, Full Year (19228) students will

- Enter with the skill set established in Intermediate Band
- Understand and respond to music notation, with special attention to phrasing
- Develop the skill to play a range of two octaves and a variety of rudiments (percussion), demonstrate these skills with sensitivity to blend and balance as a member of the ensemble
- Identify key signatures and play the corresponding scale in selected major and minor keys
- Develop more advanced playing techniques as appropriate to include multiple mallets, multiple tonguing and alternate fingering/positions

- Create rhythmic or melodic improvisations, 4-8 measures in length
- Demonstrate learning through performances and presentations in a wide variety of styles
- Sight Read two grade levels below concert repertoire

In *Beginning Orchestra*, Full Year (19237) students will

- Demonstrate proper care and holding position for a musical instrument and bow
- Demonstrate correct playing technique to produce a characteristic sound, including pizzicato and basic bowing techniques
- Understand the basics of reading music and corresponding musical interpretation for accurate performance of pitch, rhythm, time signature, key signature, tempo, and expressive markings
- Develop the skill to play a range of one octave (first position) and double stops on open strings and use these skills as a member of the ensemble
- Develop the ability to tune the instrument using a tuner
- Create simple rhythmic or melodic improvisations, 1 to 2 measures in length
- Play with a steady beat using a metronome and in response to conducting gestures
- Demonstrate learning through appropriate performances and presentations

In *Advanced Orchestra*, Full Year (19243) students will

- Enter with the skill set established in Intermediate Orchestra
- Understand and respond to music notation, with special attention to phrasing
- Develop the skill to play a range of two octaves, refining facility in shifting and demonstrate these skills as a member of the ensemble
- Identify key signatures and play the corresponding scale in selected major and minor keys
- Develop more advanced playing techniques as appropriate to include vibrato, parallel bowing, spiccato
- Create rhythmic or melodic improvisations, 4-8 measures in length
- Demonstrate learning through performances and presentations in a wide variety of styles

- Sight Read two grade levels below concert repertoire

### **Jazz Band, Full Year (19239)**

Learn the basics of Jazz Improvisation such as the blues, pentatonic and bebop scales, chords, chord symbols, chord changes: and the concept of building solos from these musical elements. Perform in a big band and/or small combo setting.

### **Theatre Arts-Drama**

#### **Full Year (11394)**

#### **Semester (11393)**

Students will

- Use improvisation to create scripted and unscripted material
- Manipulate the elements of design to create mood
- Explore elements of theater history
- Analyze and achieve consensus of interpretation concerning the dramatic elements of production
- Use elements of technical theatre to enhance characterization
- Develop objectivity in appraising personal abilities and creative endeavors

### **Visual Arts I**

#### **Full Year (19040)**

#### **Semester (19041)**

Students will

- Apply the principles of design and elements of art to create works of art
- Create three-dimensional works of art by combining a variety of techniques and processes
- Express personal interpretations and judgment of various works of art
- Analyze and critique final works of art using art terminology
- Explain and apply ethical decisions in art making

### **Visual Arts II**

#### **Full Year (19117)**

#### **Semester (19115)**

Students will

- Apply the principles of design and elements of art into a portfolio
- Communicate depth using shading and various forms of perspective within the picture plane
- Unify the principles of design to create personal works of art and improve quality of craftsmanship



- Manipulate the elements of art and principles of design to create mood and expression
- Engage in ethical decisions in art making
- Analyze and critique final works of art using art terminology

### **Vocal Music**

The objectives for each class would include, but are not limited to, those that are listed. Specific names may be given to these ensembles at each school.

In *Beginning Chorus*, Full Year (19261)

Semester (19264) students will

- Demonstrate proper posture, breath control, and mouth shape for good tone
- Understand the basics of reading music and corresponding musical interpretation for accurate performance of pitch, rhythm, time signature, key signature, tempo and expressive markings
- Develop the ability to match pitch accurately using a diatonic pitch system and maintain a part within the ensemble
- Create simple rhythmic or melodic improvisations, 1 to 2 measures in length
- Respond to conducting gestures
- Demonstrate learning through appropriate performances and presentations

In *Advanced Chorus*, Full Year (19285) students will

- Understand and respond to music notation, in both treble and bass clef
- Develop the skill to sing an extended range, and with greater part independence, demonstrating these skills as a member of the ensemble
- Develop the ability to make refined pitch matching adjustments in a cappella singing of three and four art literature
- Create simple rhythmic or melodic improvisations, 4-8 measures in length
- Respond to conducting gestures involving changes of tempo, articulation and style
- Demonstrate learning through appropriate performances and presentations of Grade I literature, including solo performance as appropriate
- Sight Read two grade levels below concert literature

## **BUSINESS & INFORMATION TECHNOLOGY**

### **Computer Applications and Internet Technologies**

**Full Year (13107)**

**Semester (13106)**

Students will

- Identify computer components and explain how they are used to process information
- Explain how computers interact with other computing systems and devices; how software and hardware work together to perform electronic tasks; and how software is developed and upgraded
- Demonstrate an understanding of the computer operating system
- Manipulate and control the Windows desktop, including file and disk management
- Identify how to change system settings and install and remove applications
- Apply keyboarding skills to compose, format, revise and edit documents
- Design and develop a database, a spreadsheet, and a slide show using appropriate applications
- Identify the appropriate use of email, and email “netiquette” protocol
- Identify the different types of web browsers
- Demonstrate the use of various Internet search engines and portals
- Explore the use of technology in various careers
- Prepare for the Internet Core Computer Certification (IC3), a nationally recognized industry certification for Computer Applications, Internet Technologies, and Computer Technologies (optional)

### **Digital Input Technologies**

**Full Year (16607)**

**Semester (16617)**

Students will

- Learn touch typing techniques and improve keyboarding speed and accuracy
- Learn and practice all capabilities and features of word processing software, including desktop publishing capabilities
- Improve skills in composing and editing, and use word processing to create documents for academic classes
- Practice formatting a variety of documents including business and personal letters, envelopes, charts, reports, term papers, and memos

- Research a variety of careers and become aware of personal employability skills including resume preparation and interviewing skills
- Explore business ownership and business functions in the American economic system
- Complete projects on maintaining a personal budget, balancing a checking account, interpreting a paycheck, purchasing insurance and autos, choosing affordable housing, investing, and other consumer-related skills
- Discuss workplace applications for new and emerging technologies (on-screen writing, speech recognition, iPads and mobile technologies)

### **Investigating Computer Science (16640)**

#### **Full year, one credit**

The Exploring Computer Science (Coding) course will develop the students' coding, computational, and financial and digital literacy knowledge and skills while learning Computer Science principles. The curriculum includes computer coding using Alice with JAVA, Scratch, HTML, JavaScripting, mobile apps, and web page development. The integrated projects will have a "real-world" math and financial literacy application focus. *Satisfies the virtual course requirement with the of Everfi Digital Literacy and Financial Literacy online curriculum.*

Note: This course carries high school credit and will apply to high school graduation requirements. Please see pages 55-63 for more information.

### **Technology of Robotic Design (18421)**

#### **Full year, one credit**

Students engage in the study and computers and microprocessors and their applications o manufacturing, transportation, and communication systems. Topics include computer equipment and operating systems, robotics, programming, control systems, and social/cultural impact of these technologies. Problem-solving activities challenge students to design, program, and interface devices with computer systems. Learning activities include robotics, computer aided design, computer aided manufacturing and design, and control of electromechanical devices.

## **ENGLISH**

### **Grade 8 Reading Strategies, Full Year (11121)**

Teacher and/or counselor recommendation

Grade 8 Reading Strategies is highly recommended for students who need additional support with learning comprehension skills and strategies to prepare for the Grade 8 SOL in reading. The course will focus on the improvement of fiction and nonfiction reading and will use materials that will help students with reading across the content areas. High interest fiction and nonfiction selections will be used to teach the requisite literacy skills that students need in order to comprehend a variety of texts. Explicit instruction in reading comprehension, guided practice, and independent reading are essential elements to the course. In addition to the reading curriculum, periodic reading assessments are given to document progress toward reading achievement goals. The content and materials are different from those used in Grade 7 reading.

### **Journalism, Full Year (11201)**

This elective course requires students to produce a newspaper or news broadcast. Through their work, students learn about newspaper and broadcasting writing and production.

Students will

- Learn and use journalistic style
- Analyze print and/or television broadcasts for content and technical quality
- Write news articles including editorials, features, and sports and/or develop broadcast shorts including commercials, public service announcements, or news shows
- Learn the various jobs of journalistic work: proofreading, editing, laying out pictures and copy, writing headlines, script preparation, and final production

### **Yearbook, Full Year (11209)**

In this course students produce the school yearbook. Through their work, students learn about publication writing and production.

Students will

- Learn and use journalistic style
- Learn the various jobs of publications: proofreading, editing, laying out pictures and copy, writing captions, and distribution
- Write a variety of yearbook articles
- Proofread and edit articles

## **FAMILY AND CONSUMER SCIENCES**

### **Life Management Skills**

**Full Year (18245)**

**Semester (18244)**

This course teaches higher order thinking skills through simulated life experiences such as family role playing and caring for children, evaluation of short-and long-term goals, and assessments of different techniques to balance work and family. Students also complete various modules in a self-directed multimedia lab.

Students will

- Practice good time and money management
- Analyze factors affecting consumer choices
- Relate positively to friends and family members
- Learn basic clothing construction and care using state-of-the-art machines
- Prepare well-balanced meals and understand the importance of good nutrition
- Experience differences in ethnic foods and cultures
- Maintain a clean work environment keeping food safe
- Learn how to handle conflict and solve problems
- Practice skills needed to take care of young children
- Explore dating situations
- Produce a successful food product by understanding and properly using a recipe
- Explore careers and related high school course selections

### **Taking Charge, Semester (18201)**

This course helps students to “take charge” of their interpersonal relationships and plans for their future. Content focuses on self-esteem, values, decision-making and goal-setting skills, interpersonal and family relationships, and vocational planning.

Students will

- Identify and analyze how values affect behavior by teaching abstinence from high risk behaviors
- Explore the influence of gender roles and stereotypes
- Develop an awareness of choices and challenges
- Learn appropriate relationship behaviors through practicing positive communication and conflict resolution skills

- Participate in a parenting activity simulated through the use of a computerized doll
- Explore careers through job-seeking strategies, job requirements, and job-site shadowing

## **MATHEMATICS**

### **Algebra Strategies, Full Year (13125)**

The Algebra Strategies course is an elective course for students who need additional support for success in Algebra I. Students enrolled in the course will build background knowledge, experience more conceptual approaches to the content, and develop the core course content more thoroughly.

### **Math Strategies Grade 8**

**Full Year (13118)**

**Semester (13119)**

The Strategies course is an elective course for students who need additional support for success in grade level mathematics. Students in the Strategies course will build background knowledge, experience more conceptual approaches to the content, and develop the core course content more thoroughly.

## **SPECIAL EDUCATION**

### **Instructional Studies, Full Year (10028)**

*Prerequisite: Student must be identified as in need of Special Education services*

Course work is individualized based on the student's Individualized Education Program (IEP) and reinforces the needs of each student's general education courses. In addition, listening skills, writing skills, organizational and general study skills are emphasized.

## **STUDENT SUPPORT**

### **Core Plus**

**Full Year (11129)**

**Semester (11128)**

This course is designed for the general education student who wants to learn more about organization, note taking, test taking and other techniques which assist students in becoming more successful learners.

Students will

- Plan their own study time schedule
- Learn ways to improve listening skills
- Evaluate current attitudes about school work and begin to develop positive ones by establishing priorities and setting goals

- Use a study skill formula for understanding and retaining written material

## **TECHNOLOGY EDUCATION**

### **Technological Systems**

#### **Full Year (18462)**

#### **Semester (18463)**

Students investigate how technological systems work; identify the parts of real-world systems in a variety of technical fields; and design, build, and evaluate systems through class projects. By designing and building systems and assessing their impacts, students gain insight into how to approach the problems and opportunities of a technological world. The course includes activities where students employ the engineering problem-solving process, use design-software to develop solutions, and apply industrial process in creating multi-part projects. An example is the CO2 Drag Racer Project, where students design using sketching and AutoCAD; drill, cut, sand, and finishing models in the materials processing lab; and then perform speed and wind tunnel analyses.

Students will

- Understand what systems are and be able to identify their parts and sub-systems in various fields of technology such as construction, transportation, communication, and electronics
- Employ the engineering problem-solving processes in finding solutions to simulated challenges
- Define a system as a group of interrelated components that collectively achieve a desired result
- Study and build technological systems to learn about input, process, output and feedback
- Develop an understanding of the roles of troubleshooting, research and development, invention and innovation, and experimentation in problem-solving
- Design and construct solutions to engineering challenges associated with structures, transportation vehicles, graphic design, 3D modeling, robotics, or other relevant technologies
- Practice teamwork and collaboration in solving problems and building prototypes
- Operate the tools, machines, and equipment of the production laboratory correctly and safely
- Investigate, assess, and evaluate alternative solutions with the goal of selecting the best idea

- Communicate ideas through sketches, multi-view drawings, and Computer Aided-Design

## **WORLD LANGUAGE**

Note: The following world language courses carry high school credit and will apply to high school graduation requirements. Please see pages 55-63 for more information.

Successful completion of each of the following world language courses results in one credit toward the Advanced Studies Diploma.

One or more levels of Arabic, Chinese, and Latin may be delivered through distance learning technologies. Courses offered by online distance-learning providers elsewhere in the state or in the country have policies for grading, homework and attendance that may differ from those of APS.

### **Arabic I, Full Year (15800)**

This level introduces students to the Arabic alphabet and sound system. This course is very rich in cultural and historical information. The history of the Arabic language, family tree of Arabic language and script are given. In addition to the initial focus on the sound and writing systems, students learn and reproduce sounds, stress patterns and intonation of the language. Basic grammatical structures and vocabulary are introduced so that students can produce very basic formulaic exchanges in simple sentences and conversations in contexts appropriate to the level. Students will be able to write words and sentences accurately from dictation, read previously learned words and sentences, greet and introduce others, form simple questions and answers, engage in basic social interactions, talk about themselves, family members and others and exchange basic personal information. The principal topic around which language is developed is personal and family life.

### **Arabic II, Full Year (15822)**

*Prerequisite: Successful completion of Arabic I or equivalent proficiency in the language as determined by the teacher*

This course continues the development of listening, speaking, reading and writing at a novice proficiency level and revolves around daily life situations students in Arabic speaking countries may encounter.

Students increase vocabulary building and continue to learn more about basic Arabic sentence structure and to apply basic grammatical structures for engaging in functional language. Upon completion of Arabic II, students will be able to initiate social interactions, and be aware of basic cultural perspectives. Students will be able to understand and respond to simple questions, short statements, and high frequency commands, especially on familiar topics. Using previously practiced or memorized sentences and phrases, students will be able to describe people, talk about how they look and feel, exchange information about hobbies and will be able to read and compose simple sentences and short paragraphs using previously learned material. They will also be familiar with some of the differences between formal and spoken Arabic. Topics include school and home life, social life and personal interests and community life, including shopping, restaurants and food.

### **Chinese I, Full Year (15615)**

Students develop the ability to communicate about themselves and their immediate environment using simple sentences containing basic language structures. This communication is evidenced in all four language skills-listening, speaking, reading and writing-with emphasis on the ability to communicate orally and in writing. Students begin to explore and study the themes of Personal and Family Life, School Life, Social Life, and Community Life.

### **Chinese II, Full Year (15625)**

*Prerequisite: Successful completion of Chinese I or equivalent proficiency in the language as determined by the teacher*

Students continue to develop the ability to communicate about themselves and their immediate environment using simple sentences containing basic language structures. This communication is evidenced in all four language skills-listening, speaking, reading and writing-with emphasis on the ability to communicate orally and in writing. Students begin to expand their study on new themes of Personal and Family Life, School Life, Social Life, and Community Life while some familiar themes and topics from level I may reoccur at the same time. However, the spiral character of the theme-based instruction requires students to demonstrate their communicative skills and sophistication at a new developmental level.

### **French I, Full Year (15110)**

The focus for language learning is on real life, functional use of language through dialogues, skits and other creative, hands-on activities. Students develop skills and learn basic structures and vocabulary of the language through listening, speaking, reading, and writing activities.

Students will:

- Use greetings, farewells and expressions of courtesy
- Take part in basic conversation about family, friends, and school
- Ask and answer questions based on familiar material
- Read menus, signs, schedules, and other authentic material
- Write short descriptions, messages, and guided compositions
- Study aspects of everyday life in the culture of the target language

### **French II, Full Year (15120)**

*Prerequisite: Successful completion of French I or equivalent proficiency in the language as determined by the teacher*

Students continue to develop proficiency in listening, speaking, reading, and writing and develop a broader understanding of cultural aspects of the target language.

Students will:

- Express themselves in both future and past tenses to talk and write about friends, family and school related topics, feelings, time, weather, and location
- Engage in more spontaneous, situational dialogues with learned materials
- Conduct an interview for basic biographical information
- Express opinions, likes, and dislikes
- React to authentic reading materials
- Begin to express themselves in creative writing activities
- Recognize similarities and differences between the U.S. and the target cultures

### **Latin I, Full Year (15310)**

In this first Latin course, students are introduced to the language and life of ancient Rome. The primary goal of Latin I is the development of reading skills, supported by the skills of listening, speaking, and writing.

Students will:

- Read adapted Latin narratives and simple original Latin
- Understand the essential elements of Latin pronunciation
- Learn a basic Latin vocabulary
- Learn the endings of Latin nouns and verbs and their functions
- Acquire a basic understanding of elementary Latin grammar
- Increase the knowledge of word building in Latin and English through the study of Latin roots, prefixes, and suffixes
- Learn about the daily life, customs, government, and mythology of the Romans

### **Latin II, Full Year (15320)**

*Prerequisite: Successful completion of Latin I or equivalent proficiency in the language as determined by the teacher*

Students expand their skills by reading more complex and authentic Latin texts. They study Roman culture, history, and mythology in greater depth.

Students will

- Read longer and more difficult adapted Latin passages
- Begin to read original Latin passages in both prose and poetry
- Expand Latin vocabulary
- Continue to learn the forms of Latin words such as infinitives, participles, and the subjunctive
- Become familiar with complex grammatical principles
- See more clearly the impact of the Latin language on English and the Romance languages

### **Spanish I, Full Year (15510)**

The focus for language learning is on real life, functional use of language through dialogues, skits and other creative, hands-on activities. Students develop skills and learn basic structures and

vocabulary of the language through listening, speaking, reading, and writing activities.

Students will:

- Use greetings, farewells and expressions of courtesy
- Take part in basic conversation about family, friends, and school
- Ask and answer questions based on familiar material
- Read menus, signs, schedules, and other authentic material
- Write short descriptions, messages, and guided compositions
- Study aspects of everyday life in the culture of the target language

### **Spanish II, Full Year (15520)**

*Prerequisite: Successful completion of Spanish I or equivalent proficiency in the language as determined by the teacher*

Students continue to develop proficiency in listening, speaking, reading, and writing and develop a broader understanding of cultural aspects of the target language.

Students will:

- Express themselves in both future and past tenses to talk and write about friends, family and school related topics, feelings, time, weather, and location
- Engage in more spontaneous, situational dialogues with learned materials
- Conduct an interview for basic biographical information
- Express opinions, likes, and dislikes
- React to authentic reading materials
- Begin to express themselves in creative writing activities
- Recognize similarities and differences between the U.S. and the target cultures

### **Spanish for Fluent Speakers I, Full Year (15517)**

*Prerequisite: Successful completion of Spanish for fluent speakers 6<sup>th</sup> grade*

This course is designed for students who have oral fluency in Spanish but have not mastered basic reading and writing skills. Students develop communication skills in reading, writing, and speaking and begin the study of Spanish grammar. Students develop a deeper understanding of perspectives and practices of Hispanic culture.

Students will:

- Participate in informal conversations and discussions
- Make oral presentations to small groups and to the class
- Identify main ideas and secondary ideas in authentic texts
- Make simple inferences and draw conclusions from readings
- Write informal notes and letters to friends and relatives
- Write short summaries
- Begin to develop an understanding of the influence of the Hispanic culture on the American heritage

**Spanish for Fluent Speakers II,  
Full Year (15527)**

*Prerequisite: Successful completion of Spanish for Fluent Speakers I or equivalent proficiency in the language as determined by placement test*

This course is designed for students who already know how to read and write in Spanish at the basic level. Students continue to develop oral communication skills through oral presentations, role-play and skits. Students improve spelling and mechanics and write short compositions. They read original works and begin to interpret narratives. The study of grammar continues.

Students will:

- Perform role-play dialogue and skits
- Participate in oral presentations
- Narrate and describe using past, present and future tenses
- Read short stories, legends, myths, plays and poetry
- Begin to write creatively

## GUNSTON

### SPANISH IMMERSION PROGRAM

Spanish immersion students follow the same curriculum and study the same content in Spanish for Social Studies and Science (see Science and Social Studies curriculum description) in Grades 6, 7, and 8. In addition, students take Spanish Language Arts which is specifically designed for immersion students.

#### **Spanish Language Arts**

The Spanish Language Arts program provides the immersion students with the opportunity to refine their listening comprehension, speaking, reading, and writing abilities in Spanish. Emphasis is placed on developing an understanding of cultural practices and perspectives.

The Spanish Language Arts program requires that students follow a process that includes:

1. Gathering information
2. Engaging in projects
3. Working in small groups
4. Giving oral presentations
5. Reflecting on and self-assessing work

In Grade 6 students will

- Engage in conversations which cover different topics
- Employ appropriate reading strategies for comprehension
- Read for recreation and participate in literature groups
- Write descriptions, short narratives, and poetry
- Compare and contrast language, lifestyles, and values of the target culture with his/her own
- Recognize that cultural diversity is an integral feature of society

In Grade 7 students will

- Engage in conversations which cover a wide range of topics
- Employ appropriate reading strategies for comprehension
- Read for recreation and participate in literature groups
- Write in different genres
- Synthesize information through writing
- Relate language study to experiences in other academic and non-academic areas
- Develop basic understanding of the influence of the Hispanic culture on the American heritage
- Acquire information about the Hispanic culture through authentic sources

In Grade 8 students will

- Understand complex discourse with a variety of grammatical structures and vocabulary
- Engage in conversations which cover a wide range of topics
- Employ appropriate reading strategies for comprehension
- Read for information and recreation
- Relate readings to historical and cultural influences
- Develop expository writing
- Use the target language outside the classroom
- Acquire information about the traditions in different countries where the target language is spoken.

*Note: This course carries high school credit for students enrolled in Grades 7 and 8 and will apply to high school graduation requirements. Please see pages 55-63 for more information.*



## **MONTESSORI**

The Montessori Middle School Program promotes interdisciplinary learning experiences through blocks of time each day in a multi-age classroom. Grade 6 and 7 students learn English Language Arts, Science, Math, and Social Studies/History in the Montessori community; while electives are taught by teachers in the traditional Gunston program. Grade 8 Montessori students transition to traditional classes for Geography.

In addition to academics, the program is designed to support students' academic, social, physical, and emotional development. These domains are inseparable in a Montessori education. The Montessori middle years program is designed to support the growth of effective communication, compassion for others, skill in conflict resolution, openness to new experience, and a warm, caring, positive outlook on life. As middle grade students strive for independence and autonomy, the classroom offers freedom of choice in an atmosphere of social responsibility and self-discipline. Teachers act as mentors and coaches encouraging inquiry, creative problem solving, cooperation, and social interaction.



**Thomas Jefferson Middle School**  
An International Baccalaureate World School  
Offering the Middle Years Programme

The International Baccalaureate Middle Years Programme (IBMYP) is designed to help students develop the knowledge, attitudes and skills they need to participate actively and responsibly in a changing and increasingly interrelated world. This means interacting with a curriculum that calls for more than “knowing.” It involves reflective thinking, both critical and creative problem solving, analysis and discussion of personal opinions.

Three fundamental concepts form the philosophical foundation for all Middle Years Programs around the world: intercultural understanding, communication, and holistic learning. *Intercultural understanding* is best represented by respect, acceptance and appreciation of all people as consideration of multiple perspectives is vital to participation in our local, national and global communities. *Communication* is central to a young person’s ability to be successful. The IBMYP considers all educators as teachers of communication-emphasizing the important role every subject area teacher has in developing students’ communication skills. Being able to communicate in another language is important as well, thus every IBMYP student learns a second language. *Holistic learning* represents the idea that all knowledge is interrelated and that the curriculum should cater to the needs of the whole student. Holistic learning is facilitated as students are asked to apply the skills and knowledge they learn to new and relevant situations. Also, teachers of different subject areas plan instruction around common concepts and themes to promote an understanding of connectedness across disciplines. Thomas Jefferson teachers strive to help students develop transferable work habits, skills and attitudes for success across all subject areas and beyond the classroom.

All IB programs focus on students adopting the IB learner profile traits as part of their character. These traits are essentially ten characteristics and attitudes for developing lifelong learners of a global community.

Knowledgeable Thinkers	Reflective Balanced	Open-Minded Principled	Communicator Risk-Taker	Inquirer Caring
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**Inquiry**

At TJMS, our goal is to have inquiry-based classrooms of learning in which students are always actively engaged. The structured inquiry approach will allow students to explore and develop as critical thinkers while also ensuring that core concepts of the subjects are addressed and requisite skills are mastered. The MYP requires a collaborative approach to planning instruction so that students all have an equitable learning experience while also having their individual needs met. Units of instruction and related assessment tasks are planned by teams of teachers. Teachers also collaborate on how to differentiate instruction. While teachers plan instruction, the classroom is an environment in which teachers and students are partners in the teaching and learning process.

**Action**

Students in MYP classrooms take action through active classroom involvement. Their engagement is focused on the exploration of real-world issues with consideration for options for responsible choices. Action can include advocating for or educating ourselves and others. Action can also take the form of service learning. All students are expected to participate in service activities over the course of their years at Thomas Jefferson. Students can collect service hours through weekly activities including those provided by the school such as learning and working in the Thomas Jefferson Community Garden. Other opportunities for service may be the direct result of a curriculum related inquiry. As students pursue service opportunities, they are encouraged to support issues or causes. Their learning and engagement in particular areas of interest will likely evolve as the topic of interest for their required 8th Community Project, the MYP culminating action task for middle schools.

## **Reflection**

Students in MYP classrooms are involved in critical reflection, giving thought to how they use evidence, how they employ various methods and how and why they arrive at particular conclusions. Students are also challenged to analyze their own thinking, to be conscious of their potential biases and to look for inaccuracy in their own and others' work.

Finally, students will build an IBMYP portfolio over the course of their 3 years at Jefferson. This portfolio reflects the work students have done to achieve the mission of Jefferson Middle School: becoming global citizens who are active participants in their communities.

## **Grade 6 IBMYP Four Rotation Elective for 2017-2018**

Thomas Jefferson Middle School is an International Baccalaureate World School offering the Middle Years Programme (MYP). IB requires that each student have an annual minimum of 50 hours in each of the following subject areas: Science, Design Technology, Humanities, Fine Arts, Mathematics, Language A, Language B and Physical Education. Grade 6 students participate in a Four Rotation Elective program to meet the requisites of the MYP.

All students will take Physical Education every other day for a full year. In addition, they will choose classes that balance Design Technology and Fine Arts. The Fine Arts classes are Drama, Chorus (semester) and Visual Arts. The Design Technology classes are Computers, Family and Consumer Science, and Technology Education. These classes meet every other day for a semester. Full year Band, Orchestra, and Choral music meet daily and are considered both Fine Arts and Design Technology classes.

Grade 6 students are also required to take a full-year World Language class that meets every other day. The World Languages offered are Spanish, Spanish for Fluent Speakers, French, Latin, Chinese, Arabic, and American Sign Language (ASL) pilot.

**7<sup>th</sup> Grade additional offerings:** Because students take an introductory World Language class in the 6<sup>th</sup> grade, Jefferson offers Intensified Level I World Language options as a pilot for the 2016-2017 school year. These Intensified courses are in addition to traditional Level I World Language offerings and earn a high school credit upon successful completion.

### **Arabic I, Intensified**

#### **Full Year (15816)**

*Prerequisite: Intro to Arabic*

Arabic, I Intensified is for students who have successfully completed Introduction to Arabic. The goal of this course is to equip students to develop higher levels of proficiency based on their previous Arabic studies. The curriculum meets all objectives in Arabic I and provides a rigorous treatment of content and additional advanced topics. This course will provide a greater focus on developing oral communications skills and a more in-depth study, of the cultural perspectives and practices of Arabic-speaking countries.

### **Chinese I, Intensified**

#### **Full Year (15616)**

*Prerequisite: Intro to Chinese*

Chinese I, Intensified is for students who have successfully completed Introduction to Chinese. The goal of this course is to equip students to develop higher levels of proficiency based on their previous Chinese studies. The curriculum meets all objectives in Chinese I and provides a rigorous treatment of content and additional advanced topics. This course will provide a greater focus on developing oral communication skills and a more in-depth study of the cultural perspectives and practices of China.

### **French I, Intensified**

#### **Full Year (15116)**

*Prerequisite: Intro to French*

French I, Intensified is for students who have successfully completed Introduction to French. The goal of this course is to equip students to develop higher levels of proficiency based on their previous French studies. The curriculum meets all objectives in French I and provides a rigorous treatment of content and additional advanced topics. This course will provide a greater focus on developing oral communication skills and a more in-depth study of the cultural perspectives and practices of French-speaking countries.

### **Latin I, Intensified**

#### **Full Year (15316)**

*Prerequisite: Intro to Latin*

Latin I, Intensified is for students who have successfully completed Introduction to Latin. The goal of this course is to equip students to develop higher levels of proficiency based on their previous Latin studies. The curriculum meets all objectives in Latin I and provides a rigorous a rigorous treatment of content and additional and advanced topics.

### **Spanish I, Intensified**

#### **Full Year (15516)**

*Prerequisite: Foreign Language in the Elementary School (FLES) and/or Transitional/Intro to Spanish*

Spanish I, Intensified is for students who have participated in the foreign Language in the Elementary School (FLES) Program and successfully completed Introduction /Transitional to Spanish. The goal of this course is to equip students to develop higher levels of proficiency based on their previous Spanish studies. The curriculum meets all objectives in Spanish I and provides a rigorous treatment of content and additional advance topics. This course will provide a greater focus on developing oral communication skills and a more in-depth study of the cultural perspectives and practice of Spanish-speaking countries.

### **7<sup>th</sup> and 8<sup>th</sup> Grade additional offerings (Pilot):**

#### **American Sign Language I (25990)**

##### **Full Year, one credit**

##### **Grades 7 - 8**

*Prerequisite: None*

Students will learn receptive and expressive language skills within the context of everyday interaction with others in their home, school, and community environments. Students will learn to ask and answer questions about family, school events and celebrations. They will exchange essential information such as making introductions, leave-taking, getting attention and negotiating the signing environment using appropriate non-manual behaviors (i.e., facial expression, body posture, spatial organization). Students will study the history of American Sign Language and will explore aspects of Deaf culture.

#### **American Sign Language II (25995)**

##### **Full Year, one credit**

##### **Grade: 8**

*Prerequisite: Successful completion of ASL I, or equivalent proficiency as determined by the teacher*

Students will expand and enhance the communicative skills in ASL. They will ask and respond to questions for clarification and be able to further express opinions and preferences regarding their everyday experiences and environment. Students will expand their vocabulary and conversational ability by studying more abstract topics and literary works. A deeper understanding of the Deaf community will also be a goal of this level, through the discussion of the community's norms and values. Students will gain an understanding of concepts that are unique to the Deaf community and their implications for language learning. They will be encouraged to interact with others using their ASL skills beyond the classroom level.

## KENMORE

### ARTS & COMMUNICATIONS TECHNOLOGY FOCUS PROGRAM

Kenmore Middle School is entering its 21<sup>st</sup> year as an arts and communications technology focus school. The middle school curriculum is taught through the arts as well as communications technology. Students at Kenmore inquire, connect, create and communicate. Throughout the school day they are actively engaged in learning activities that integrate communications technology, visual art, drama, music, and movement. Students from throughout Arlington may apply to attend Kenmore. Bus transportation is provided for those living outside the neighborhood attendance zone.

The school's focus provides student with alternative ways of learning. This approach is based on Howard Gardner's Theory of Multiple Intelligences and seeks to encourage students to use all eight intelligences: musical, visual, verbal, logical, kinesthetic, interpersonal, intrapersonal, and environmental. Students are challenged to think critically and to work collaboratively through classroom instruction. Learning is active and engaging. Social and emotional development is supported through the Positive Behavior and Supports framework which is aligned with the Arlington Tiered System of Support model. Academic intervention is augmented by flexible teacher advisory groupings as well as extra electives and after school support. In 2015, the Counseling Department was rated Exemplary based upon the American School Counselor Association's model.

Creative applications of technology are a hallmark of the school's instructional practice. Students have access to iPads, SMART boards, interactive response systems, a television studio and a variety of computers and software applications that support learning. For the 2016-17 school year, all students attending Kenmore have an iPad. The school has two technology-enhanced classrooms, one-outfitted with multiple SMART boards and the other with an interactive wall.

Following the middle school model, students are divided into grade level teams for core classes. Student are assigned to a group of five or six teachers who work together to provide the students on their team with a challenging and supportive academic experience. Faculty and staff members regularly participate in professional development for the integration of arts and technology. Additionally, teachers meet routinely in collaborative learning teams to discuss and monitor student academic progress to ensure that the needs of all students are met.

#### GRADE 6

#### HEALTH AND PHYSICAL EDUCATION

#### Grade 6 Health and Physical Education/Dance 6 Full Year (17111)

All Grade 6 students participate in the health and physical education program. The dance portion of this course allows students to learn Virginia physical education standards with an emphasis on dance. The health education program emphasizes what students need to know, understand, and do to achieve a healthy lifestyle. Areas of study include emotional, mental, social and environmental health, safety and emergency preparedness, relationships, substance abuse and disease prevention, and family life education.

In addition to the objectives in the Grade 6 core Health and Physical Education curriculum students will

- Understand and practice the elements of dance
- Understand and demonstrate the basic foundation of ballet, jazz, modern dance, and hip hop dance

- Understand and demonstrate cultural dances

#### ARTS EDUCATION

#### Instrumental Music-Beginning Piano Semester (19252)

This semester course is designed to introduce basic piano skills to students. Students will cover the beginning level SOL performance music standards and include a few of the investigate standards as well. Students will not be required to purchase a piano or keyboard. Electronic keyboards will be provided by the school and remain at the school.

Students will

- Learn basic piano skills
- Learn to read and play simple melodies and tunes
- Learn to play scales and read musical symbols
- Learn to recognize and perform various rhythmic patterns
- Learn basic pedaling technique

## **SHOWTIME, Full Year (11402)**

ShowTime meets every day for the entire school year. It is designed specifically for students who already know that their elective interest is in the arts. With a year-long combination experience in Chorus and Drama, this course gives students a professional production of an arts integrated experience. Each semester ShowTime students will have their work showcased in at least one performance.

ShowTime is taught with an emphasis on teamwork. Throughout the year students will work on improving their skill level in each discipline area, while at the same time developing students' comfort level in a group effort setting.

## **GRADE 7**

### **HEALTH AND PHYSICAL EDUCATION**

#### **Grade 7 Health and Physical Education/Dance 7 Full Year (17121)**

All Grade 7 students participate in the health and physical education program. The dance portion of this course allows students to learn Virginia physical education standards with an emphasis on dance. The health education program emphasizes what students need to know, understand, and do to achieve a healthy lifestyle. Areas of study include emotional, mental, social and environmental health, safety and emergency preparedness, relationships, substance abuse and disease prevention, and family life education.

In addition to the objectives in the Grade 7 core Health and Physical Education curriculum students will

- Understand and demonstrate the basic foundation of ballet, jazz, modern dance, and hip hop dance
- Perform dance sequences in front of an audience
- Demonstrate rhythmic coordination to music
- Understand the origins of cultural dances

## **ARTS EDUCATION**

### **Instrumental Music-Beginning Piano Semester (19252)**

This semester course is designed to introduce basic piano skills to students. Students will cover the beginning level SOL performance music standards and include a few of the investigate standards as well. Students will not be required to purchase a piano or keyboard. Electronic keyboards will be provided by the school and remain at the school. Students will

- Learn basic piano skills
- Learn to read and play simple melodies and tunes
- Learn to play scales and read musical symbols
- Learn to recognize and perform various rhythmic patterns
- Learn basic pedaling technique

## **BUSINESS AND INFORMATION TECHNOLOGY**

### **Multimedia Technology I Semester (16606)**

Students will learn to create multimedia and desktop publishing presentations incorporating sound, graphics, and digitized video for use in their core classes.

Students will

- Master basic desktop publishing skills using Microsoft Office and Adobe software applications
- Be introduced to Internet skills and techniques
- Master basic technology skills on the computer
- Become familiar with Alice Programming
  - Storyboards (what they are; why they are used; how they are created)
  - Animated buttons to create simple animation and visual effects to enhance presentations
- Operate a video camera and create video presentations
- Learn to use Microsoft Movie Maker
  - Creating a multimedia presentation using drawing and painting tools
- Use the digital camera to take and edit photos to presentations using Adobe Photoshop CS6
- Use the scanner to add scanned images to presentations

## **Multimedia Technology II Semester (16609)**

Students will

- Design and produce web pages using HTML and a variety of web page creation software and Internet sites
- Create hypertext links to other pages, sites, and software (PowerPoint, Excel, Word, etc.)
- Explore careers in the areas of multimedia and desktop publishing

## **ENGLISH**

### **Exploring Public Speaking Semester (11301)**

Students will practice all elements of preparation, delivery, and evaluation in preparing and presenting speeches including

- Research, organize, and outline speeches
- Develop techniques for impromptu and extemporaneous speeches
- Deliver speeches from both outline and prepared texts
- Develop techniques for highly effective communication, such as humor, quotations, props, and graphic information
- Learn speaking skills for effective delivery

## **GRADE 8**

### **HEALTH AND PHYSICAL EDUCATION**

#### **Grade 8 Health and Physical Education/Dance 8 Full Year (17205)**

All Grade 8 students participate in the health and physical education program. The dance portion of this course allows students to learn Virginia physical education standards with an emphasis on dance. The health education program emphasizes what students need to know, understand, and do to achieve a healthy lifestyle. Areas of study include emotional, mental, social and environmental health, safety and emergency preparedness, relationships, substance abuse and disease prevention, and family life education.

In addition to the objectives in the Grade 8 core Health and Physical Education curriculum students will

- Use the elements of dance to choreograph a short dance sequence
- Understand and demonstrate the basic foundation of ballet, jazz, modern dance, and hip hop dance
- Perform dance sequences in front of an audience
- Demonstrate rhythmic coordination to music
- Perform cultural dance sequences

## **ARTS EDUCATION**

### **Instrumental Music**

#### **Beginning Piano Semester (19252)**

This semester course is designed to introduce basic piano skills to students. Students will cover the beginning level SOL performance music standards and include a few of the investigate standards as well. Students will not be required to purchase a piano or keyboard. Electronic keyboards will be provided by the school and remain at the school.

Students will

- Learn basic piano skills
- Learn to read and play simple melodies and tunes
- Learn to play scales and read musical symbols
- Learn to recognize and perform various rhythmic patterns
- Learn basic pedaling technique

#### **Visual Art III, Full Year (19118)**

This course is designed for the highly motivated art student who is committed to the study of visual art. Students will continue to build on skills developed in Visual Arts I and Visual Arts II by participating in a variety of two-dimensional and three-dimensional experiences. The Art Computer Lab will be used as a tool to contribute to the creative process. A special emphasis will be placed on perspective and the figure. Art history will be addressed by studying artists whose work, objectives, and ideas parallel or expand upon design problems given to the students. Students will keep a sketchbook in which they will record their ideas. Sketch assignments in Visual Arts III are designed to stimulate creative thinking while requiring the practice of good drawing techniques including line weight and value. Students will also continue to build their portfolios.

Students will

- Analyze the effect of the elements of art and its principles
- Critique personal work and the work of others in oral and written form using appropriate art vocabulary
- Formulate and respond to meaningful questions about works of art based upon observations and interpretations
- Communicate information and ideas through illustration

- Apply the elements of art and the principles of design in two-dimensional and three-dimensional works of art
- Create works of art that emphasize specific formal color relationships
- Create three-dimensional works of art using a variety of themes and processes
- Use perspective to create the illusion of depth in two-dimensional drawing
- Create and maintain an art portfolio
- Work on a group project for permanent installation in the school

## **BUSINESS AND INFORMATION TECHNOLOGY**

### **Multimedia Technology I, Semester (16606)**

Students will learn to create multimedia and desktop publishing presentations incorporating sound, graphics, and digitized video for use in their core classes.

Students will

- Master basic desktop publishing skills using Microsoft Office and Adobe software applications
- Be introduced to Internet skills and techniques
- Master basic technology skills on the computer
- Become familiar with Alice Programming
  - Storyboards (what they are; why they are used; how they are created)
  - Animated buttons to create simple animation and visual effects to enhance presentations
- Operate a video camera and create video presentations
- Learn to use Microsoft Movie Maker
  - Creating a multimedia presentation using drawing and painting tools
- Use the digital camera to take and edit photos to presentations using Adobe Photoshop C52
- Use the scanner to add scanned images to presentations

### **Multimedia Technology II, Semester (16609)**

Students will

- Design and produce web pages using HTML and a variety of web page creation software and Internet sites
- Create hypertext links to other pages, sites, and software (PowerPoint, Excel, Word, etc.)
- Explore careers in the areas of multimedia and desktop publishing

## **ENGLISH**

### **Exploring Public Speaking, Semester (11301)**

Students will practice all elements of preparation, delivery, and evaluation in preparing and presenting speeches including

- Research, organize, and outline speeches
- Develop techniques for impromptu and extemporaneous speeches
- Deliver speeches from both outline and prepared texts
- Develop techniques for highly effective communication, such as humor, quotations, props, and graphic information
- Learn speaking skills for effective delivery



## SWANSON

### World Language Elective

**Introduction to World Languages** Courses are designed to provide exposure to a World Language prior to committing to a high school credit-bearing course. This exposure will provide a foundation in the structure and culture of the target language to enable participating students to be more successful in a chosen language used to fulfill high school graduation requirements. To participate, students must be reading on grade level or above. See your child's school counselor for more information.

#### **6<sup>th</sup> Grade Introduction to World Languages course offerings:**

Students selecting one of the options below will participate on an alternating day schedule with Reading.

#### **Introduction to French (15101)**

##### **Semester Course**

Students are introduced to the target language and learn basic communication skills such as: understand, ask and answer questions about self; participate in basic social interactions with memorized phrases; understand and use limited phrases and exchanges related to greetings, colors, numbers, and food. This course is designed to provide exposure to the language prior to committing to a high school credit-bearing course. It will provide a foundation in the structure of the target language to enable participating students to be more successful in a chosen language used to fulfill high school graduation requirements

#### **Introduction to Latin (15301)**

##### **Semester Course**

Students are introduced to the language and life of the Romans. Basic concepts about language are presented as students learn a beginning Latin vocabulary. A strong emphasis is placed on word formation from Latin.

#### **Introduction to Spanish (15501)**

##### **Semester Course**

Students are introduced to the target language and learn basic communication skills such as: understand, ask and answer questions about self; participate in basic social interactions with memorized phrases; understand and use limited phrases and exchanges related to greetings, colors, numbers, and food. This course is designed to provide exposure to the language prior to committing to a high school credit-bearing course. It will provide a foundation in the structure of the target language to enable participating students to be more successful in a chosen language used to fulfill high school graduation requirements.

**7<sup>th</sup> Grade additional offerings:** For those students that participated in the pilot program and took introductory courses, Swanson will offer Intensified Level I World Language options as a pilot for the 2016-2017 school year. These Intensified courses are in addition to traditional Level I World Language offerings and earn a high school credit upon successful completion.

Students selecting one of the options below will participate on an alternating day schedule with an elective course.

#### **French I, Intensified**

##### **Full Year (15116)**

*Prerequisite: Intro to French*

French I, Intensified is for students who have successfully completed Introduction to French. The goal of this course is to equip students to develop higher levels of proficiency based on their previous French studies. The curriculum meets all objectives in French I and provides a rigorous treatment of content and additional

advanced topics. This course will provide a greater focus on developing oral communication skills and a more in-depth study of the cultural perspectives and practices of French-speaking countries.

### **Latin I, Intensified**

#### **Full Year (15316)**

*Prerequisite: Intro to Latin*

Latin I, Intensified is for students who have successfully completed Introduction to Latin. The goal of this course is to equip students to develop higher levels of proficiency based on their previous Latin studies. The curriculum meets all objectives in Latin I and provides a rigorous a rigorous treatment of content and additional and advanced topics.

### **Spanish I, Intensified**

#### **Full Year (15516)**

*Prerequisite: Foreign Language in the Elementary School (FLES) for at least three years and/or Transitional Spanish*

Spanish I, Intensified is for students who have participated in the Foreign Language in the Elementary School (FLES) Program for at least three years and successfully completed Transitional Spanish. The goal of this course is to equip students to develop higher levels of proficiency based on their previous Spanish studies. The curriculum meets all objectives in Spanish I and provides a rigorous treatment of content and additional advanced topics. This course will provide a greater focus on developing oral communication skills and a more in-depth study of the cultural perspectives and practice of Spanish-speaking countries.

## **SPECIAL POPULATIONS**

### **Students Who Receive Special Education Services**

The instruction of students with disabilities in the middle school is in accordance with federal and state regulations. Special Education consists of a sequence of programs for students who require specially designed instruction as the result of a disability. Students with disabilities are placed in the least restrictive environment based on their Individualized Education Program (IEP). Where appropriate, each student with a disability participates as a member of a teacher advisor group and/or is a member of an academic team. An IEP outlines required services, accommodations and/or modifications and placement of identified students with disabilities.

### **Students Who Receive ESOL/HILT Services**

The High Intensity Language Training (HILT)/ High Intensity Language Training Extension (HILTEX) Program instructs students with limited English proficiency from beginning levels through advanced levels. The HILT/HILTEX curriculum is aligned with the State English Language Proficiency (WIDA) Standards and Virginia Standards of Learning.

Students identified as HILT A (Level 1) or HILT B (Level 2) study reading/language arts (a two-period block) with a trained HILT teacher. Students study science and social studies with either a trained HILT teacher or in a co-taught classroom, and participate in general education electives and physical education. Students are recommended for mathematics courses based on readiness.

Students identified as HILTEX A (WIDA Level 3) or HILTEX B (WIDA Level 4) study reading/language arts (a two-period block) with a trained HILTEX teacher. Students study science and social studies with a general education teacher or in a co-taught classroom, and participate in general education electives and physical education. Students are recommended for mathematics courses based on readiness.

Students identified as HILT and HILTEX move on to the next proficiency level based on identified criteria which includes recommended scores on the WIDA ACCESS for ELLs assessment, the Reading Inventory, writing samples and other local assessments, and student portfolios.

HILT A English 10786

HILT B English 10790

HILT A Reading 10787

HILT B Reading 10791

HILT A Science 10780

HILT B Science 10781

HILT Math (10880)

HILT A Social Studies 10789 (option for beginning Level 1 students not enrolled in SOL history course)

HILT U.S. History, Civics, and Economics to 1865 10800

HILT U.S. History, Civics, and Economics 1865 to present 10801

HILTEX A English 10796

HILTEX B English 10799

HILTEX A Reading 10794

HILTEX B Reading 10797

HILTEX U.S. History, Civics, and Economics to 1865 10795

HILTEX U.S. History, Civics, and Economics 1865 to present 10798

## **Students who receive Gifted Services**

The middle school staff, including the Gifted Resource Teacher, make curricular adjustments to meet the unique learning needs of students identified as gifted according to Arlington Public Schools Gifted Services Eligibility Process. For students identified gifted in academic areas, teams make provisions to provide challenge through strategies of curriculum differentiation and instructional regrouping. County-developed units of study and team-developed integrated units provide the differentiation. During team planning meetings, teachers in the core areas assign students to flexible groups based on achievement levels and/or other criteria appropriate to the instructional activity. Within the arts areas, gifted students may take advantage of special opportunities within classes, in after-school activities, and through countywide activities such as Honors Band and Orchestra. For students with exceptional abilities, flexibility exists to meet individual needs through various student options, including acceleration of progress through school, and acceleration of progress through content.

Each middle school holds an evening gifted services information meeting for parents concerning implementation of gifted services.

## **LIBRARY SERVICES**

The library manages and provides resources for learning and independent reading fostering the intellectual, emotional and social development of students. Students are taught 21<sup>st</sup> Century Skills so that they may become high-end users of information technology and lifelong learners. The library maintains an up-to-date collection that may be accessed both on and off-site that takes into consideration the subject content, developmental needs, broad perspectives, cultural and ethnic diversity of the students in providing materials.

School librarians instruct students in finding, using and integrating information into their assignments. Students use library materials in a wide variety of formats to retrieve, organize, document, analyze, evaluate, synthesize and present information. Students are also taught to adhere to the Code of Ethics and Acceptable Use of policies for appropriate use of information. Librarians also collaborate with teachers to build curricular units and they run special programs and have extended hours to enhance reading opportunities for students and the greater school community.

Students and their families are encouraged to use the resources of the library both at school and at home by accessing the school library webpage and the resources listed there.

## **EXTRACURRICULAR ATHLETIC PROGRAM**

The intramural and interscholastic sports programs are an integral part of the educational program. These programs serve as an outgrowth of the physical education program. They contribute to the physical, mental, emotional, and social needs of students by helping them realize their potential as valued members of their school and community.

Intramurals are conducted after school on Monday, Tuesday, Wednesday, and Thursday from 2:50 p.m. to 4:00 p.m. Schoolwide participation is the main objective; therefore, all students are eligible to participate in a wide variety of intramural activities. Ultimate is a star-up activity that is offered with more structure than other intramural activities. It is offered as gender separate and there is competition between schools (each school plays each other once)

The middle school interscholastic sports program offers students an opportunity to participate in competitions in swimming, boys' and girls' soccer, tennis and basketball, wrestling, and track and field. A current physical examination and completed Arlington Public Schools Athletic Agreement is required for participation.

## **SOCIAL EMOTIONAL GROWTH**

Each middle school promotes the social and emotional growth of the early adolescent through specific activities as well as available services, instructional practices and organization. Students are assigned to teams (within grades, grade-, or program –level) in order to minimize the feeling of anonymity a large school may create. These smaller “communities” give students a sense of belonging and greater self-confidence, allowing them to grow academically as well as socially and emotionally. Teachers also consider the social and emotional needs of the early adolescent in planning their learning activities. Students have many opportunities to work in small groups, to cooperate and collaborate, and to select assignments which develop their interests and abilities. Such attention to the nature of the middle school student allows each to grow emotionally and socially even as he or she works academically.

## **TEACHER ADVISOR PROGRAM**

Every middle school student is assigned to a Teacher Advisor (T/A) group. These small groups of students meet frequently each week during the school day with their assigned staff member who works with them on topics and activities related to social and emotional development and adjustment to school and its demands. Units may include orientation to a new school (from how to open a locker to how to find the gym), new and old friendships, study skills, character education and preparation for high school. Most importantly, the Teacher Advisor is an adult in the school who knows the student/advisee well and to whom the student can turn with a question or a problem. T/A groups give students a small group as a "home base" within the larger context of the middle school.

## **STUDENT SERVICES & SPECIAL EDUCATION**

The Department of Student Services & Special Education includes counselors, school psychologists, school social workers, attendance specialists, substance abuse counselors, and special education itinerant staff, including special education coordinators, speech/language pathologists, vision specialists, hearing specialists, integration facilitators, and occupational and physical therapists. The department maintains a cooperative relationship with school health services. A multi-disciplinary team model is used to assist in promoting the social and emotional growth of middle school students. Counselors are based in the schools, while other staff are assigned to schools for a portion of each week.

The following classes are offered in a setting called Functional Life Skills. The curriculum content is in accordance with the student’s instructional needs as delineated by an Individual Education Program (IEP), and the Aligned Standards of Learning which supports the Virginia Alternative Assessment Program (VAAP). Curriculum focuses on developing functional life skills in the areas of communication, self-help, social skills, pre-vocational skills, and functional academic skills. Instruction take place in a variety of natural settings within the school and community at large.

### **English (10035)**

This course is a highly structured program designed to meet the needs identified in each student’s IEP. Course work focuses on reading comprehension, spelling, vocabulary usage, sentence structure, paragraph development, and literature study through the short story, poetry, and the novel. Materials and textbooks are selected in accordance with the student’s reading level.

**Mathematics (10036)**

This course is a highly structured program designed to meet the needs identified in each student's IEP. Course work focuses on operations with whole numbers, fractions, decimals, integers, ratios and proportions, percent, and measurement.

**Social Studies (10039)**

This course is a highly structured program designed to meet the needs identified in each student's IEP.

**Science (10038)**

This course is a highly structured program designed to meet the needs identified in each student's IEP.

**Reading (10014)**

This course is a highly structured program designed to meet the needs identified in each student's IEP. Course work is designed to meet specific reading deficiencies as demonstrated by the student. In addition, reading for enjoyment and comprehension for specific skills that are necessary in utilizing other classroom materials are stressed.

## **HOMEBOUND INSTRUCTION**

Students who are unable to attend school for medical reasons, to include psychiatric conditions, may be eligible to receive homebound instruction at no cost. The application for homebound instruction is posted on the APS website, under the Office for Special Education. Copies of the application may also be requested at any APS school. Applications are submitted to the student's school for review before being forwarded to the Office of Special Programs (IEP's). An IEP team meeting will be held subsequent to approval for homebound instruction, in order to determine the level of service required. In all cases, eligibility for homebound instruction is reviewed every nine weeks.

## **STUDENT ACTIVITIES**

Clubs, student government, and other organizations provide many opportunities for students to develop socially and emotionally. Usually, these groups meet after school. Students are encouraged to participate; membership is not restrictive; and bus transportation is provided on a regular basis.

## **HOME/SCHOOL COOPERATION AND COMMUNICATION**

In order for the middle school student to grow intellectually, socially, emotionally, and physically, home and school must cooperate in the student's best interests. In order to cooperate, parents/guardians, teachers, and staff members must communicate. Many methods of communication exist, both formal and informal.

**Reporting to Parents/Guardians**

Students receive a report card at the end of each nine-week grading period according to a schedule published and distributed to parents in September. At the midpoint of each of the four grading periods, each student receives an interim report from the core team of teachers indicating the student's current progress. Elective/exploratory teachers also issue interim reports to indicate unsatisfactory work, failing work, or work significantly below the ability level of the student. In addition to these formal methods of reporting to parents, many teams and individual teachers communicate through newsletters, notes, and student work, which are sent home.

## **Conferences**

All families are invited to conference with representative teachers on a designated non-student day in the fall and in the spring. In addition, a parent/guardian or a teacher may request a conference to discuss a child's progress at any time. A parent/guardian may meet with a student's core team to discuss a student. Frequently, the counselor organizes parent/guardian/teacher conferences.

## **Telephone Calls and Notes**

A parent/guardian may leave a telephone message for a teacher (who is generally in the classroom during most of the school day) or send a note or e-mail requesting a response. Teachers will usually indicate any preferences they have in their course syllabus. Teachers will make every effort to respond as soon as possible. Parents/guardians may also call the counselor directly to ask a question concerning a student's progress.

## **Visits and Volunteering**

Parents/guardians can become more involved with the school and thus more aware of the student's environment through a number of avenues. The Parent Teacher Association (PTA) and volunteer services are two ways parents demonstrate interest and commitment. Students especially appreciate it when their parents or guardians attend student performances, athletic events, or particular meetings because such attendance demonstrates personal support.

## **STANDARDIZED TESTING IN THE MIDDLE SCHOOL**

The Virginia Board of Education requires that students take Standards of Learning (SOL) assessments in reading, mathematics, and history and social sciences in Grades 6, 7, and 8. Students in Grade 8 also test in writing and science. Students enrolled in Algebra or Geometry will take the SOL end-of-course test in that subject. The SOL tests are criterion-referenced tests designed to match Virginia's SOLs.

All high school students will be required to pass a minimum of six high school End-of-Course (EOC) tests to qualify for a standard diploma. For more detail, please see the Graduation Requirements located at the end of this document and speak to your student's counselor.

## **Assessment Results**

Results from tests taken by students will be mailed to parents after each test administration period. Overall results for schools and Arlington will be posted on the APS website at [www.apsva.us](http://www.apsva.us).

## **COURSES FOR HIGH SCHOOL CREDIT AT THE MIDDLE SCHOOL**

When a student takes a course at the middle school level that carries high school credit (e.g. Algebra, Geometry, Arabic I/II, Chinese I/II, French I/II, Latin I/II, Spanish I/II, World Geography, or Investigating Computer Science), the parent/guardian of that student has the following choices.

- Count the credit (if earned) and course toward high school graduation requirements, and include the course final grade in the student's grade point average (GPA) when computed at the high school level.
- Do not count the course final grade in the student's grade point average when computed at the high school level, and do not count the credit (if earned) and course toward high school graduation requirements.

Parents will receive a notification of this option with their child's final report card. If the middle school staff does not receive the parent request to omit the course by the specified date, any credit earned and grade will be included in the student's high school records (based on Virginia Standards of Accreditation).

## **OPTIONS FOR HIGH SCHOOL**

The high schools of Arlington Public Schools offer a comprehensive program to meet the intellectual and social/emotional needs of students. In addition to comprehensive high schools, Arlington Public Schools has a number of other options which families may wish to explore. These optional programs include the H-B Woodlawn Program, the International Baccalaureate Program, the Foundation Program for Academic Excellence, and the Thomas Jefferson High School for Science and Technology. STEM career, and technical courses are also available to Arlington high school students through the Career Center.

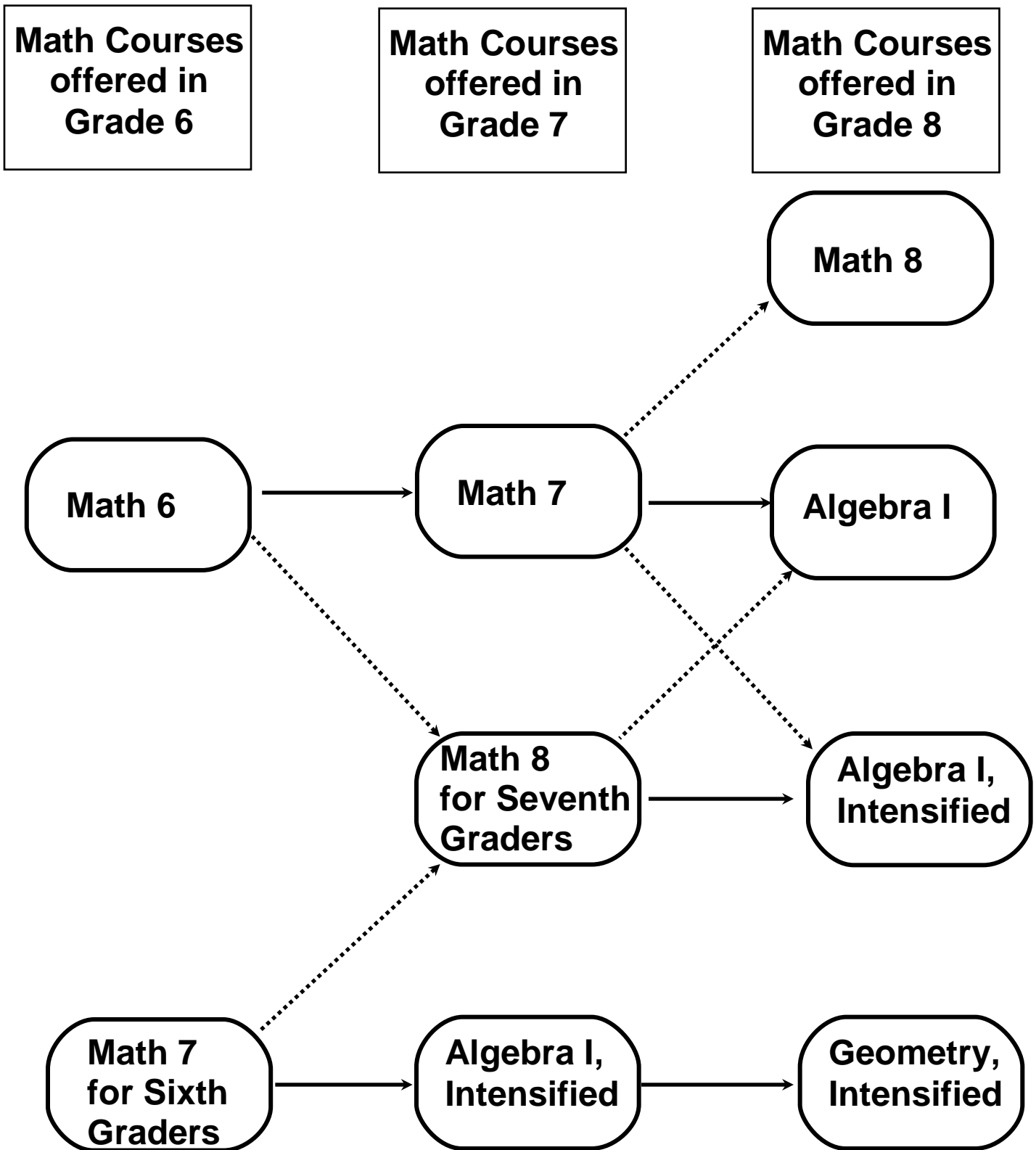
Students who are interested in pursuing an International Baccalaureate Diploma in high school are encouraged to take Spanish, French, Chinese or Latin I at Grade 7 and Spanish, French, Chinese or Latin II at Grade 8. They are also required to enroll in Algebra I in Grade 8. Accommodations through summer school may also be made.

For further information about high school options, please contact the Counseling Services offices in the middle schools or the Department of Student Services.



<b>High School Options</b>		
<b>Note: Transportation is provided for all of these options.</b>		
<b>Program</b>	<b>Location</b>	<b>Admissions Policy</b>
Foundation Program for Academic Excellence	Wakefield High School	<ul style="list-style-type: none"> <li>• Any APS student presently enrolled in Grade 8 may submit a transfer form to enroll.</li> <li>• For more information about the program and the transfer process, visit the Web site at <a href="#">Freshman Foundations at Wakefield</a></li> </ul>
H-B Woodlawn	H-B Woodlawn	<ul style="list-style-type: none"> <li>• Any APS student presently enrolled in Grade 8 may submit a transfer form to participate in a countywide lottery.</li> <li>• For more information about the program and the transfer process, visit the Web site at <a href="#">H-B Woodlawn Program</a></li> </ul>
International Baccalaureate Program	Washington-Lee High School	<p><b>Prerequisites for W-L Pre-IB</b></p> <ul style="list-style-type: none"> <li>- Algebra I or greater in Grade 8 or Geometry or greater in Grade 9</li> <li>- Spanish II, French II, Chinese II or Latin II in Grade 8 OR Spanish III, French III, Chinese III or Latin III in Grade 9</li> <li>- A's and B's in all subjects</li> <li>- Short answer/essay questions</li> <li>• Students not living in the Washington-Lee attendance area will need to submit the transfer application in addition to the IB application. <ul style="list-style-type: none"> <li>• For more information about the program and the transfer process, visit the website at <a href="#">IB Program at Washington-Lee</a></li> </ul> </li> </ul>
Spanish Immersion Program	Wakefield High School	<ul style="list-style-type: none"> <li>• Students in the school attendance area, students who attended the Immersion program at Gunston, and students who show appropriate proficiency in Spanish may enroll.</li> <li>• Students not living in the Wakefield attendance area will also need to submit the transfer application.</li> <li>• For more information about the program and the transfer process, visit the website at <a href="#">Spanish Immersion Program at Wakefield</a></li> </ul>
Thomas Jefferson High School for Science and Technology	Thomas Jefferson High School for Science and Technology, Fairfax County Public Schools	<ul style="list-style-type: none"> <li>• Any APS student presently enrolled in Grade 8 and enrolled in Algebra I (or a higher level math course) may apply for admission.</li> <li>• All applicants must take the Thomas Jefferson Admission Test</li> <li>• For more information about the school and its admission process, visit the admissions Web site at <a href="#">TJHSST Admissions</a></li> </ul>

# Suggested APS Middle School Mathematics Pathways



At all grade levels, there are additional “Math Strategies” courses available as electives for students who would benefit from assistance to meet grade-level proficiency.

Arlington Public Schools' Recommended High School Mathematics Course Pathways 2017-2018

Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Algebra I, <i>Intensified</i>	Geometry, <i>Intensified</i>	Algebra II/Trigonometry, <i>Intensified</i>	Precalculus, <i>Intensified</i>	Calculus BC, AP	Multivariable Calculus, DE; Vector Calculus, DE; Linear Algebra, DE; Differential Equations, DE; Statistics, AP; or Computer Science, AP
	Algebra I, <i>Intensified</i>	Geometry, <i>Intensified</i>	Algebra II/Trigonometry, <i>Intensified</i>	Precalculus, <i>Intensified</i>	Calculus BC, AP; Statistics, AP; or Computer Science, AP
	Algebra I	Geometry or Geometry, <i>Intensified</i> (see row above)	Algebra II or Algebra II/Trigonometry, <i>Intensified</i> (see row above)	Precalculus/ Trigonometry or Precalculus/Trig, DE (CC)	Calculus AB, AP; Calculus, DE (CC) Statistics, AP; or Computer Science, AP.
			Algebra Functions & Data Analysis (AFDA)	Math Analysis/ Trigonometry	Statistics, AP; Computer Science, AP; Mathematics for the Liberal Arts I & II DE; Precalculus/Trig; or Probability & Statistics
	Math 8	Algebra I	Geometry or Geometry, <i>Principles</i>	Algebra II	Math Analysis/Trigonometry
				Algebra Functions & Data Analysis (AFDA)	Algebra II
		Algebra 1, Part 1	Algebra I, Part 2	Geometry or Geometry, <i>Principles</i>	Algebra II or Algebra Functions & Data Analysis (AFDA)
		Math Foundations & Prealgebra (ESOL HILT)	Algebra I		

*The pathways are flexible, and movement is not limited to staying in one row. Students may accelerate as they are ready to do so.*

AP = Advanced Placement (College Board); DE = Dual Enrollment with NOVA; CC = Career Center offering

## World Languages Sequences of Study<sup>1</sup>

### American Sign Language

7 <sup>th</sup> grade	8 <sup>th</sup> grade	9 <sup>th</sup> grade	10 <sup>th</sup> grade	11 <sup>th</sup> grade	12 <sup>th</sup> grade
	Level 1	Level 2	Level 3		
		Level 1	Level 2	Level 3	
			Level 1	Level 2	Level 3
				Level 1	Level 2

### Arabic

7 <sup>th</sup> grade	8 <sup>th</sup> grade	9 <sup>th</sup> grade	10 <sup>th</sup> grade	11 <sup>th</sup> grade	12 <sup>th</sup> grade
Level 1	Level 2	Level 3	Level 4	Level 5	
	Level 1	Level 2	Level 3	Level 4	Level 5
		Level 1	Level 2	Level 3	Level 4

### Chinese

7 <sup>th</sup> grade	8 <sup>th</sup> grade	9 <sup>th</sup> grade	10 <sup>th</sup> grade	11 <sup>th</sup> grade	12 <sup>th</sup> grade
Level 1	Level 2	Level 3	Level 4	Chinese Language and Culture, AP	
	Level 1	Level 2	Level 3	Level 4	Chinese Language and Culture, AP
		Level 1	Level 2	Level 3	Level 4

### French

7 <sup>th</sup> grade	8 <sup>th</sup> grade	9 <sup>th</sup> grade	10 <sup>th</sup> grade	11 <sup>th</sup> grade	12 <sup>th</sup> grade
Level 1	Level 2	Level 3	Level 4	Level 5 or French Language and Culture, AP	French Language and Culture, AP or Advanced Studies in French
	Level 1	Level 2	Level 3	Level 4	Level 5 or French Language and Culture, AP
		Level 1	Level 2	Level 3	Level 4

### German

7 <sup>th</sup> grade	8 <sup>th</sup> grade	9 <sup>th</sup> grade	10 <sup>th</sup> grade	11 <sup>th</sup> grade	12 <sup>th</sup> grade
		Level 1	Level 2	Level 3	Level 4 or German Language and Culture, AP
	Level 1 <i>*Available at H-B Woodlawn only</i>	Level 2	Level 3	Level 4, or German Language and Culture, AP	German Language and Culture, AP

<sup>1</sup> This sequence is for regular programs. For a complete description of the International Baccalaureate language offerings, please see the High School Program of Studies for more details.

## Japanese

7 <sup>th</sup> grade	8 <sup>th</sup> grade	9 <sup>th</sup> grade	10 <sup>th</sup> grade	11 <sup>th</sup> grade	12 <sup>th</sup> grade
		Level 1	Level 2	Level 3	
	Level 1 <i>*Available at H-B Woodlawn only</i>	Level 2	Level 3		

## Latin

7 <sup>th</sup> grade	8 <sup>th</sup> grade	9 <sup>th</sup> grade	10 <sup>th</sup> grade	11 <sup>th</sup> grade	12 <sup>th</sup> grade
Level 1	Level 2	Level 3	Level 4	Level 5 or Latin, AP	Latin, AP or Advanced Studies in Latin
	Level 1	Level 2	Level 3	Level 4	Level 5 or Latin, AP
		Level 1	Level 2	Level 3	Level 4

## Spanish

7 <sup>th</sup> grade	8 <sup>th</sup> grade	9 <sup>th</sup> grade	10 <sup>th</sup> grade	11 <sup>th</sup> grade	12 <sup>th</sup> grade
Level 1	Level 2	Level 3	Level 4	Level 5 or Spanish Language and Culture, AP	Spanish Language and Culture, AP or Spanish Literature, AP or Advanced Studies in Spanish
	Level 1	Level 2	Level 3	Level 4	Level 5 or Spanish Language and Culture, AP
		Level 1	Level 2	Level 3	Level 4

## Spanish for Fluent Speakers

7 <sup>th</sup> grade	8 <sup>th</sup> grade	9 <sup>th</sup> grade	10 <sup>th</sup> grade	11 <sup>th</sup> grade	12 <sup>th</sup> grade
Level 1	Level 2	Level 3	Spanish Language and Culture, AP	Spanish Literature, AP	Advanced Studies in Spanish
	Level 1	Level 2	Level 3	Spanish Language and Culture, AP	Spanish Literature, AP or Advanced Studies in Spanish
		Level 1	Level 2	Level 3	Spanish Language and Culture, AP

### Notes:

1. Some or all courses in Arabic, Chinese, German, and Japanese may be delivered via Distance Learning or as hybrid courses (combining online and face-to-face instruction).
2. An AP exam is not available in Arabic.
3. An AP course is not offered in Japanese.
4. APS students who demonstrate strong proficiency in one or more foreign languages may earn up to 4 credits (Level 1-4) by participating successfully in the Credit by Exam. See [www.apsva.us/worldlanguages](http://www.apsva.us/worldlanguages) for more information.

## GRADUATION REQUIREMENTS

The requirements for a student to earn a diploma and graduate from a Virginia high school shall be those in effect when that student enters Grade 9 for the first time. Students shall be awarded a diploma upon graduation from a Virginia high school.

When students below Grade 9 successfully complete courses offered for credit in Grades 9 through 12, credit shall be counted toward meeting the standard units required for graduation. To earn a verified unit of credit for these courses, students must meet the requirements of the Virginia Standards of Quality (.8VAC20-131-110).

The following requirements shall be the only requirements for a diploma, unless a local school board has prescribed additional requirements that have been approved by the Board of Education. All additional requirements prescribed by local school boards that have been approved by the Board of Education remain in effect until such time as the local school board submits a request to the board to amend or discontinue them.

### Requirements for a Standard Diploma.

1. Beginning with the *ninth-grade class of 2013-2014 and beyond*, students shall earn the required standard and verified units of credit described in subdivision 2 of this subsection.
2. Credits required for graduation with a Standard Diploma.

Discipline Area	Standard Units of Credit Required	Verified Credits Required
English	4	2
Mathematics <sup>1</sup>	3	1
Laboratory Science <sup>2,6</sup>	3	1
History and Social Sciences <sup>3,6</sup>	3	1
Health and Physical Education	2	
Foreign Language, Fine Arts or Career and Technical Education <sup>7</sup>	2	
Economics and Personal Finance	1	
Electives <sup>4</sup>	4	
Student Selected Test <sup>5</sup>		1
Career and Technical Education Credential <sup>8</sup>		
Total <sup>9</sup>	22	6

<sup>1</sup> Courses completed to satisfy this requirement shall include at least two different course selections from among: Algebra I, Geometry, Algebra, Functions, and Data Analysis, Algebra II, or other mathematics courses above the level of Algebra II. The board shall approve courses to satisfy this requirement.

<sup>2</sup> Courses completed to satisfy this requirement shall include course selections from at least two different science disciplines: earth sciences, biology, chemistry, or physics, or completion of the sequence of science courses required for the International Baccalaureate Diploma. The board shall approve courses to satisfy this requirement.

<sup>3</sup> Courses completed to satisfy this requirement shall include U.S. and Virginia History, U.S. and Virginia Government, and one course in either world history or geography or both. The board shall approve courses to satisfy this requirement.

<sup>4</sup> Courses to satisfy this requirement shall include at least two sequential electives as required by the Standards of Quality.

<sup>5</sup> A student may utilize additional tests for earning verified credit in computer science, technology, career and technical education, economics or other areas as prescribed by the board in [8VAC20-131-110](#).

<sup>6</sup> Students who complete a career and technical education program sequence and pass an examination or occupational competency assessment in a career and technical education field that confers certification or an occupational competency credential from a recognized industry, or trade or professional association, or acquires a professional license in a career and technical education field from the Commonwealth of Virginia may substitute the certification, competency credential, or license for (i) the student-selected verified credit and (ii) either a science or history and social science verified credit when the certification, license, or credential confers more than one verified credit. The examination or occupational competency assessment must be approved by the Board of Education as an additional test to verify student achievement.

<sup>7</sup> Pursuant to § [22.1-253.13:4](#) of the *Code of Virginia*, credits earned for this requirement shall include one credit in fine or performing arts or career and technical education.

<sup>8</sup>Students shall earn a career and technical education credential approved by the Board of Education that could include, but not be limited to, the successful completion of an industry certification, a state licensure examination, a national occupational competency assessment, or the Virginia workplace readiness assessment.

<sup>9</sup>Students shall successfully complete one virtual course, which may be a noncredit-bearing course or a required or elective credit-bearing course that is offered online. APS Policy **20-3.200 Alternative Delivery of Instruction** requires that any course taken by a student by a provider other than Arlington Public Schools must be pre-approved for credit through the school’ counseling office prior to a student taking a course for high school credit. High school credit will not be awarded towards graduation requirements without preapproval.

Accommodations for Students with Disabilities: Credit accommodations for the Standard Diploma shall be determined by the students’ Individualized Education Program (IEP team) or 504 plan committee, including the student where appropriate, at any point after the student’s eighth grade year. The school must secure the informed written consent of the parent/guardian and the student, as appropriate, to choose credit accommodations after review of the student’s academic history and full disclosure of the student’s options. See your counselor for more information.

### Requirements for an Advanced Studies Diploma.

1. Beginning with *the ninth-grade class of 2013-2014 and beyond*, students shall earn the required standard and verified units of credit described in subdivision 2 of this subsection.

2. Credits required for graduation with an Advanced Studies Diploma.

Discipline Area	Standard Units of Credit Required	Verified Credits Required
English	4	2
Mathematics <sup>1</sup>	4	2
Laboratory Science <sup>2</sup>	4	2
History and Social Sciences <sup>3</sup>	4	2
Foreign Language <sup>4</sup>	3	
Health and Physical Education	2	
Fine Arts or Career and Technical Education	1	
Economics and Personal Finance	1	
Electives	3	
Student Selected Test <sup>5</sup>		1
Total <sup>6</sup>	26	9

<sup>1</sup>Courses completed to satisfy this requirement shall include at least three different course selections from among: Algebra I, Geometry, Algebra II, or other mathematics courses above the level of Algebra II. The board shall approve courses to satisfy this requirement.

<sup>2</sup>Courses completed to satisfy this requirement shall include course selections from at least three different science disciplines from among: earth sciences, biology, chemistry, or physics or completion of the sequence of science courses required for the International Baccalaureate Diploma. The board shall approve additional courses to satisfy this requirement.

<sup>3</sup>Courses completed to satisfy this requirement shall include U.S. and Virginia History, U.S. and Virginia Government, and two courses in either world history or geography or both. The board shall approve additional courses to satisfy this requirement.

<sup>4</sup>Courses completed to satisfy this requirement shall include three years of one language or two years of two languages.

<sup>5</sup>A student may utilize additional tests for earning verified credit in computer science, technology, career or technical education, economics or other areas as prescribed by the board in [8VAC20-131-110](#).

<sup>6</sup>Students shall successfully complete one virtual course, which may be a noncredit-bearing course, or may be a course required to earn this diploma that is offered online. APS Policy **20-3.200 Alternative Delivery of Instruction** requires that any course taken by a student by a provider other than Arlington Public Schools must be pre-approved for credit through the school’ counseling office prior to a student taking a course for high school credit. High school credit will not be awarded towards graduation requirements without preapproval. Please see Appendix D for more information on this requirement.

Students completing the requirements for the Advanced Studies Diploma may be eligible to receive an honor deemed appropriate by the local school board.