

HAYFIELD MIDDLE SCHOOL



COURSE SELECTION BOOK

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| <p>NOTICE: All graduation requirements documented in the 2017-2018 Standard Course Offerings Guide reflect Virginia Department of Education and Fairfax County Public Schools’ expectations at the time of publication.</p> |
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Dear Students and Parents/Guardians,

Our faculty and staff are pleased to welcome you to Hayfield Middle School. We want the next two years with us to be an exciting learning time in preparation for high school. This booklet includes descriptions of both seventh and eighth grade courses.

At each grade level, the following courses are required: English, Mathematics, Social Studies, Science, and Health and Physical Education. Students complete their schedule by selecting year long or semester electives. Electives offer opportunities for enrichment and interest exploration. Please consider future goals and current interests when selecting courses for next year. Plan carefully and talk with your counselors and teachers, as they can help you make wise decisions about courses to take in middle school.

Parental involvement is essential to achieving and maintaining student success. We encourage and appreciate parents participating in the PTSA and/or volunteering to assist with the many initiatives we will plan together for Hayfield. It is our desire to forge a lasting partnership, which will ensure your student's success in middle school.

Final decisions about courses to be included in the master schedule will be based on staffing and student preferences as indicated during the registration process. Please make wise choices now, since schedule changes will be limited to correcting errors in placement. Course verifications will be mailed to all students in April.

ALL CHANGES TO STUDENTS' REQUESTS NEED TO BE MADE NO LATER THAN June 1, 2018.

We look forward to meeting and working with you. Should you have any questions regarding the information presented in this booklet or any other questions regarding the opening of school, please call the Student Services Office at (703) 924-7522. We wish you a successful school year.

Timothy E. Hopkins
Hayfield Secondary School
Director of Student Services (7-8)

Hayfield Secondary School
7630 Telegraph Road, Alexandria, Virginia 22315
(703) 924-7400

Administrators

| | |
|------------------------------|-----------------------|
| Principal | Mr. Martin Grimm |
| Associate Principal | Mr. Alfonso Smith |
| Director of Student Services | Mr. Tim Hopkins |
| Sub-School Principal | Ms. Cheryl Ritchie |
| Sub-School Principal | Mr. Warren Carrington |
| Dean of Students | Mr. Carmen Lofton |

Student Services Department

| | |
|----------------------------|-----------------------|
| Student Services Assistant | (703) 924-7522 |
| Office Assistant | Ms. Susan Morningstar |
| | Ms. Martha Campbell |

Professional School Counselors

| | |
|---------------------|-------------------|
| Ms. Katie Raffaelli | Mr. Tim Dodson |
| Ms. Anna Brussel | Dr. Lynette Henry |

After-School Specialist

| | |
|---------------------|-----------------|
| Mr. Adam Fitzgerald | (703) 924- 7609 |
|---------------------|-----------------|

School Support Staff

| | |
|-------------------------|---------------------|
| Special Education Chair | Ms. Jennifer Smetek |
| Social Worker | Ms. Jennifer Lynch |
| School Psychologist | Dr. Laura White |

Hayfield Secondary School website
<http://www.fcps.edu/HayfieldSS/index.html>

WHAT SHOULD THE MIDDLE SCHOOL STUDENT EXPECT?

TIME

School begins at 8:00 a.m. and ends at 2:45 p.m. Each class is 90 minutes in length. Students have 5 minutes between classes.

LUNCH

The lunch period is 30 minutes. The student's schedule will determine the lunch period assigned.

LOCKERS

Each student is assigned a hall locker after turning in all necessary forms at Hawk Flight: emergency care form, health form, and Club Orange participation form. Students will also have a locker assigned in physical education class and certain electives. Locker combinations should not be given to other students.

CLASSES

Students are enrolled in seven classes each semester. Most classes will be for the entire year; some classes are only for a semester.

SCHOOL COUNSELING SERVICES

Each student is assigned a school counselor. The middle school student services program provides support to students in transition from childhood to adolescence. School counselors help students to understand themselves, to make the best of their abilities, to know the educational and career opportunities available to them, and to help them make plans and decisions for their future. Counselors meet with students individually and in small and large groups. Counselors also meet with teachers and parents to discuss achievement or any issue related to the student's school experiences. Parents are encouraged to contact their child's counselor if there are any questions or concerns regarding academic, social, or emotional development.

AFTER SCHOOL ACTIVITIES (Club Orange)

Students may stay after school for academic support or other extra-curricular activities. Late buses are available through Club Orange three days a week.

http://www.fcps.edu/HayfieldSS/Activities/index_cluborange.html

Graduation Requirements for Students Entering the 9th Grade for the First Time in 2018-19 and Beyond

For more information, please visit <https://www.fcps.edu/academics/graduation-requirements-and-course-planning/graduation-requirements-first-time-ninth> which includes more detailed information and tutorials about diploma types and graduation requirements.

Proposed Standard Diploma

22 CREDIT DIPLOMA REQUIREMENTS FOR GRADUATION

These requirements have been proposed and have not yet received final approval from the Commonwealth of Virginia.

The requirements for a student to earn a diploma shall be those in effect when the student enters the 9th grade for the first time. The following applies to students who enter 9th grade 2018-2019 and beyond.

To graduate from high school, students shall meet the minimum requirements for the Standard Diploma as outlined below, including 22 standard credits, 5 of which must be verified credits. A **standard** credit is earned when a student passes a course. A **verified** credit is earned when a student passes a course and either the associated end-of-course SOL test or an authentic performance assessment in the areas of history and social sciences and English (writing). In some cases, students may utilize substitute tests, certifications, or the appeal process to earn verified credits. State guidelines prescribe the number of verified credits required for graduation for students entering a Virginia public high school for the first time during the tenth grade or after. Eligible students with disabilities have the opportunity to use credit accommodations to earn a Standard Diploma. Students must be found eligible for these accommodations. Consult your school counselor for specific information.

Students receive credit toward graduation for high school courses taken and passed in middle school. These courses count toward credits in the required sequences as well as toward the total number of credits required for graduation and calculation of the grade point average (GPA). **Middle school parents may request that grades for any high school credit-bearing course taken in the middle school be removed from the student's high school transcript, and therefore the student will not earn high school credit for the course. In addition, the student will not be eligible for a verified credit in any course which has been removed from the transcript. The request to remove a course from the transcript must be made in writing to the middle or high school the student will attend the following year, prior to the end of the first nine weeks. See current version of FCPS Regulation 2408.**

| Standard Diploma Course Requirements (8 VAC 20-131-51) | | |
|---|------------------|------------------|
| Subject Area | Standard Credits | Verified Credits |
| English | 4 | 2 |
| Mathematics ¹ | 3 | 1 |
| Laboratory Science ^{2,5} | 3 | 1 |
| History and Social Sciences ^{3,5} | 4 | 1 |
| Health and Physical Education | 2 | |
| World Language, Fine Arts or Career and Technical Ed 6 | 2 | |
| Economics & Personal Finance | 1 | |

| | | |
|--|-----------|----------|
| Electives ⁴ | 3 | |
| AP, HN, or IB Course or Career and Technical Education Credential ⁷ | | |
| First Aid/CPR/AED Training ⁸ | | |
| Total Credits^{9,10} | 22 | 5 |

¹Courses completed to satisfy this requirement shall include at least two different course selections from among: Algebra I, Geometry, Algebra II, or other mathematics courses as approved by the Board. The Board of Education (Board) shall approve additional courses to satisfy this requirement.

² Courses completed to satisfy this requirement shall include course selections from at least three different science disciplines: earth sciences, biology, chemistry, or physics; or completion of the sequence of science courses required for the International Baccalaureate Diploma and shall include interdisciplinary courses which incorporate SOL content from multiple academic areas. The Board shall approve courses to satisfy this requirement.

³ Courses completed to satisfy this requirement shall include U.S. and Virginia History, U.S. and Virginia Government, and World History/Geography I and World History/Geography II. AP World History satisfies the requirement for World History/Geography II.

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

⁵ 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 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 as an additional test to verify student achievement.

⁶ Pursuant to Section 22.1-253.13:4, Code of Virginia, credits earned for this requirement shall include one credit in fine or performing arts or career and technical education.

⁷ Students shall either complete an Advanced Placement, honors, or International Baccalaureate course, or earn a career and technical education credential approved by the Board, except when a career and technical education credential in a particular subject area is not readily available or appropriate or does not adequately measure student competency, in which case the student shall receive satisfactory competency-based instruction in the subject area to satisfy the standard diploma requirements. The career and technical education credential, when required, could include the successful completion of an industry certification, a state licensure examination, a national occupational competency assessment, the Armed Services Vocational Aptitude Battery (ASVAB), or the Virginia workplace readiness assessment.

⁸ Students are required to be trained in emergency first aid, cardiopulmonary resuscitation, and the use of automated external defibrillators, including hands-on practice of the skills necessary to perform cardiopulmonary resuscitation.

⁹ Students shall successfully complete one virtual course, which may be a noncredit-bearing course or elective credit bearing course that is offered online.

¹⁰ Students shall acquire and demonstrate foundational skills in critical thinking, creative thinking, collaboration, communication, and citizenship in accordance with the Profile of a Virginia Graduate approved by the Board.

Proposed Advanced Studies Diploma

26 CREDIT DIPLOMA REQUIREMENTS FOR GRADUATION

These requirements have been proposed and have not yet received final approval from the Commonwealth of Virginia.

The requirements for a student to earn a diploma shall be those in effect when the student enters the 9th grade for the first time. The following applies to students who enter 9th grade 2018-2019 and beyond.

To graduate from high school with an Advanced Studies Diploma, students shall meet the minimum requirements as outlined below which include 26 credits, 5 of which must be verified credits. A **standard** credit is earned when a student passes a course. A **verified** credit is earned when a student passes a course and either the associated end-of-course SOL test or an authentic performance assessment in the areas of history and social sciences and English (writing). In some cases, students may utilize substitute tests, certifications, or the appeal process to earn verified credits. State guidelines prescribe the number of verified credits required for graduation for students entering a Virginia public high school for the first time during the tenth grade or after. Consult your school counselor for specific information.

Students receive credit toward graduation for high school courses taken and passed in middle school. These courses count toward credits in the required sequences as well as toward the total number of credits required for graduation and calculation of the grade point average (GPA). **Middle school parents may request that grades for any high school credit-bearing course taken in the middle school be removed from the student’s high school transcript, and therefore the student will not earn high school credit for the course. In addition, the student will not be eligible for a verified credit in any course which has been removed from the transcript. The request to remove a course from the transcript must be made in writing to the middle or high school the student will attend the following year prior to the end of the first nine weeks. See current version of FCPS Regulation 2408.**

| Advanced Studies Diploma Course Requirements (8 VAC 20-131-51) | | |
|--|-------------------------|-------------------------|
| Subject Area | Standard Credits | Verified Credits |
| English | 4 | 2 |
| Mathematics ¹ | 4 | 1 |
| Laboratory Science ² | 4 | 1 |
| History and Social Sciences ³ | 4 | 1 |
| World Language ⁴ | 3 | |
| Health and Physical Education | 2 | |
| Fine Arts or Career and Technical Ed | 1 | |
| Economics & Personal Finance | 1 | |
| Electives ⁵ | 3 | |
| AP, HN, or IB Course or Career and Technical Education Credential ⁶ | | |
| First Aid/CPR/AED Training ⁷ | | |
| Total Credits^{8,9} | 26 | 5 |

¹Courses 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 of Education (Board) shall approve courses to satisfy this requirement.

² 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 courses to satisfy this requirement.

³ Courses completed to satisfy this requirement shall include U.S. and Virginia History, U.S. and Virginia Government, and World History/Geography I and World History/Geography II. AP World History satisfies the requirement for World History/Geography II.

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

⁵ Courses to satisfy this requirement shall include at least two sequential electives as required by the Standards of Quality.

⁶ Students shall either complete an Advanced Placement, honors, or International Baccalaureate course, or earn a career and technical education credential approved by the Board, except when a career and technical education credential in a particular subject area is not readily available or appropriate or does not adequately measure student competency, in which case the student shall receive satisfactory competency-based instruction in the subject area to satisfy the standard diploma requirements. The career and technical education credential, when required, could include the successful completion of an industry certification, a state licensure examination, a national occupational competency assessment, the Armed Services Vocational Aptitude Battery (ASVAB), or the Virginia workplace readiness assessment.

⁷ Students are required to be trained in emergency first aid, cardiopulmonary resuscitation, and the use of automated external defibrillators, including hands-on practice of the skills necessary to perform cardiopulmonary resuscitation.

⁸ 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.

⁹ Students shall acquire and demonstrate foundational skills in critical thinking, creative thinking, collaboration, communication, and citizenship in accordance with the Profile of a Virginia Graduate approved by the Board.

Curriculum Overview

What courses do middle school students study?

Seventh grade students take the following required full-year courses:

| | |
|--|---------------------------|
| English | Mathematics |
| Investigations in Environmental Science | Health/Physical Education |
| United States History, 1865 to the Present | |

Eighth grade students take the following required full-year courses:

| | |
|---------------------------------|---------------------------|
| English | Mathematics |
| Investigating Matter and Energy | Health/Physical Education |
| Civics and Economics | |

All students complete their seven period schedules with elective courses. A schedule is completed by making one of the following choices:

Choice 1: Two full year electives

Choice 2: One full year elective and two semester electives

Choice 3: Four semester electives

Seventh grade students complete their seven period schedules with these elective courses:

| <u>Semester (Half year):</u> | <u>Year Long:</u> |
|---------------------------------|-----------------------|
| Art | Band |
| Computer Solutions | Chorus |
| Creative Writing | Orchestra |
| Family and Consumer Science | Theater Arts |
| Theater Arts | Journalism (Yearbook) |
| Engineering Design and Modeling | World Languages |

Eighth grade students complete their seven period schedules with these elective courses:

| <u>Semester (Half year):</u> | <u>Year Long:</u> |
|--|-----------------------|
| Art | Band |
| Computer Solutions | Chorus |
| Creative Writing | Orchestra |
| Family and Consumer Science | Theatre Arts |
| Theatre Arts | Art Extensions |
| Engineering Simulation and Fabrication | Journalism (Yearbook) |
| Leadership Developmental Mentor Programs | World Languages |

Special Programs

SPECIAL EDUCATION PROGRAM

Special education programs meet the Virginia State mandate and federal law for providing an educational program for each student with a disability. Special programs service middle school students with a variety of disabilities. These services are provided based on the student's Individualized Education Plan (IEP). The special education programs also utilize the expertise of a psychologist, social worker, speech and language clinician and other itinerant specialists as specified in each student's IEP. The continuum of services ranges from general education consult support to team taught classes to smaller self-contained classes. The majority of students in special education are integrated into general education classes for electives and physical education courses. Students also participate in extra-curricular activities. The special education curriculum follows the Program of Studies for Fairfax County Public Schools and incorporates the Commonwealth of Virginia Standards of Learning.

ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL) PROGRAM

The middle school ESOL programs comprise a range of courses to meet the cultural, linguistic, and academic needs of middle school Level 1, 2, and 3-4 students. The ESOL students are placed in Level 1 (very limited or no knowledge of English), Level 2 (limited proficiency in English), or Level 3-4 (proficient in speaking and understanding English but limited in reading and writing skills). The Level 1 students are often placed in five ESOL classes, Level 2 students have up to five ESOL classes, Level 3 students have up to two ESOL classes, and Level 4 students have one ESOL class. ESOL students are enrolled in mainstream courses for all other classes that are not designated by the ESOL program.

HONORS PROGRAM

The following information is included in order to assist parents in determining whether their child is prepared for an honors-level course:

- Higher level critical thinking
- Active listening and participation during discussions
- Ability to read above grade level
- Ability to write using correct grammar with expression and creativity
- Self-motivated, well organized and willing to work independently for long periods of time
- Ability to participate in small groups and whole class activities with appropriate peer interaction
- Demonstrates maturity and strong work habits
- Ability to self-monitor
- Advocate for themselves
- Focused and have a desire to do well
- Consistently complete and turn in assignments on time

INTERVENTION AND SUPPORT CLASSES

Hayfield Middle School offers focused intervention classes during the school year to support students not yet demonstrating consistent mastery of grade level skills. The classes provide direct remediation of content skills necessary to understand Mathematics, Science, Social Studies, Reading, and English. Students are selected for these classes based upon their report card grades, SOL scores, and teacher recommendations.

English

Read 180 Next Generation

READ 180 is a full year reading intervention course designed to meet the needs of students whose reading achievement is well below the proficient level. The course addresses individual needs through direct teacher instruction, high-interest reading material, and adaptive instructional software. Because it is an intervention course, READ 180 is capped at 15 students. It can be accessed by both seventh and eighth graders from ESOL, general, and special education populations. Depending on their proficiency level, some students might be in the course for two years.

Action Literacy

This is a one-semester additional English/social studies course. This course provides an opportunity for students to improve reading and study skills. Students learn reading strategies that improve comprehension of fiction and nonfiction material. The class includes direct instruction in reading, comprehension, vocabulary, and the writing process using both literature selections and social studies content material. Reading competencies addressed in the Virginia Standards of Learning are incorporated into the course objectives.

Math

Algebra Readiness

The Algebra Readiness Initiative (ARI) provides mathematics intervention resources and services to students in grade 8 who are at risk of failing the Algebra I end-of-course assessment, as demonstrated by their individual performance on diagnostic tests. The ARI consists of two major components: 1) a diagnostic assessment designed to guide instructional decisions for students that may need intervention services and 2) targeted intervention services for students using a school-based curriculum. Individual schools within Fairfax County Public Schools (FCPS) determine which students should be targeted for diagnostic testing and then subsequently for intervention services

Power Mathematics

This course is designed for students no more than two years below grade level. Using a school-based curriculum, Power Mathematics supports students' current learning in their core mathematics class. A specific focus is on number and number sense, computation and estimation, and pre-teaching content (front loading) to support student learning in the upcoming units of study in the core mathematics class.

Math 180

MATH 180 is a full year mathematics intervention course designed to meet the needs of students whose mathematics achievement is well below the proficient level. The course addresses individual needs through direct teacher instruction, high-interest mathematics material, and adaptive instructional software. Because it is an intervention course, MATH 180 is capped at 15 students. It can be accessed by both seventh and eighth graders from ESOL, general, and special education populations. Depending on their proficiency level, some students might be in the course for two years.

SOAR Time

We are excited about the addition of a flexible intervention and enrichment program called Learning Seminar SOAR Time (Selfless, Open-Minded, Accountable and Respectful). This course will take place during 4th period and aligns with Hayfield's mission and vision to provide an individual academic program designed for the needs of each student. Please visit our school website to find out more information about SOAR Time.

POSTSECONDARY PLANNING

Each middle school in Fairfax County Public Schools provides a sequential postsecondary planning program that focuses on the acquisition of knowledge, skills, and self-understanding necessary to achieve postsecondary goals. As part of this planning, students develop and initiate a Student Learning Plan. This plan provides opportunities for students to identify strengths and interests, explore college and career options, and develop postsecondary goals. To assist in the process, information and resources are provided through the school counseling program at your school and are available online.

GRADING SYSTEM

| | | | | | | | | |
|----|----------|---------|-------|---------|---------|-------|------------|-------|
| A | (93-100) | = 4.0 | B- | (80-82) | = 2.7 | D+ | (67-69) | = 1.3 |
| A- | (90-92) | = 3.7 | C+ | (77-79) | = 2.3 | D | (64-66) | = 1.0 |
| B+ | (87-89) | = 3.3 | C | (73-76) | = 2.0 | F | (below 64) | = 0.0 |
| | B | (83-86) | = 3.0 | C- | (70-72) | = 1.7 | | |

GRADE POINT AVERAGE

Middle schools do not calculate a grade-point average. High school grade point average (GPA) is calculated on the basis of all courses for which high school credit has been earned or attempted, including repeated courses previously passed. In order for a repeat course to raise a GPA, the student's grade must be higher than the one originally given. All classes appearing on the high school transcript including high school classes taken in summer school, middle school, elementary school, or online are included when calculating GPA.

Algebra 1 Honors, Geometry Honors and Algebra 2 Honors receive an additional 0.5 weight added to the final grade upon successful completion of the course. Successful completion is defined as completing the course with a passing grade. For example, a final grade of A in an honors class shall receive 4.5 quality points. High school credit bearing courses dropped will not be counted in grade point average (GPA) except when a final grade of F is

received: (a) for the fourth grading period of a full-year course, or (b) for the second grading period of a semester course. A student's GPA is determined by dividing the total number of quality points earned by the number of courses included in the transcript. The grade point average is reported to three decimal places (thousandths). Fairfax County Public Schools does not rank its students.

EXPUNGING HIGH SCHOOL COURSES TAKEN IN MIDDLE SCHOOL

In accordance with Virginia Board of Education regulations, FCPS Regulation 2408 permits parents of students who take a high school credit-bearing course in middle school to request that the grade be omitted from the student's high school transcript and the student not earn high school credit for the course. ***Parents must make this request in writing no later than the end of the first nine weeks of the school year following completion of the course.*** The form to make this request, along with the process for making the request, is available at: <https://www.fcps.edu/sites/default/files/media/forms/is104.pdf> or through your student's school counselor. Parents are strongly advised to discuss this decision with their student's school counselor and the impact of expunging a course on desired high school diploma type and standard and verified credit requirements.

PASS-FAIL

The Fairfax County School Board policy permits students to take certain high school courses on a pass-fail basis. With parental/guardian approval, middle and high school students are given the option of taking one high school elective credit per school year on a pass-fail basis. For middle school students, this may be applied only to high school world language credits or ESOL courses that count towards high school world language credits. Any student wishing to take a course as pass-fail shall

indicate this by completing a [Request for Pass-Fail Status form](#) requiring parent/guardian approval requiring parent approval and returning it to designated school personnel on or before the 22nd school day or by the first half of the first grading period subsequent to entering the course. This decision may not be reversed. If a student drops a class being taken on a pass-fail basis and transfers to a new class, the student shall have 10 school days to make a decision as to whether the new class will be taken on a pass-fail basis, provided it is a high school world language or ESOL course.

Grades are determined as follows:

- "P" for an A, A-, B+, B, B-, C+, C, C-, D+, D which will receive credit but will not count in grade-point average.
- "F" for an "F" which will receive no credit but will be counted in grade-point average.

COURSES TAKEN OUTSIDE OF FCPS

Currently enrolled FCPS students who wish to take a course outside of FCPS and transfer back the credit must follow the guidelines provided in the current version of FCPS [Regulation 2408](#). Please note that there are limited options for students to pursue credit outside of FCPS during the September—June school year, with more options available in the summer. Students must have written approval from their school prior to enrolling in the course. The course must meet the requirements outlined in the Regulation 2408 and Virginia Board regulations. For additional information about pursuing coursework outside of FCPS for credit, please contact your school counselor.

WITHDRAW POLICY

For the first grading period only, a student has five days after the date on which report cards are sent home in which to drop a

course without having a grade recorded. Courses dropped are not counted in the grade point average except when an F is received for the course. Middle schools do not calculate grade-point averages; however, if a high school credit course is taken by a middle school student, courses dropped are not counted in the high school grade-point average except when an F is received for the course. Unless the principal approves an exception, a student may not withdraw during the final quarter of a course if he or she is passing the course. If a student drops a course during the:

1st quarter: No penalty--nothing is recorded.

2nd quarter: WP (withdrawn passing) or WF (withdrawn failing) is recorded.

Exception: For semester courses a WP or F for failure is recorded.

3rd quarter: WP or WF is recorded.

4th quarter: WP or F for failure is recorded.

PROMOTION POLICY

Middle School

To qualify for promotion, seventh and eighth grade middle school students must demonstrate knowledge and competency based upon identified standards of achievement in the four core areas of language arts, mathematics, science, and social studies. To guarantee promotion, students must demonstrate proficiency in the foundational knowledge and skills in each of the four core subject areas and earn a passing final grade based on grade level expectations.

Students normally shall progress annually from level to level. Exceptions may be made when, in the judgment of professional staff members, such exceptions are in the best educational interests of the students involved. Retention of students shall be affected only after prior notification of and explanation to the student's parents or

guardians; however, the decision shall rest with the base school principal. To be placed in grade 9, the student must be promoted from the 8th grade.

WORLD LANGUAGES PROFICIENCY CREDIT

The Credit Exam for World Languages is given in each fall and winter to students who wish to demonstrate written proficiency in one of several languages: American Sign Language, Amharic, Arabic, Bengali/Bangla, Chinese/Mandarin, Farsi/Persian, French, German, Hindi, Italian, Japanese, Korean, Nepali, Pashto, Punjabi, Russian, Sanskrit, Somali, Spanish, Tagalog/Pilipino, Tamil, Telugu, Tigrinia, Twi, Urdu, or Vietnamese. Students who are successful on the exam receive two world languages credits which may be used to fulfill the world languages requirements/electives of the Advanced Studies or Standard Diplomas. In addition, middle school students in grades 6-8 enrolled in certain ESOL 5720-5730 courses may receive up to two world languages credits towards high school graduation requirements in the two-plus-two option for fulfilling the world languages requirement. High school students enrolled in ESOL 5720 courses may receive elective or up to two world languages credits toward high school graduation requirements in the two-plus-two option for fulfilling the world languages requirement. For more information on the exam, go to:

<https://www.fcps.edu/academics/high-school-academics-9-12/world-languages/credit-exam-world-languages> or contact the World Languages Team at 571-423-4602.

ADVANCED ACADEMIC PROGRAMS

Fairfax County Public Schools Advanced Academic Programs seek to provide academic rigor to all students who are interested in challenging learning experiences designed to meet the unique

learning profile of a broad range of advanced learners. Through a continuum of opportunities, students engage in complex subject matter, preparing them for more challenging and rigorous classes as they advance in grade level.

Advanced Academic courses at the middle school consist of Honors classes and the Level IV Center program. Honors classes, aligned with national standards for gifted and talented education, are open to all students. The goal of Honors classes is to provide extensions to the Program of Studies that add depth and complexity. Resources, units, and lessons are designed to nurture and develop advanced academic potential in all learners. The extensions in Honors classes encourage students to think conceptually; to make connections across time, place and subject; to perform as a practitioner or scholar in a discipline; and to self-assess and reflect on their learning and the learning process.

At the middle school level, Fairfax County offers open enrollment in Honors social studies, English, science, and mathematics. Students who have demonstrated high achievement, interest, and/or potential in one or more academic areas and seek academic rigor may enroll in Honors classes.

Students eligible for full time Level IV center placement have the option to take full honors at their local middle school.

Advanced Academic courses in high school are open to all students. Students have the opportunity to enroll in honors courses as underclassmen and continue in Advanced Placement (AP), International Baccalaureate (IB), concurrent enrollment, and dual enrollment courses. Students may earn college credits based on the results of their examinations (AP or IB) or course grade (concurrent and dual enrollment). Student transfer applications may be submitted for an AP or IB program if the base school does

not offer the desired program of study. For more information on the transfer process, please visit the web site at:

<https://www.fcps.edu/registration/advanced-academics-identification-and-placement/high-school>.

AP and IB courses are advanced-level courses with external exams. Students who take AP and IB courses are required to complete the examinations.

The Advanced Academic program responds to the requirement of the Virginia Board of Education that each local school division plan and implement an instructional program for gifted and talented students at all levels K-12. Courses designated as honors, Level IV, IB or AP fulfill this requirement. Differentiated curricula and teaching strategies which stress critical thinking skills, creativity, and problem solving are integrated into the content of all advanced academic course offerings. The four-year sequence of courses in each of the academic disciplines, which progress from honors to AP, and IB, provides a continuous and balanced advanced academic program.

International Baccalaureate Middle Years Program

The International Baccalaureate Middle Years Program (IBMYP) is a program designed for students in grades 6-10 and is available to all students in IBMYP schools. The program helps students develop the knowledge, understanding, attitudes, and skills necessary to participate actively and responsibly in a rapidly changing world. FCPS curriculum is supported and enhanced by concept-based learning with a focus on developing Approaches to Learning skills: communication, organization, self-management, thinking and research. IBMYP schools develop intercultural awareness, and provide a holistic learning experience for all students. The IBMYP program is available at the following middle and high schools: Annandale, Poe, Holmes,

Stuart, Glasgow, South Lakes, Hughes, Mount Vernon, Whitman, Lee, Key, Edison, Twain, and Robinson.

Advanced Placement in High School

Centreville, Chantilly, Fairfax, Falls Church, Hayfield, Herndon, Lake Braddock, Langley, Madison, McLean, Oakton, South County, West Potomac, West Springfield, Westfield, and Woodson High Schools offer the Advanced Placement (AP) program. Individual AP courses are also offered at other high schools. All students enrolled in an AP course are required to complete the end-of-course AP exam. Students may receive college credit and/or placement based upon their exam grades. The AP program is offered in English, social studies, mathematics, science, world languages, and fine arts. AP courses are offered as open enrollment to all students committed to rigorous, academic work. Students taking at least 3 AP exams with at least a grade of 3 on each are recognized by the College Board as AP Scholars. Further information about the AP program may be obtained by contacting the school counselor or AP coordinator at the participating school.

International Baccalaureate in High School

Annandale, Edison, Lee, Marshall, Mount Vernon, Robinson, South Lakes, and Stuart High Schools offer the International Baccalaureate Diploma Program (IBDP). To qualify for the IB Diploma, students must select at least one subject from each of six IB subject groups, including English, world languages, mathematics, science, social studies, and an elective. Students take at least three and not more than four of these subjects at higher level (HL), the others at standard level (SL). All students enrolled in an IB course are required to complete the end-of-course IB exams. IB diploma candidates must complete 150 hours of extracurricular activities and community

service, take the *Theory of Knowledge* course, and write a 4000 word essay on a topic of their choice. Students in IB schools may also take IB courses in areas of academic strength and interest. IB diploma course students take one or more IB courses and the associated exam(s) and receive recognition for each IB exam with a score of “4” or better.

Lee, Mount Vernon, and South Lakes offer the IB Career-related Program (IBCP). To qualify for the IBCP students must complete a two-year CTE sequence, two IBDP courses, and demonstrate world language development. IBCP candidates must also complete community service, take the Approaches to Learning course, and complete a reflective project related to their CTE course of study.

The IB program is offered in English, social studies, mathematics, science, world languages, fine arts, and other electives. IB courses are offered as open enrollment to all students committed to rigorous academic work. Further information about the IB program may be obtained by contacting the school counselor or IB coordinator at the participating school. Annandale, Edison, Lee, Mount Vernon, Robinson, South Lakes, and Stuart High Schools implement the IB Middle Years Program (IBMYP) in 9th and 10th grades. Students may choose to work toward the MYP certificate at authorized high schools, which requires the completion of a personal project at the end of 10th grade and success on the MYP 10th grade assessments.

Thomas Jefferson High School For Science And Technology

The Thomas Jefferson High School for Science and Technology is a unique Fairfax County public school offering a comprehensive college preparatory program emphasizing the sciences, mathematics, and technology. As the Governor’s School for Science and Technology in Northern

Virginia, the school serves students who are selected in a competitive process and intend to pursue college preparation in the sciences, engineering, or related fields. Students may obtain information about application procedures and deadlines from the School Counseling Office of their local schools or by calling Thomas Jefferson High School for Science and Technology Office of Admissions at 571-423-3770 or at:

<https://www.fcps.edu/registration/thomas-jefferson-admissions>.

FCPS ONLINE COURSES

FCPS Online Campus is a program designed to provide students with an online option for earning high school credits toward graduation. This program supports the Governor’s “Early College Scholars” program by providing advanced courses to students.

Students registered in any Fairfax County Public School are eligible to apply to take a course through the FCPS Online Campus. These courses are for students who have scheduling conflicts, transportation issues, or have special needs requiring web-based instruction. Tuition will be charged when a student is already scheduled to receive seven credits during the academic year or when a student enrolls in an FCPS online summer course. Students must meet all course requirements to enroll in an FCPS online course. Students interested in enrolling in an FCPS Online Campus course should consult their school counselor for information regarding the registration process. For more information go to: <https://www.fcps.edu/academics/academic-overview/online-campus>.

The following courses are currently available online for middle school students:

- Geometry, Geometry Honors, Algebra 2, Algebra 2 Honors, Precalculus Korean 1, Korean 2, Spanish 1, Spanish 2, Chinese 1

STUDENT FEES

Courses that require a student fee for consumable materials have been designated in this catalog. The schedule of divisionwide student fees to be charged for any elective course can be found in Notice 5922 at:

[http://www.boarddocs.com/vsba/fairfax/Board.nsf/files/8VTGQE44E4F6/\\$file/R5922.pdf](http://www.boarddocs.com/vsba/fairfax/Board.nsf/files/8VTGQE44E4F6/$file/R5922.pdf)

f. Students eligible for the federal Free and Reduced-Price meals program may have course and test fees waived.

ENGLISH

ENGLISH 7 (111000) Grades: 7

Credit: non-credit

Students read and study a variety of fiction and nonfiction, building on an understanding of reading as a process that includes analyzing and comprehending texts. Language study includes building vocabulary, learning about grammar, and spelling. Through varied and frequent writing assignments, students build on their understanding of writing as a process that includes drafting, revising, editing, proofreading, and publishing. They use writing to develop ideas and learn new concepts. Students also learn discussion skills, research skills, and oral communication skills, and learn to adapt speaking and listening to the audience, topic, purpose, and situation. Reading and writing competencies addressed in the Virginia Standards of Learning are incorporated into the course objectives.

Students are required to take the Standards of Learning End of Course Test.

ENGLISH 7 HN (111036) Grades: 7

Credit: non-credit

This course extends the standard program of studies for English 7. As students read and study a variety of fiction and nonfiction, building on an understanding of reading as a process that includes analyzing and interpreting the text, they make connections across time, place, and subject; perform as a practitioner or scholar in a discipline; and self-assess and reflect on their learning and the learning process. Instruction is enriched and extended through research-based practices designed to engage and challenge advanced learners (e.g., problem-based learning, research, and investigations).

Students are required to take the Standards of Learning End of Course Test.

ENGLISH 8 (112000) Grades: 8

Credit: non-credit

Students read and study a variety of fiction and nonfiction, building on an understanding of reading as a process that includes analyzing and interpreting the text. Language study includes building vocabulary, learning about grammar, and spelling. Through varied and frequent writing assignments, students build on their understanding of writing as a process that includes drafting, revising, editing, proofreading, and publishing. Students practice a variety of writing forms including informational/technical and essay writing. All students learn research skills and adapt speaking and writing skills to the audience, topic, purpose, and situation. Reading and writing competencies addressed in the Virginia Standards of Learning are incorporated into the course objectives.

Students are required to take the Standards of Learning End of Course Test.

ENGLISH 8 HN (112036) Grades: 8

Credit: non-credit

This course extends the standard program of studies for English 8. As students read and study a variety of fiction and nonfiction, building on an understanding of reading as a process that includes analyzing and interpreting the text, they make connections across time, place and subject; perform as a practitioner or scholar in a discipline; and self-assess and reflect on their learning and the learning process. Instruction is enriched and extended through research-based practices designed to engage and challenge advanced learners (e.g., problem-based learning, research, and investigations).

Students are required to take the Standards of Learning End of Course Test.

ENGLISH ELECTIVES

LITERARY ARTS: JOURNALISM (116159) Grades: 6, 7, 8

Credit: non-credit

Students learn basic publication and journalism skills focusing on writing articles and designing layouts for a newspaper, yearbook, and literary magazine.

CREATIVE WRITING (110865) Grades: 6, 7, 8

Credit: non-credit

Students develop their creative writing skills with emphasis on building skills and expertise as writers. Instruction will focus on the writing of poetry, short stories, plays, etc. Students refine their skills using the Six Traits of Writing through planning, drafting, revising, and editing written work. Students expand their writing skills through analyzing and evaluating their own writing and that of others.

ENGLISH INTERVENTION COURSES

READ 180 NEXGEN (110867) Grades: 8

Credit: non-credit

READ 180 is a full year reading intervention course designed to meet the needs of students whose reading achievement is well below the proficient level. The course addresses individual needs through direct teacher instruction, high-interest reading material, and adaptive instructional software. Because it is an intervention course, READ 180 is capped at 15 students. It can be accessed by both seventh and eighth graders from ESOL, general, and special education populations. Depending on their proficiency level, some students might be in the course for two years.

ACTION LITERACY 7 (011047) Grades: 7

Credit: non-credit

Action Literacy 7 is a one-semester SOL support class for the English Reading SOL (not Writing SOL) for 7th grade students reading on or just below grade level. The classes are capped at 15 students. These students have word acquisition skills and comprehension skills near grade level (on grade level to two years below grade level), but their general comprehension is literal or low level. The focus of this course is explicit reading strategy instruction.

ACTION LITERACY 8 (011048) Grades: 8

Credit: non-credit

Action Literacy 8 is a one-semester SOL support class for the English Reading SOL (not Writing SOL) for 8th grade students reading on or just below grade level. The classes are capped at 15 students. These students have word acquisition skills and comprehension skills near grade level (on grade level to two years below grade level), but their general comprehension is literal or low level. The focus of this course is explicit reading strategy instruction.

ENGLISH FOR SPEAKERS OF OTHER LANGUAGES

BEGINNING ENGLISH 7 FOR ELS (571063) WIDA ELP LEVEL 1&2

Grades: 7

Credit: non-credit

This course is designed to develop content understandings and English language proficiency simultaneously. Students read and analyze a variety of linguistically appropriate literary and nonfiction texts, exploring the characteristics of different forms and the techniques authors use to achieve their intended purpose. Language study extends students' vocabulary through learning about connotations, denotations, word origins, and structures. Students apply their understanding of grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing to varied and frequent writing assignments. Through narrative, expository, and persuasive writings, students build on their understanding of writing as a process of prewriting, drafting, revising, and publishing. In the research process, students find, evaluate, and select appropriate sources to access information to create a research product. They also develop communication skills through listening to and practicing oral presentations. This course is aligned to the WIDA English language development standards and the English 7 Standards of Learning.

Students are required to take the Standards of Learning End of Course Test.

BEGINNING ELD 7 FOR ELS (571064) WIDA ELP LEVEL 1&2

Grades: 7

Credit: non-credit

English learners develop their English language proficiency and English literacy skills through a balanced literacy approach. Students engage in tasks that support academic language development in the four domains—reading, writing, listening and speaking. Ongoing formal and informal assessment data are used to appropriate place and transition students through the levels of the ELD courses. This course is aligned to the WIDA English language development (ELD) standards and the grade-level English standards of learning.

DEVELOPING ELD 7 FOR ELS (572064) WIDA ELP Level 3

Grades: 7

Credit: one

English learners develop their English language proficiency and English literacy skills through a balanced literacy approach. Students engage in tasks that support academic language development in the four domains—reading, writing, listening and speaking. Ongoing formal and informal assessment data are used to appropriate place and transition students through the levels of the ELD courses. This course is aligned to the WIDA English language development (ELD) standards and the grade-level English standards of learning.

BEGINNING ENGLISH 8 FOR ELS (571065) WIDA ELP LEVEL 1&2

Grades: 8

Credit: non-credit

This course is designed to develop content understandings and English language proficiency simultaneously. Students read and analyze a variety of linguistically appropriate literary and nonfiction texts, exploring the characteristics of different forms and the techniques authors use to achieve their intended purpose. Language study extends students' vocabulary through learning about connotations, denotations, word origins, and structures. Students apply their understanding of grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing to varied and frequent writing assignments. Through narrative, expository, and persuasive writings, students build on their understanding of writing as a process of prewriting, drafting, revising, and publishing. In the research process, students find, evaluate, and select appropriate sources to access information to create a research product.

They also develop communication skills through listening to and practicing oral presentations. This course is aligned to the WIDA English language development standards and the English 8 Standards of Learning.

Students are required to take the Standards of Learning End of Course Test.

BEGINNING ELD 8 FOR ELS (571066) WIDA ELP LEVEL 1&2

Grades: 8

Credit: non-credit

English learners develop their English language proficiency and English literacy skills through a balanced literacy approach. Students engage in tasks that support academic language development in the four domains—reading, writing, listening and speaking. Ongoing formal and informal assessment data are used to appropriate place and transition students through the levels of the ELD courses. This course is aligned to the WIDA English language development (ELD) standards and the grade-level English standards of learning.

DEVELOPING ELD 8 FOR ELS (572065) WIDA ELP Level 3

Grades: 8

Credit: one

English learners develop their English language proficiency and English literacy skills through a balanced literacy approach. Students engage in tasks that support academic language development in the four domains—reading, writing, listening and speaking. Ongoing formal and informal assessment data are used to appropriate place and transition students through the levels of the ELD courses. This course is aligned to the WIDA English language development (ELD) standards and the grade-level English standards of learning.

ESOL ACADEMIC LANGUAGE (573061) WIDA ELP LEVEL 4

Grades: 6, 7, 8

Credit: one

The class is designed to enrich students' academic language across the curriculum. Students develop academic language through targeted instruction in vocabulary, reading strategies, content writing and academic discourse models for continued success in grade level courses. WIDA ELP Level 4 students are enrolled in both this course and a grade level English class. This course may be repeated.

ESOL US HISTORY 7 (571217) WIDA ELP LEVEL 1 & 2

Grades: 7

Credit: non-credit

This is the Social Studies class in which grade 7 WIDA ELP Level 1 & 2 students are enrolled. It is aligned with the grade 7 Standards of Learning and the FCPS POS. This class is designed to support the development of academic language and skills through alignment with the grade level Social Studies Standards. It supports content vocabulary development as well as academic discourse of Social Studies.

ESOL CIVICS & ECONOMICS 8 (571218) WIDA ELP Level 1 & 2

Grades: 8

Credit: non-credit

This is the Social Studies class in which grade 8 WIDA ELP Level 1 & 2 students are enrolled. This class is designed to support the development of academic language and skills through alignment with the grade 8 Civics and Economics standards. It supports the development of vocabulary and academic discourse of Social Studies.

Students are required to take the Standards of Learning End of Course Test.

ESOL FOCUS SCIENCE (571400)**WIDA ELP LEVEL 1 & 2****Grades: 7, 8****Credit: non-credit**

This course is the science course for WIDA ELP Level 1 & 2 students. It is designed to develop the academic language of science through scaffolded grade level labs. Students explore the scientific process along with key vocabulary and concepts through Life and Physical Science. This course may be repeated.

Students are required to take the Standards of Learning End of Course Test.

FAST MATH 7 FOR ELS (571300)**WIDA ELP Level 1 & 2****Grades: 7****Credit: non-credit**

This course is designed for WIDA ELP Level 1 & 2 students with significant gaps in mathematics to support the development of the mathematics and language skills necessary for success in grade level math. Students examine algebra- and geometry-preparatory concepts and skills; strategies for collecting, analyzing, and interpreting data; and number concepts and skills emphasizing proportional reasoning. Problem solving, communication, concept representation, and connections among mathematical ideas are presented in a hands-on learning environment. Students may need up to two years to complete the course, so the course may be repeated. Students move to the next course as soon as their mathematics skills warrant. This course emphasizes language objectives in addition to mathematics objectives.

Students are required to take the Standards of Learning End of Course Test.

FAST MATH 7 FOR ELS (319900)**WIDA ELP LEVEL 1 & 2****Grades: 7****Credit: non-credit**

This course is designed for WIDA ELP Level 1 & 2 students with significant gaps in mathematics to support the development of the mathematics and language skills necessary for success in grade level math. Students examine algebra- and geometry-preparatory concepts and skills; strategies for collecting, analyzing, and interpreting data; and number concepts and skills emphasizing proportional reasoning. Problem solving, communication, concept representation, and connections among mathematical ideas are presented in a hands-on learning environment. Students may need up to two years to complete the course, so the course may be repeated. Students move to the next course as soon as their mathematics skills warrant. This course emphasizes language objectives in addition to mathematics objectives.

Students are required to take the Standards of Learning End of Course Test.

FAST MATH 8 FOR ELS (571390)**WIDA ELP LEVEL 1 & 2****Grades: 8****Credit: non-credit**

This course is designed for WIDA ELP Level 1 & 2 students with gaps in mathematics to support the development of the mathematics and language skills necessary for success in grade level math. Students examine algebra- and geometry-preparatory concepts and skills; strategies for collecting, analyzing, and interpreting data; and number concepts and skills emphasizing proportional reasoning. Problem solving, communication, concept representation, and connections among mathematical ideas are presented in a hands-on learning environment.

Students are required to take the Standards of Learning End of Course Test.

FAST MATH 8 FOR ELS (319990)**WIDA ELP LEVEL 1 & 2****Grades: 8****Credit: non-credit**

This course is designed for WIDA ELP Level 1 & 2 students with gaps in mathematics to support the development of the mathematics and language skills necessary for success in grade level math. Students examine algebra- and geometry-preparatory concepts and skills; strategies for collecting, analyzing, and interpreting data; and number concepts and skills emphasizing proportional reasoning. Problem solving, communication, concept representation, and connections among mathematical ideas are presented in a hands-on learning environment.

Students are required to take the Standards of Learning End of Course Test.

HEALTH and PHYSICAL EDUCATION**HEALTH AND PHYSICAL EDUCATION 7 (712000)****Grades: 7****Credit: non-credit**

Students strengthen and/or master basic skills developed at the elementary level. Emphasis is on highly organized lead-up activities, modified games, and fitness and wellness activities. Content knowledge includes skilled movement, anatomical basis of movement, personal fitness planning, social development, and energy balance. Health units include alcohol, tobacco, and other drug use prevention; personal health; mental health and wellness; injury and violence prevention; emotional and social health; and human growth and development.

HEALTH AND PHYSICAL EDUCATION 8 (720000)**Grades: 8****Credit: non-credit**

Students continue to strengthen and/or master basic skills, participate in wellness activities, and analyze wellness data through fitness planning. Content knowledge includes skilled movement, anatomical basis of movement, personal fitness planning, social development, and energy balance. Health units include alcohol, tobacco, and other drug use prevention; personal health; mental health and wellness; injury and violence prevention; emotional and social health; and human growth and development.

MATHEMATICS**MATHEMATICS 7 (311100)****Grades: 7****Credit: non-credit****Prerequisite: Grade 6 mathematics**

Students examine algebra- and geometry-preparatory concepts and skills; strategies for collecting, analyzing, and interpreting data; and number concepts and skills especially proportional reasoning. Reasoning, problem solving, communication, concept representation, and connections among mathematical ideas are emphasized in a hands-on learning environment. Graphing calculators and computers are integrated with instruction. This course provides students the opportunity to acquire the concepts and skills necessary for success in Algebra I or Algebra I Honors.

Students are required to take the Standards of Learning End of Course Test.

MATHEMATICS 7 HONORS (311136)**Grades: 7****Credit: non-credit****Prerequisite: Grade 6 mathematics**

The depth and level of understanding in Mathematics 7 Honors is based on Mathematics 8 curriculum and includes extensions and enrichment. Emphasis is placed on mathematical reasoning, non-routine problem solving, and algebraic connections among mathematical ideas. This course provides students the opportunity to acquire the concepts and skills necessary for success in Algebra I or Algebra I Honors.

Students are required to take the Standards of Learning End of Course Test.

MATHEMATICS 8 (311200)**Grades: 8****Credit: non-credit****Prerequisite: Mathematics 7**

Students extend their study of algebra- and geometry-preparatory concepts and skills; strategies for collecting, analyzing, and interpreting data; and number concepts and skills especially proportional reasoning. Reasoning, problem solving, communication, concept representation, and connections among mathematical ideas are emphasized in a hands-on learning environment. Graphing calculators and computers are integrated with instruction. This course provides students the opportunity to acquire the concepts and skills necessary for success in Algebra I or Algebra I Honors.

Students are required to take the Standards of Learning End of Course Test.

ALGEBRA 1 (313000)**Grades: 8, 9, 10, 11****Credit: one****Prerequisite: Mathematics 7 and/or Mathematics 8**

This course extends students' knowledge and understanding of the real number system and its properties through the study of variables, expressions, equations, inequalities, and analysis of data derived from real-world phenomena. Emphasis is placed on making connections in algebra to geometry and statistics. Calculators and computer technologies are integral tools. Graphing calculators are an essential tool for every student to explore graphical, numerical, and symbolic relationships.

Students are required to take the Standards of Learning End of Course Test.

ALGEBRA 1 HONORS (313036)**Grades: 7, 8, 9****Credit: one/weighted +.5****Prerequisite: Mathematics 7 and/or Mathematics 8**

The depth and level of understanding expected in Algebra I Honors is beyond the scope of Algebra I. Students are expected to master algebraic mechanics and understand the underlying theory, as well as apply the concepts to real-world situations in a meaningful way. Students extend knowledge and understanding of the real number system and its properties through the study of variables, expressions, equations, inequalities, and the analysis of data from real world phenomena. Emphasis is placed on algebraic connections to arithmetic, geometry, and statistics. Calculators and computer technologies are integral tools. Graphing calculators are an essential tool for every student to explore graphical, numerical, and symbolic relationships. Topics include linear equations and inequalities, systems of linear equations, relations, functions, polynomials, and statistics.

Students are required to take the Standards of Learning End of Course Test.

GEOMETRY HONORS (314336)**Grades: 8, 9, 10****Credit: one/weighted +.5****Prerequisite: Algebra 1**

The depth and level of understanding expected in Geometry Honors is beyond the scope of Geometry. This course emphasizes two- and three-dimensional reasoning skills, coordinate and transformational geometry, and the use of geometric models to solve problems. A variety of applications and some general problem-solving techniques, including algebraic skills, will be used to explore geometric relationships. Conjectures about properties and relationships are developed inductively and then verified deductively.

Students investigate non-Euclidean geometries, formal logic, and use deductive proofs to verify theorems. Calculators, computers, graphing utilities, dynamic geometry software, and other appropriate technology tools will be used to assist in teaching and learning.

Students are required to take the Standards of Learning End of Course Test.

MATH INTERVENTION COURSES**POWER MATHEMATICS 7 (011060)****Grades: 7****Credit: non-credit**

This course is designed for students no more than two years below grade level. Using a school-based curriculum, Power Mathematics supports students' current learning in their core mathematics class. A specific focus is on number and number sense, computation and estimation, and pre-teaching content (front loading) to support student learning in the upcoming units of study in the core mathematics class.

ALGEBRA READINESS 8 (011010)**Grades: 8****Credit: non-credit**

The Algebra Readiness Initiative (ARI) provides mathematics intervention resources and services to students in grades 6, 7, and 8 who are at risk of failing the Algebra I end-of-course assessment, as demonstrated by their individual performance on diagnostic tests. The ARI consists of two major components: 1) a diagnostic assessment designed to guide instructional decisions for students that may need intervention services and 2) targeted intervention services for students using a school-based curriculum. Individual schools within Fairfax County Public Schools (FCPS) determine which students should be targeted for diagnostic testing and then subsequently for intervention services.

MATH 180 (319915)**Grades: 7,8****Credit: non-credit**

MATH 180 is a full year mathematics intervention course designed to meet the needs of students whose mathematics achievement is well below the proficient level. The course addresses individual needs through direct teacher instruction, high-interest mathematics material, and adaptive instructional software. Because it is an intervention course, MATH 180 is capped at 15 students. It can be accessed by both seventh and eighth graders from ESOL, general, and special education populations. Depending on their proficiency level, some students might be in the course for two years.

SCIENCE**INVESTIGATIONS IN ENVIRONMENTAL SCIENCE (411500)****Grades: 7****Credit: non-credit**

Investigations in Environmental Science builds upon the experiences in the life sciences introduced to students in the upper-elementary grades. Cellular structure and function, heredity, diversity, populations and ecosystems are content strands developed through a sequence of hands-on investigations. To augment the inquiry-based investigations, computer technologies including Vernier probeware, geographic information systems, and streaming videos are used to build background knowledge and enhance student understanding. Process skills related to scientific investigation, reasoning, logic, and the nature of science are integrated throughout the course as students carry out investigations, collect and analyze data, and formulate conclusions.

time, place and subject areas; and perform as a practitioner or scholar in a discipline.

INVESTIGATIONS IN ENVIRONMENTAL SCIENCE HN (411536)
Grades: 7 **Credit: non-credit**

This course extends the standard program of studies for life science. As they study the content strands of cellular structure and function, heredity, diversity, populations and ecosystems the students will think conceptually; make connections across time, place and subject areas; perform as a practitioner or scholar in a discipline; and self-assess and reflect on their learning and the learning process. Instruction is enriched and extended through research-based practices designed to engage and challenge advanced learners, e.g. problem-based learning, research, and investigations.

INVESTIGATING MATTER AND ENERGY (412500)
Grades: 8 **Credit: non-credit**

Investigating Matter and Energy builds upon the experiences in the physical sciences introduced to students in the upper-elementary grades. Properties of matter, energy forms and their transformations, and forces and motion are content strands developed through a sequence of hands-on investigations. To augment the inquiry-based investigations, computer technologies including Vernier probeware and streaming videos are used to build background knowledge and enhance student understanding. Process skills related to scientific investigation, reasoning, logic, and the nature of science are integrated throughout the course as students carry out investigations, collect and analyze data, and formulate conclusions. The end of course test covers content from grades 6, 7, and 8.

Students are required to take the Standards of Learning End of Course Test.

INVESTIGATING MATTER AND ENERGY HN (412536)
Grades: 8 **Credit: non-credit**

This course extends the standard program of studies for physical science. As they study the content strands of properties of matter, energy forms and their transformations, and forces and motion the students will think conceptually; make connections across time, place and subject areas; perform as a practitioner or scholar in a discipline; and self-assess and reflect on their learning and the learning process. Instruction is enriched and extended through research-based practices designed to engage and challenge advanced learners, e.g. problem-based learning, research, and investigations. The end of course test covers content from grades 6, 7, and 8.

Students are required to take the Standards of Learning End of Course Test.

SOCIAL STUDIES

UNITED STATES HISTORY, 1865 TO THE PRESENT (235500)
Grades: 7 **Credit: non-credit**

The grade seven course provides a survey of the political, economic, and social challenges facing the United States from the Reconstruction Era to present day. Students will use historical thinking skills required for geographic analysis, economic decision making, and responsible citizenship. Students will understand how the role of the American experience influenced world affairs.

US HISTORY 7 HN (235536)
Grades: 7 **Credit: non-credit**

This course extends the standard program of studies for US History in grade 7, a survey of American history since 1865. Instruction is enriched and extended through research-based practices designed to engage and challenge advanced learners. Students will think conceptually; make connections across

CIVICS 8 HN (235736)
Grades: 8 **Credit: non-credit**

This course extends the standard program of studies for Honors Civics and Economics in grade 8 which is designed to prepare students to be responsible, productive citizens in a democratic republic and an interconnected world. As they gain an understanding of the concepts and processes of democratic government and the American economic system the students will think conceptually; make connections across time, place and subject areas; perform as a practitioner or scholar in a discipline; and self-assess and reflect on their learning and the learning process. Instruction is enriched and extended through research-based practices designed to engage and challenge advanced learners, e.g. problem-based learning, research, and investigations. A service learning component helps students personalize citizenship education.

Students are required to take the Standards of Learning End of Course Test.

SPECIAL EDUCATION

STRATEGIES FOR SUCCESS (781980)
Grades: 7, 8 **Credit: non-credit**

This elective course is designed to provide support to a student in core curricular areas and to provide direct instruction in specific learning strategies, study skills, time management, organization, and self-advocacy skills. Time is also allotted to address individual areas of need as identified in a student's Individual Educational Plan (IEP). While students may receive assistance on core curricular assignments, the course is not designed to serve as a study hall. Students enrolled in the course receive the equivalent of one period of instruction each day. Students may enroll in this course multiple years as appropriate.

PERSONAL DEVELOPMENT (781540)
Grades: 7, 8 **Credit: non-credit**

This course is designed to provide instruction to enhance personal development and interpersonal skills for students with disabilities. In addition, this course will provide social and/or emotional support in order to progress in the general education curriculum. Students who participate in the course have documented social and/or emotional goals in their Individualized Education Program (IEP) and/or have a Behavior Intervention Plan (BIP). The areas of instruction for this course include peer relations, self-management, academic skills, compliance skills, and assertion skills.

LITERACY ESSENTIALS (118069)
Grades: 7, 8 **Credit: non-credit**

This elective course offers students opportunity for reading improvement and incorporates reading competencies addressed in the Virginia Standards of Learning. Students concentrate on reading for meaning through both fiction and nonfiction materials.

BUSINESS & INFORMATION TECHNOLOGY

COMPUTER SOLUTIONS (660932)
Grades: 7, 8 **Credit: non-credit**

Computer Solutions uses project based learning to teach practical computer skills that can be applied to all courses across the curriculum. Instruction

includes units in proper keyboarding technique, computer components, operating systems, presentation tools, spreadsheets and charting, databases, word processing, integration, internet research tools, and computer ethics. This course extends student expertise in the 16 Career Clusters and develops an understanding of career pathways with an emphasis on career and college readiness. The above is achieved through meaningful and fun projects that engage all learners.

CODING AND INNOVATIVE TECHNOLOGIES (616032)
Grades: 7, 8 **Credit: non-credit**
Prerequisite: Computer Solutions or equivalent skill

Coding and Innovative Technologies introduces students to coding and emerging technology through hands-on projects. Students will learn introductory coding concepts through a variety of apps and interactive web sites. In addition, students will actively use technology to complete small group or individual projects. Students become confident in their ability to program and are prepared to use tools that are becoming standard in the workplace and in everyday life.

FAMILY & CONSUMER SCIENCES

FAMILY AND CONSUMER SCIENCES 7 (826332)
Grades: 7 **Credit: non-credit**

Students learn how to maintain their living and personal environments and to use nutrition and wellness practices. Students also apply consumer and family resources, develop textile, fashion, and apparel concepts, and explore careers related to Family and Consumer Sciences. Instruction is also provided in early childhood education concepts and leadership skills. Mathematics, science, language, social sciences, and technology are integrated throughout the course.

This course requires a student materials fee as listed in FCPS Notice 5922.

FAMILY AND CONSUMER SCIENCES 8 (824432)
Grades: 8 **Credit: non-credit**

This course simulates life experiences that provide a foundation for managing individual, family, career, and community roles and responsibilities. Students focus on their individual function in the community as well as how the community influences individual development. Students enrich their knowledge of textiles, nutrition and wellness practices; students learn to maximize consumer and family resources. The course provides students with the background on the stages of early childhood development as related to childcare. Time is provided for career exploration that will assist students in high school course selection. Mathematics, science, language, social sciences, and technology are integrated throughout the course.

This course requires a student materials fee as listed in FCPS Notice 5922.

FINE ARTS MUSIC

BEGINNING BAND (923210)
Grades: 6, 7, 8 **Credit: non-credit**
Prerequisite: none

Beginning level band classes develop skills on woodwind, brass, or percussion instruments. Guidance will be given by the instructor in the selection of an instrument. Simple duets, rounds, and other ensemble literature will be performed in class. Students must meet both the school day and outside of the school day participation requirements to receive credit for the course.

This course requires a student materials fee as listed in FCPS Notice 5922.

INTERMEDIATE BAND (923310)
Level 1
Grades: 7, 8 **Credit: non-credit**
Prerequisite: Successful audition

Intermediate level band students will continue to develop skills on woodwind, brass, or percussion instruments. A variety of musical styles will be studied through the playing of band literature. Students must meet both the school day and outside of the school day participation requirements to receive credit for the course.

This course requires a student materials fee as listed in FCPS Notice 5922.

ADVANCED BAND (923410)
Level 1
Grades: 7, 8 **Credit: non-credit**
Prerequisite: Successful audition

Advanced level band offers instruction to the advanced player. In-depth study of musical concepts will be conceptualized through challenging band literature. Students must meet both the school day and outside of the school day participation requirements to receive credit for the course.

This course requires a student materials fee as listed in FCPS Notice 5922.

PERCUSSION ENSEMBLE (925010)
Grades: 6, 7, 8 **Credit: non-credit**
Prerequisite: Successful audition
Corequisite: May require membership in another music class

This course is designed to meet specific needs of percussionists. Content includes study of appropriate ensemble literature, and rehearsal and performance techniques from the various areas of musical composition. Instrumentation of the group is at the discretion of the instructor. Students must meet both the school day and outside of the school day participation requirements to receive credit for the course.

This course requires a student materials fee as listed in FCPS Notice 5922.

BEGINNING ORCHESTRA (923710)
Grades: 6, 7, 8 **Credit: non-credit**
Prerequisite: none

Beginning level orchestra classes develop skills on the violin, viola, cello, and double bass. Guidance will be given by the instructor in the selection of an instrument. Simple duets, rounds, and other literature will be performed in class. Students must meet both the school day and outside of the school day participation requirements to receive credit for the course.

This course requires a student materials fee as listed in FCPS Notice 5922.

INTERMEDIATE ORCHESTRA (923810)
Level 1
Grades: 7, 8 **Credit: non-credit**
Prerequisite: Successful audition

Intermediate level orchestra students will continue to develop skills on violin, viola, cello, and double bass. A variety of musical styles will be studied through the playing of string orchestra literature. Students must meet both the school day and outside of the school day participation requirements to receive credit for this course.

This course requires a student materials fee as listed in FCPS Notice 5922.

ADVANCED ORCHESTRA (923910)
Level 1
Grades: 7, 8 **Credit: non-credit**
Prerequisite: Successful audition

Advanced level orchestra offers instruction to the advanced string player. In depth study of musical styles will be realized through challenging string orchestra literature. Students must meet both the school day and outside of the school day participation requirements to receive credit for this course.

This course requires a student materials fee as listed in FCPS Notice 5922.

INTERMEDIATE CHORUS (928510)

Grades: 7, 8

Credit: non-credit

Prerequisite: Beginning Chorus or successful audition

Intermediate level chorus will provide for the continued study of correct vocal production and development of musicianship through the study of appropriate choral literature. Through a variety of choral literature, students will experience three-part singing. Students must meet both the school day and outside of the school day participation requirements to receive credit for the course.

This course requires a student materials fee as listed in FCPS Notice 5922.

ADVANCED CHORUS (928910)

Grades: 7, 8

Credit: non-credit

Prerequisite: Successful audition

This course offers advanced instruction in vocal techniques, music fundamentals, and sight reading. Through a variety of challenging choral literature, students will experience three and/or four-part singing. Types of performances may include concert choral performances, choral choreography, and/or musical dramas. Students must meet both the school day and outside of the school day participation requirements to receive credit for the course.

This course requires a student materials fee as listed in FCPS Notice 5922.

FINE ARTS THEATRE ARTS

THEATRE ARTS APPRECIATION (139064)

Grades: 6, 7, 8

Credit: non-credit

Students will develop an appreciation of theatre and the ability to perform through an introduction to the basic concepts of acting, performance and teamwork. Through observing and participating in a variety of performance activities, students will enhance creativity, confidence and communication. Students will use skills and knowledge acquired to appreciate and understand the purpose of theatre arts in their immediate and global communities.

This course requires a student materials fee as listed in FCPS Notice 5922.

THEATRE ARTS APPRECIATION SEMESTER (139067)

Grades: 6, 7, 8

Credit: non-credit

Students will develop an appreciation of theatre and the ability to perform through an introduction to the basic concepts of acting, performance and teamwork. Through observing and participating in a variety of performance activities, students will enhance creativity, confidence and communication. Students will use skills and knowledge acquired to appreciate and understand the purpose of theatre arts in their immediate and global communities.

This course requires a student materials fee as listed in FCPS Notice 5922.

ADVANCED THEATRE ARTS APPRECIATION – FULL YEAR (139568)

Grades: 8

Credit: non-credit

Prerequisite: Theatre Arts Course in Grades 6 or 7 and/or recommendation of the theatre or speech arts instructor.

Students who are continuing the study of theatre arts for a second year will be taught to analyze, apply and expand the skills developed in the introductory class. They will participate in a variety of dramatic activities and perform for varied audiences. Participation in co-curricular activities and performances may be required to receive credit for this course. This course is designed for students who are interested in an expanded study of theatre arts, oral communication and production.

This course requires a student materials fee as listed in FCPS Notice 5922.

FINE ARTS VISUAL ARTS

ART FOUNDATIONS SEMESTER (910532)

Grades: 7, 8

Credit: non-credit

Explore a variety of art materials, develop art techniques, and use creative thinking skills to express ideas and viewpoints about personal experiences and the world through the concept of transformation. Produce meaningful and unique drawings, paintings, prints, sculptures, ceramics and crafts in a studio setting. Study artists and their works to gain understanding of the artistic process and learn about art produced at different times and in diverse cultures. Make interdisciplinary connections based on the Virginia Standards of Learning for all disciplines.

This course requires a student materials fee as listed in FCPS Notice 5922.

3D ART EXPLORATION SEMESTER (910632)

Grades: 7, 8

Credit: non-credit

Prerequisite: Art Foundations or eighth grade standing

Work in the third dimension by creating sculptures, ceramic objects, models and installations that express ideas about personal experiences and observations of the world through the concept of boundaries. Learn to use a variety of art media, non-traditional materials, tools and equipment to compose, construct, and form functional and decorative artworks. Build knowledge, refine skills, improve techniques, and craftsmanship to meet challenges and solve problems in unique ways. Investigate three-dimensional artworks produced by artists in different times and places to inform the art-making process.

This course requires a student materials fee as listed in FCPS Notice 5922.

COMPUTERS IN ART SEMESTER (911562)

Grades: 7, 8

Credit: non-credit

Prerequisite: Art Foundations or eighth grade standing

Integrate the computer and associated technology with traditional art media and practices to create original artwork. Work with a variety of software applications including Adobe Photoshop and Adobe Illustrator or other available software to explore the concept of roles through a variety of subjects and artforms. Make interdisciplinary connections based on the Virginia Standards of Learning for all disciplines. Develop knowledge regarding ethical issues concerning computer generated imagery. Prior computer experience is not required.

This course requires a student materials fee as listed in FCPS Notice 5922.

ART EXTENSIONS - FULL YEAR (911500)

Grades: 8

Credit: non-credit

Prerequisite: Grade 8 with recommendation of teacher

This full-year course offers an opportunity for eighth grade students with interest and above average performance in art to refine artistic skills and techniques. Create advanced level art projects that interpret and express personal feelings, experiences, and observations through the concept of relationships. Work with a variety of media and tools including technological applications in drawing, painting, printmaking, and sculpture. Evaluate and critique personal artworks and the works of others to inform art-making. Study art history and culture and analyze the works of artists while making interdisciplinary connections based on the Virginia Standards of Learning for all disciplines.

This course requires a student materials fee as listed in FCPS Notice 5922.

GENERAL

AVID (982816)

Advancement via Individual Determination

Grades: 6, 7, 8

Credit: non-credit

Prerequisite: Participants selected through application and interview process.

Corequisite: Concurrent enrollment in either algebra or a world language.

This course is designed to support motivated, capable students in pursuing a rigorous course of study leading to acceptance to and success in a four-year college or university. Through a variety of instructional techniques, students develop skills in higher-level thinking, writing across the curriculum, and reading strategies for accessing challenging course material. Students develop time management, note taking, research, organization, and other skills fundamental to success in higher-level math, social studies, English, science, and world language courses. Students participate in college, career, and cultural exploration activities, including field trips.

LEADERSHIP DEVELOPMENT MENTOR PROGRAM

Grade 8

Credit: non-credit

The leadership development course seeks to encourage effective learning about self and others as a foundation to influence positive outcomes. Students are mentored by JROTC upper classmen with oversight from the Army JROTC instructors. The course introduces students to basic leadership concepts. These include the traits, principles, values and attributes that may define a leader's personality and character. Students perform self-assessments and learn about individual and team responsibilities. The course emphasizes practical application of learned skills in an authentic environment. An inter-disciplinary approach is used to achieve core leadership competencies.

TECHNOLOGY AND ENGINEERING EDUCATION

ENGINEERING DESIGN AND MODELING (846432)

Grades: 7

Credit: non-credit

Students apply the engineering design process to solve real world problems and understand the influence of creativity and innovation in their lives. This course challenges students to develop higher order problem solving skills by stimulating creativity in a hands-on learning environment. Academic subject disciplines such as applied physics, algebra, and geometry powerfully come alive as students design, build, and test modern structure and vehicle prototypes. Students acquire 21st Century Skills like communication and team problem solving, through the mastery of engineering concepts such as CAD and mechanical advantage.

This course requires a student materials fee as listed in FCPS Notice 5922.

ENGINEERING SIMULATION AND FABRICATION (846332)

Grades: 8

Credit: non-credit

In this course students will experience how science, technology, engineering, and mathematics interact to create our technological society. By active participation in research, design, fabrication, and prototype testing, students will explore various topics in Technology, such as structural engineering and transportation systems. Students will develop problem solving strategies and workplace skills that will be useful in 21st century careers. This course is a dynamic approach to many academic subject areas to include mathematics and science by physically demonstrating these concepts in real world applications with a focus on critical thinking skills and problem solving.

This course requires a student materials fee as listed in FCPS Notice 5922.

WORLD LANGUAGES

ARABIC 1 PART A (501300)

Grades: 7

Credit: non-credit

Prerequisite: none

Students begin 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 explore and study the POS themes and topics of Arabic Level 1. Students also explore traditions, customs, beliefs, and cultural contributions and how these elements relate to language. This course does not count as a world languages high school credit.

ARABIC 1 PART B (501500)

Grades: 8

Credit: one

Prerequisite: Arabic 1, Part A or permission of instructor

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 continue to explore and study the POS themes of Personal and Family Life, School Life, Social Life, and Community Life. Credit becomes a part of the high school transcript, is included in the determination of the high school grade point average (GPA), and counts towards fulfilling the world languages requirement of the high school Advanced Studies diploma. It also counts towards the number of credits required for high school graduation.

ARABIC 1 (501000)

Grades: 8, 9, 10, 11, 12

Credit: one

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. For middle school students, this credit becomes a part of the high school transcript, is included in the determination of the high school grade point average (GPA), and counts toward fulfilling the world languages requirement of the high school Advanced Studies diploma. It also counts toward the total number of credits required for graduation.

FRENCH 1 PART A (511300)

Grades: 7

Credit: non-credit

Prerequisite: none

In this course, students begin to develop the ability to communicate about themselves and their immediate environment using simple sentences containing basic language structures. These language structures include subject pronouns; the verbs to be, to have and basic regular verbs; subject-verb agreement; and expressions of likes and dislikes. Students begin to study the POS themes and topics of level 1. Students also explore traditions, customs, beliefs, and cultural contributions and how these elements relate to language. This course does not count as a world languages high school credit.

FRENCH 1 PART B (511500)

Grades: 8

Credit: one

Prerequisite: French 1 Part A or permission of instructor

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 continue to explore and study the POS themes of Personal and Family Life, School Life, Social Life, and Community Life. Credit becomes a part of the high school transcript, is included in the determination of the high school grade point average (GPA), and counts towards fulfilling the world languages requirements of the high school Advanced Studies diploma. It also counts towards the number of credits required for high school graduation.

FRENCH 1 (511000)
Grades: 8, 9, 10, 11, 12
Prerequisite: none

Credit: one

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 POS themes of Personal and Family Life, School Life, Social Life, and Community Life. For middle school students, this credit becomes a part of the high school transcript, is included in the determination of the high school grade point average (GPA), and counts toward fulfilling the world languages requirement of the high school Advanced Studies diploma. It also counts toward the total number of credits required for graduation.

JAPANESE 1 PART A (591300)
Grades: 7
Prerequisite: none

Credit: non-credit

In this course, students begin to develop the ability to communicate about themselves and their immediate environment using simple sentences containing basic language structures. The Kana system of writing, along with some basic characters, is taught in this course. Students begin to study the POS themes and topics of level 1. Students also explore traditions, customs, beliefs, and cultural contributions and how these elements relate to language. This course does not count as a world languages high school credit.

JAPANESE 1 PART B (591500)
Grades: 8
Prerequisite: Japanese I Part A or permission of instructor

Credit: one

In this course, students continue to develop the ability to communicate about themselves and their immediate environment using simple sentences containing basic language structures. The Kana system of writing, along with some basic characters, is taught in this course. Students begin to study the POS themes and topics of level 1. Students also explore traditions, customs, beliefs, and cultural contributions and how these elements relate to language. Credit becomes a part of the high school transcript, is included in the determination of the high school grade point average (GPA), and counts towards fulfilling the world languages requirements of the high school Advanced Studies diploma. It also counts towards the number of credits required for high school graduation.

JAPANESE 1 (591000)
Grades: 8, 9, 10, 11, 12

Credit: one

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. The Kana system of writing, along with some basic characters, is taught in this course. Students begin to explore and study the themes of Personal and Family Life, School Life, Social Life, and Community Life. For middle school students, this credit becomes a part of the high school transcript, is included in the determination of the high school grade point average (GPA), and counts toward fulfilling the world languages requirements of the high school Advanced Studies diploma. It also counts toward the total number of credits required for graduation.

LATIN 1 PART A (531300)
Grades: 7
Prerequisite: none

Credit: non-credit

In this course, students begin to develop the ability to communicate about themselves and their immediate environment using simple sentences containing basic language structures. These language structures include subject pronouns; the verbs to be, to have and basic regular verbs; subject-verb agreement; and expressions of likes and dislikes. Students begin to study the POS themes and topics of level 1. The geography, history, government and the culture of the Roman Empire are studied. This course does not count as a world languages high school credit

LATIN 1 (531000)
Grades: 8, 9, 10, 11, 12

Credit: one

Students learn basic language structures and essential elements of Latin pronunciation in order to be able to read simple passages in Latin. The relationship of English to Latin is emphasized in vocabulary building, word derivation, and meanings of prefixes and suffixes. Language structures and syntax are developed through the study of literary passages. The geography, history, government and the culture of the Roman Empire are studied. For middle school students, this credit becomes a part of the high school transcript, is included in the determination of the high school grade point average (GPA), and counts toward fulfilling the world languages requirements of the high school Advanced Studies diploma. It also counts toward the total number of credits required for graduation.

SPANISH 1 PART A (551300)
Grades: 7
Prerequisite: none

Credit: non-credit

In this course, students begin to develop the ability to communicate about themselves and their immediate environment using simple sentences containing basic language structures. These language structures include subject pronouns; the verbs to be, to have and basic regular verbs; subject-verb agreement; and expressions of likes and dislikes. Students begin to study the POS themes and topics of level 1. Students also explore traditions, customs, beliefs, and cultural contributions and how these elements relate to language. This course does not count as a world languages high school credit.

SPANISH 1 PART B (551500)
Grades: 8
Prerequisite: Spanish I, Part A or permission of instructor

Credit: one

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 continue to explore and study the POS themes of Personal and Family Life, School Life, Social Life, and Community Life. Credit becomes a part of the high school transcript, is included in the determination of the high school grade point average (GPA), and counts towards fulfilling the world languages requirements of the high school Advanced Studies diploma. It also counts towards the number of credits required for high school graduation.

SPANISH 1 (551000)
Grades: 8, 9, 10, 11, 12

Credit: one

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 POS themes of Personal and Family Life, School Life, Social Life, and Community Life. For middle school students, this credit becomes a part of the high school transcript, is included in the determination of the high school grade point average (GPA), and counts toward fulfilling the world languages requirements of the high school Advanced Studies diploma. It also counts toward the total number of credits required for graduation.

SPANISH IMMERSION 1 (551067)

Grades: 7

Credit: one

Prerequisite: Participation in the Immersion Program in grades 1-6.

This course serves as a transition from elementary immersion program to the sequential world languages high school program. Students expand their knowledge of the language to include communicating about themselves and their immediate environment. This communication is evidenced in all four language skills: listening, speaking, reading, and writing, with an emphasis on the ability to communicate orally and in writing. The content of this course is aligned with the Level 1 POS. Credit becomes a part of the high school transcript, is included in the determination of the high school grade point average (GPA), and counts towards fulfilling the world languages requirements of the high school Advanced Studies diploma. It also counts towards the number of credits required for high school graduation.