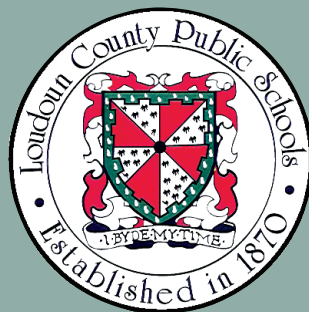


# PROGRAM OF STUDIES

## Middle School

*Academic Year 2016–2017*



**LOUDOUN COUNTY PUBLIC SCHOOLS**

*Empowering all students to make meaningful contributions to the world.*

21000 Education Court ■ Ashburn, Virginia 20148



Eric Williams, Ed D  
Superintendent

## LOUDOUN COUNTY PUBLIC SCHOOLS

### OFFICE OF THE SUPERINTENDENT

21000 Education Court  
Ashburn, Virginia 20148  
(571) 252-1020

Dear Students and Parents:

The *Middle School Program of Studies* contains important information to help you understand the middle school programs in Loudoun County Public Schools (LCPS) and to assist you in selecting courses for study. Please take the time to review the information presented in this booklet as it will help you better understand middle school requirements.

The *Program of Studies* includes information about grading, academic and career planning, LCPS special programs, Virginia Standards of Learning testing information, a glance at high school diploma options, promotion guidelines, career clusters, and course levels. Students may also begin earning high school credit for certain courses listed in this booklet starting in middle school.

The choices made in the middle school years influence the high school and career opportunities available later. This is the perfect time for students to explore many different areas of study to decide which best meet their goals, interests, and abilities. Developing a solid plan during middle school with support from parents, school counselors, teachers, and principals enables students to develop responsible habits and attitudes that serve them well throughout life.

Best wishes to you for every success in your middle school years.

Sincerely,

Eric Williams, Ed.D.  
Superintendent

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## MIDDLE SCHOOLS OF LOUDOUN COUNTY PUBLIC SCHOOLS

**BELMONT RIDGE MIDDLE SCHOOL**

19045 Upper Belmont Place  
Leesburg, VA 20176  
Phone: (571) 252-2220  
Ryan P. Hitchman, Principal

**BLUE RIDGE MIDDLE SCHOOL**

551 East A Street  
Purcellville, VA 20132  
Phone: (540) 751-2520  
Brion E. Bell, Principal

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42901 Waxpool Road  
Ashburn, VA 20148  
Phone: (571) 252-2140  
Scott F. Phillips, Principal

**FARMWELL STATION MIDDLE SCHOOL**

44281 Gloucester Parkway  
Ashburn, VA 20147  
Phone: (571) 252-2320  
Sherryl D. Loya, Principal

**HARMONY MIDDLE SCHOOL**

38174 W. Colonial Highway  
Hamilton, VA 20158  
Phone: (540) 751-2500  
Eric L. Stewart, Principal

**HARPER PARK MIDDLE SCHOOL**

701 Potomac Station Drive, NE  
Leesburg, VA 20176  
Phone: (571) 252-2820  
Elizabeth A. Robinson, Principal

**J. MICHAEL LUNSFORD MIDDLE SCHOOL**

26020 Ticonderoga Road  
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Phone: (703) 722-2660  
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**MERCER MIDDLE SCHOOL**

42149 Greenstone Drive  
Aldie, VA 20105  
Phone: (703) 957-4340  
Robert J. Phillips, Principal

**RIVER BEND MIDDLE SCHOOL**

46240 Algonkian Parkway  
Sterling, VA 20165  
Phone: (571) 434-3220  
David E. Shaffer, Principal

**SENECA RIDGE MIDDLE SCHOOL**

98 Seneca Ridge Drive  
Sterling, VA 20164  
Phone: (571) 434-4420  
Mark L. McDermott, Principal

**DOUGLASS SCHOOL**

407 E. Market Street  
Leesburg, VA 20176  
Phone: (571) 252-2060  
TBD, Principal

**J.L. SIMPSON MIDDLE SCHOOL**

490 Evergreen Mill Road, SE  
Leesburg, VA 20175  
Phone: (571) 252-2840  
Chad D. Runfola, Principal

**SMART'S MILL MIDDLE SCHOOL**

850 North King Street  
Leesburg, VA 20176  
Phone: (571) 252-2030  
William Y. Waldman, Principal

**STERLING MIDDLE SCHOOL**

201 W. Holly Avenue  
Sterling, VA 20164  
Phone: (571) 434-4520  
Agustin Martinez, Principal

**STONE HILL MIDDLE SCHOOL**

23415 Evergreen Ridge Drive  
Ashburn, VA 20148  
Phone: (703) 957-4420  
Jodi L. Day, Principal

**TRAILSIDE MIDDLE SCHOOL**

20325 Claiborne Parkway  
Ashburn, VA 20147  
Phone: (571) 252-2280  
Bridget M. Beichler, Principal

**PURPOSES OF THIS GUIDE**

The Middle School *Program of Studies* is designed to help students and their parents:

- Learn about courses and programs offered in the middle schools of Loudoun County Public Schools;
- Make informed decisions about courses;
- Answer commonly asked questions;
- Plan for high school, further education, and careers;
- Understand and prepare for Virginia’s graduation requirements;
- Realize that school performance relates to goals for further education and for career choices; and
- Plan and refine Academic and Career Plans (ACP) to meet educational and career goals.

Students and parents should study this guide and consult with school counselors, teachers, and administrators as they plan their middle school program of studies.

**As required by federal laws and regulations, the Loudoun County School Board does not discriminate on the basis of sex, color, race, religion, handicapping conditions, or national origin in employment or in its educational programs and activities.**

**ADMINISTRATIVE OFFICES**  
 21000 Education Court  
 Ashburn, Virginia 20148  
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## MIDDLE SCHOOL PROGRAM OVERVIEW

In Loudoun County Public Schools, middle school provides a supportive and stimulating environment for students as they make the transition into adolescence, increasing academic demands, and greater self-reliance.

The middle school program takes into account the developmental needs of young teenage years that are characterized by uneven social, physical, emotional, and intellectual development.

Additionally, middle school furthers the community's desire to see that children continue to grow into responsible, productive adults with the skills and attitudes necessary for success in life.

Middle school bridges the elementary school years that focus primarily on developing basic skills and the high school years that emphasize specialized preparation for post-high school education and careers.

While using and further developing the basic skills, middle school encourages students to explore a variety of subject areas and activities, including careers and special interests.

### KEYS TO SUCCESS IN MIDDLE SCHOOL

Middle school can be a rewarding experience. Students who are successful enjoy time in school but also realize that school is serious business, requiring commitment and hard work. Very few students fail because the material presented is too difficult.

Here are the keys critical to success in middle school:

- Consistent effort
- Completing all assignments
- Attending school regularly
- Being organized
- Participating in class
- Devoting time each day to serious study and review

### MIDDLE SCHOOL STRUCTURE

**Houses:** Each middle school is divided into three sub-units called "houses," one for each grade level. Each grade level is assigned to an academic house for core curriculum classes and the students move to other educational elective areas outside their house.

**Adults in each house** work together to coordinate activities, deliver instruction, and meet a multitude of student needs. The adults in each house may include:

- A **dean** who is the primary administrator for the area
  - A **school counselor** who provides academic, career, and social/emotional counseling to individuals, groups, and classes
  - **Teachers** who provide instruction in the core academic areas and help students develop their academic abilities and skills
  - A **secretary** who provides for the clerical needs of the house
- Each student is assigned to a **homeroom**, where the student receives report cards and general information.

### BLOCK SCHEDULE

Students at each middle school are in an eight-period, alternating block schedule. Each instructional block is approximately 89 minutes in length. Students have four instructional blocks daily.

Every other day most students have a resource period. For 6<sup>th</sup> and 7<sup>th</sup> grade students, the resource period lasts for approximately 45 minutes; for 8<sup>th</sup> grade students, the resource period lasts for an entire block. Students selected for Spectrum participate in Spectrum instead of a resource period. Some of the activities of the resource period include working directly with teachers to expand learning and interests, receiving remediation and reinforcement of skills, reviewing information that is proving challenging, working on homework, and using the media center.

### INTERDISCIPLINARY TEAMING

Students are assigned to an interdisciplinary team, a group of academic teachers who share a common group of students. These teachers collaborate to plan and coordinate lessons and assignments, examine individual needs for enrichment and remediation, meet with parents, and work to assure student success.

## REGISTERING FOR CLASSES AT THE MIDDLE SCHOOL

The registration process for rising 5<sup>th</sup> grade students and current 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade students occurs near the beginning of the second semester of each year. Counselors are generally responsible for this activity, but teachers are also involved in making recommendations.

- The grade-level counselor meets with students in a small group, classroom or resource setting, or individually to explain course options, recommendations, and requirements. Course selections are based on the student's current academic progress and interests as well as teacher recommendations.
- The student shares these course selections with parents/guardians for review and signature indicating their approval. Any questions concerning course selection should be directed to the student's counselor.
- 6<sup>th</sup> grade students begin to develop an "Academic and Career Plan" (ACP) with the assistance of their counselor. The plan allows students to tentatively plan future high school course selections that support goals for further education and roles in the world of work. Plans can be changed during high school, based on the changing needs and desires of individual students.

Decisions made during middle school influence a student's success in academics and future choices. Following are several decision-making areas and information about each.

## DECISIONS

### COURSE SELECTION, INCLUDING COURSES FOR HIGH SCHOOL CREDIT

The courses selected during middle school impact which courses the students can take during high school.

Students who complete Algebra I, Geometry, or one or two years of a world language in middle school will be able to complete advanced classes, even college-level classes, while still in high school.

Students who begin world language study at the middle school will be able to advance their command of the language because they will be able to spend more time studying the language. Also, some students choose to study a second world language while in high school. For other students, early world language study allows them opportunities to pursue advanced career and technical education courses, pursue fine arts studies in more depth, or delve into other areas of study.

Parents and students should be aware that the most competitive colleges expect students to pursue the most rigorous classes of which they are capable.

### ACADEMIC AND CAREER PLANS

Beginning with the 2010-2011 academic year, all schools began development of a personal Academic and Career Plan (ACP) for each 6<sup>th</sup> grade student to be completed by the fall of the student's 8<sup>th</sup> grade year. The components of the ACP shall include, but not be limited to, the student's program of study for high school graduation and a postsecondary career pathway based on the student's academic and career interests.

The Academic and Career Plan is designed to be a working document that maximizes student achievement by having the student accomplish goals in middle and high school that lead to postsecondary and career readiness. In addition, it will provide each middle and high school student a personal learning plan that aligns academic and career goals with the student's course of study.

### CAREER CLUSTERS

A Career Cluster is a grouping of occupations and broad industries based on commonalities. The sixteen career clusters below provide an organizing tool for schools, small learning communities, academies, and magnet schools.

#### **AGRICULTURE, FOOD & NATURAL RESOURCES**

*Food Products and Processing Systems; Plant Systems; Animal Systems; Power, Structural & Technical Systems; Natural Resource Systems; Environmental Service Systems; Agribusiness Systems*

#### **ARCHITECTURE & CONSTRUCTION**

*Design/Pre-Construction; Construction; Maintenance/Operations*

#### **ARTS, AV TECHNOLOGY & COMMUNICATIONS**

*Audio and Video Technology and Film; Printing Technology; Visual Arts; Performing Arts; Journalism and Broadcasting; Telecommunications*

#### **BUSINESS, MANAGEMENT & ADMINISTRATION**

*General Management; Business Information Management; Human Resources Management; Operations Management; Administrative Support*

#### **EDUCATION & TRAINING**

*Administration and Administrative Support; Professional Support Services; Teaching/Training*

#### **FINANCE**

*Securities & Investments; Business Finance; Accounting; Insurance; Banking Services*

#### **GOVERNMENT & PUBLIC ADMINISTRATION**

*Governance; National Security; Foreign Service; Planning; Revenue and Taxation; Regulation; Public Management and Administration*

#### **HEALTH SCIENCE**

*Therapeutic Services; Diagnostic Services; Health Informatics; Support Services; Biotechnology Research and Development*

#### **HOSPITALITY & TOURISM**

*Restaurants and Food/Beverage Services; Lodging; Travel & Tourism; Recreation, Amusements & Attractions*

#### **HUMAN SERVICES**

*Early Childhood Development & Services; Counseling & Mental Health Services; Family & Community Services; Personal Care Services; Consumer Services*

#### **INFORMATION TECHNOLOGY**

*Network Systems; Information Support and Services; Web and Digital Communications; Programming and Software Development*

#### **LAW, PUBLIC SAFETY, CORRECTIONS & SECURITY**

*Correction Services; Emergency and Fire Management Services; Security & Protective Services; Law Enforcement Services; Legal Services*

#### **MANUFACTURING**

*Production; Manufacturing Production Process Development; Maintenance, Installation & Repair; Quality Assurance; Logistics & Inventory Control; Health, Safety and Environmental Assurance*

#### **MARKETING, SALES & SERVICE**

*Marketing Management; Professional Sales; Merchandising; Marketing Communications; Marketing Research*

#### **SCIENCE, TECHNOLOGY, ENGINEERING & MATHEMATICS**

*Engineering and Technology; Science and Mathematics*

#### **TRANSPORTATION, DISTRIBUTION & LOGISTICS**

*Transportation Operations; Logistics Planning and Management Services; Warehousing and Distribution Center Operations; Facility and Mobile Equipment Maintenance; Transportation Systems/Infrastructure Planning, Management and Regulation; Health, Safety and Environmental Management; Sales and Service*

## STUDY HABITS

A student's study habits are often set during the middle school years. Students generally assume more personal responsibility for studying. At the same time, they usually need to have parents establish some clear limits and expectations.

Parents should see that the student has a comfortable place to study, free from distractions. Most parents find that they need to help students set aside specific amounts of time to study and prepare homework.

Often middle school teachers hear that the student did not have time to complete homework; such students may need assistance with time and task management, or the student may need to have a certain time designated specifically for study.

Parents can also help by being certain students are using their "planners" or "agendas" to list assignments and that those assignments are being completed. These are provided to students each year.

In general, homework assigned in the middle school does not exceed 25 minutes per night per subject. Students enrolled in honors classes or subjects for high school credit may be required to spend more time to complete homework.

Careful planning of small steps necessary to complete projects along with consistent follow-through on those will provide reasonable amounts of time over a long period instead of long hours in order to meet a due date.

Parents who frequently hear that students have little or no homework may be surprised when grades are released. Middle school students routinely have homework in several classes. Even when a student does not have assignments, reviewing what was covered in class is always a good habit since learning information and concepts in small segments is much easier and lasts much longer than trying to "cram" for tests.

A student who completes assignments before the study time is over can benefit from reading. The creators of college admissions tests indicate that the best preparation for their tests is wide reading on a variety of topics throughout school.

## SELF-RELIANCE

Middle school students often want and need to assume more responsibility for themselves, their behaviors, and their difficulties; however, they still need the involvement and guidance of their parents. Balancing the need for increasing independence with the need for parental involvement is often tricky.

The school *does* want to hear from parents. Only when school personnel know about a problem or concern can it be addressed. The school works cooperatively with the parent and involves the student when appropriate.

## FURTHER EDUCATION AND CAREER POSSIBILITIES

Counselors work with middle school students to assist students in focusing on planning for further education and for careers. All secondary students in Loudoun County Public Schools have access to the Virginia Education Wizard, and Career Planner from Naviance, on-line career and education planning websites. Counselors have information about how students can access these websites.

Teachers may also incorporate information about education and careers into the subjects they present.


Academic and elective courses allow students to sample a variety of interests and explore possibilities for further study.

## FOUNDATIONS

Middle school courses are the foundation upon which high school courses depend. In order to be prepared for advanced high school courses, students must achieve academically while in the middle school.

Success on Virginia's Standards of Learning tests at the middle school and at the end of many high school classes depends on knowledge and skill that students have acquired throughout their school years.

## VIRGINIA STANDARDS OF LEARNING TESTS

Virginia requires that students take Standards of Learning (SOL) tests in certain academic subjects. This icon  is used beside the course descriptions of courses with SOL tests at the end of the course.

Descriptions of Virginia's testing program and information about the standards which are tested can be located on the Virginia Department of Education website: [www.doe.Virginia.gov](http://www.doe.Virginia.gov).

As of the 2014-2015 school year, the following areas will be tested:

- Language Arts and English: Grades 6, 7, and 8
- Mathematics: Grades 6, 7, and 8
- Algebra I<sup>1</sup>
- Geometry<sup>2</sup>
- Social Science: Grade 8, Civics/Economics ONLY
- Science: Grade 8

<sup>1</sup> A middle school student who completes Algebra I must take the SOL test for Algebra a few weeks prior to the end of the school year. If the student achieves a passing score on the SOL test and passes the course, the student receives a "verified credit" in mathematics. "Verified credits" are awarded when students pass the class and the end-of-course SOL test. A prescribed number of "verified credits" are required for high school graduation.

<sup>2</sup> Students who complete Geometry in the middle school must take the Geometry SOL test and may earn a "verified credit" if they pass the course and the SOL tests.

SOL tests also determine a school's accreditation status.

## HIGH SCHOOL CREDITS EARNED AT THE MIDDLE SCHOOL

Students may enroll in the following high school-level courses at the middle school if space is available or if enough students register for the class:

- World Languages and Cultures
  - French I, II
  - German I, II
  - Latin I, II
  - Spanish I, II
  - Spanish for Fluent Speakers I, II
- Mathematics
  - Algebra I
  - Geometry

Grades and credits in these courses appear as a part of the high school transcript. The grades earned in these classes are averaged in the student's high school cumulative grade point average which determines the student's high school class rank.

## EXPUNGING GRADES: REMINDER TO PARENTS

Based on a provision of the *Virginia Standards of Accreditation*, LCPS Policy 5-5.1 states that the parent of any student, who while in middle school, took a high school credit-bearing course, may elect to have the grade (and credit) omitted from the student's transcript.

When a middle school student receives a grade of "F" in a high school credit-bearing course, that grade and course will automatically be expunged.

If the parent elects to have a grade of "D" or higher in a high school credit-bearing course expunged, written notice must be given by the parent to the student's school counselor (rising 7<sup>th</sup> and 8<sup>th</sup> graders) or to the school counseling department of the high school the student will attend (rising 9<sup>th</sup> graders) on or before August 15 of the year in which the student finishes the 8<sup>th</sup> grade.

Parents of students eligible to make this election shall be provided written notice and a form to be used for such election when the student receives the final report card from the middle school. (LCPS Policy 5-5.1)

Strong consideration should be given for expunging low grades in credit-bearing courses.

Students may elect to have these grades expunged from the high school records, and then, if desired, take the course again. The student's grade point average and class standing will not include the grade from the expunged course, nor will the student receive a credit toward graduation for this course.

## GENERAL INFORMATION

### REGISTERING STUDENTS NEW TO LOUDOUN COUNTY

If a student is moving to Loudoun County and has never been in Loudoun County Public Schools, a pre-registration may be completed online at: <http://register.lcps.org>

Registration forms may also be found at the school or at [www.lcps.org](http://www.lcps.org). Once pre-registration and all forms are complete, please call your zoned school for your registration appointment. The following items will be required to be brought to the appointment to complete the registration process:

- Original birth certificate or certified copy
- Up-to-date immunization records

*Required immunizations are listed at [www.lcps.org](http://www.lcps.org).*

- Name and address of the last school attended
- Proof of residency in the school attendance area: current mortgage statement, signed deed, settlement papers or signed lease agreement for the address at which the student lives with the parent or legal guardian
- A copy of the most recent report card or the transcript
- Custody papers, if applicable
- Photo identification

In addition, the parent or legal guardian may be asked to provide

- Motor vehicle registration card
- Virginia voter registration card
- Bank statement (not checks)
- Payroll check or stub issued by an employer
- State or Federal income tax records or W2 form
- Recent utility bills such as gas, water, electric, or phone.

Parents/guardians will be asked to sign a document stating that the student has not been expelled from another school system.

Further information about registration is available at

[www.lcps.org](http://www.lcps.org).

## CHANGES OF ADDRESS, ATTENDING SCHOOL OUTSIDE ATTENDANCE BOUNDARIES

Parents/guardians are responsible for providing documentation to the student's school of any change of address.

Special permission must be requested and granted from the Department of Pupil Services of Loudoun County Public Schools if a student intends to attend a school outside the designated attendance boundary for the family's legal residence.

## COURSE SELECTION CHANGES

Students are expected to select their courses and to adhere to their selections. In special situations, the principal may consider individual requests for changes.

Requests from students or their parents for a change in teachers cannot be allowed since such changes involve teaching loads and schedules. Consideration will be given to requests from students assigned to repeat work with a teacher under whom they have previously failed. Final approval rests with the principal.

## DROPPING SUBJECTS

A student who wishes to drop a subject may do so with the permission of the parents and principal/counselor at any time up to one week after the issuance of the report card for the course for the first marking period.

Such approved dropped courses will not appear on the scholastic record or be calculated in the grade point average.

There is no assurance that a student who drops a course will be able to add another credit-bearing class.

## SUBJECT LOAD

Middle school students will be enrolled in eight classes, one of which must be a Resource class or Spectrum class.



## REPORT CARDS

Students receive report cards four times each year. They are issued on the seventh working day for teachers after the end of each nine-week grading period. The dates for issuing report cards are listed on the website of Loudoun County Public Schools: [www.lcps.org](http://www.lcps.org).

Loudoun County Public Schools offers an on-line parent portal to view student assignments, assessments, resources and grades. The parent portal is intended to open communication between teachers, students and parents. Authorization forms requesting access are posted on each school's website.

## GRADING SCALE

*Adopted at the beginning of the 2009-10 school year*

GRADE	NUMERICAL EQUIVALENT	POINTS AWARDED
A+	98-100	4.3
A	93-97	4.0
A-	90-92	3.7
B+	87-89	3.3
B	83-86	3.0
B-	80-82	2.7
C+	77-79	2.3
C	73-76	2.0
C-	70-72	1.7
D+	67-69	1.3
D	63-66	1.0
D-	60-62	0.7
F	59 and below	0.0

Students receive report cards every nine weeks. The last report card is mailed home to parents.

## INCOMPLETE GRADES

Teachers may assign "Incomplete" grades in instances where the required assignments have not been submitted due to unusual but excused circumstances. In such cases, the teacher shall assign a deadline for make up of the work; however, the work must be completed no later than the end of the following grading period.

Incomplete grades may not be carried over from one academic year to another and may impact a student's eligibility for the honor roll.

## PROMOTION GUIDELINES

### From Grade 6 to 7 and Grade 7 to 8:

Pass a minimum of three of the four core academic subjects:

- Language Arts
- Mathematics
- Science
- Social Science

### From Grade 8 to Grade 9:

Pass a minimum of three of the four core academic subjects:

- English
- Mathematics
- Science
- Social Science

**and** pass any year-long elective course, two one-semester courses, or health/physical education course.

## BACK-TO-SCHOOL NIGHT

Each year the schools of Loudoun County host a Back-to-School Night to provide opportunities for parents to meet their children's teachers and learn more about the school and its programs.

Information about the dates and times is published in newsletters and listed in local newspapers. Parents may also find details on the Loudoun County Public Schools' website at [www.lcps.org](http://www.lcps.org).

## SELECTING CLASSES

At the middle school, students begin to have increasing opportunities to make choices about which classes they wish to take.

Loudoun County Public Schools believes that all students need to be challenged intellectually. Teachers support student efforts to achieve in all classes. It is important for students to challenge themselves to learn and grow during school and to balance their interests and activities during school as well as outside of school.

Before making decisions about enrolling in classes, students should seek guidance from their teachers, counselors, and parents. Selected classes should challenge students, allow them to continue to pursue special interests and skills, and provide balance in their academic and personal activities.

## LEVELS OF CLASSES

Students may select a combination of **academic** and **honors** classes in English, Science, Mathematics, and Social Science. Classes designated as "Honors" in middle school are not weighted when determining a student's grade point average.

Both levels build on previous skills and require academic effort and independent efforts outside school. Both levels expect students to commit to regular and frequent homework; however, honors level classes will require a greater commitment of time and effort outside class. Honors level extension activities will be available for all teachers to use. Grading practices within the honors level will also carry a greater expectation for work, independent study, and concept mastery at a higher cognitive level.

In order to select courses that reflect the goals for your child, parents should help your child consider the following:

- What grades have I earned in the subject over the past few years?
- What information do my standardized test scores and other measures tell me about my special skills and interests?
- Am I willing to make the time commitment that each course requires?
- What are the recommendations of my parents, teachers, and counselors who know me?

In mathematics, the skills required to be successful are more sequential and developmental than in other courses. Therefore, guidelines are set for recommended placement in middle school mathematics classes based on a student's success on standardized tests and previous math performance.

Parents are encouraged to discuss with counselors, teachers, or the principal any questions about the placement for their child in any classes. All middle school students are encouraged to take at least one Honors level course each year.

## SPECIAL PROGRAMS

### AVID

AVID's goal is to prepare all students in a school for college, starting with the core elective class and expanding schoolwide.

The AVID Elective class targets students in the academic middle, who have the desire to go to college and are capable of completing rigorous curriculum using the will to work hard. Typically, AVID Elective students will be the first in their families to attend college. In the AVID Elective, students are routinely required to enroll in their school's toughest courses, such as honors or Advanced Placement.

AVID starts with an elective class for one period a day, where students learn organizational and study skills, work on critical thinking and asking probing questions, get academic help from peers and college tutors, and participate in enrichment and motivational activities that make college seem attainable.

### SPECTRUM

Spectrum, a year-long class, provides enrichment for 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade students who have been identified as gifted in terms of general intellectual ability. This course is offered in place of resource (study hall) for 6<sup>th</sup> and 7<sup>th</sup> graders. 8<sup>th</sup> graders split a 90 minute block (period) between Spectrum and resource. Eligibility for the gifted program is determined by prescribed criteria established by the school division and approved by the Commonwealth of Virginia. Spectrum offers a variety of multi-disciplinary academic experiences with an emphasis on critical thinking skills and problem solving. Gifted students are further challenged academically by enrolling in honors level instruction, such as science, language arts, and social studies, or in advanced math classes.

### LCPS ACADEMY OF SCIENCE

The mission of the LCPS Academy of Science is to provide an academic environment where students are encouraged to develop creative scientific endeavors of their own design, while having the opportunity to pursue a rich, well-rounded high school experience. A student at the Academy of Science (AOS) will acquire skills to ask sophisticated scientific questions and conduct research and experimentation, to explore the interconnections between the sciences, mathematics, and the humanities, to read, write, and communicate at a level that is required of university students, and to develop perspectives to assess the impact of scientific advancements on society.

The cornerstone of science preparation is a 9<sup>th</sup>/10<sup>th</sup> grade integrated science program, which blends the physical sciences of physics, chemistry, and earth science into a seamless, inquiry based lab course in preparation for AP coursework. The goal of the lab program is student-designed investigations coupled to an in-depth writing/scoring rubric. In addition, sophomores begin instruction in basic research technique to be followed by two years of research in a topic of their choosing. The mathematics program offers courses from Algebra and Trigonometry through Multivariable Mathematics. All courses have a heavy component of statistics and modeling and are taught in terms of practical application in order to coincide with the science program.

AOS students are selected through an application process. Rising 9<sup>th</sup> grade students are invited to attend after a competitive process that evaluates test scores, academic achievements, writing samples,

teacher recommendations, and self-reported interests and activities. Student motivation and interest in science are the most valuable characteristics of AOS students. Highly motivated students who are consistent, dedicated learners have the greatest chance of success.

Accepted students are required to enroll as full-time students in Loudoun County Public Schools. Students will attend AOS on alternating days, with the opposite day being spent at their home high school. **Students take required science and mathematics courses at the AOS and all other courses at their home school.**

At a minimum, students must be enrolled in Algebra I during Grade 8 to be considered for admission to the AOS. Geometry is also highly recommended; however, it may be completed during summer school prior to Grade 9 or 10.

Students planning on attending the AOS should work closely with their counselors to develop an Academic and Career Plan which allows them to complete graduation requirements and plan for electives. Possible scheduling conflicts may necessitate the need to choose among options. Selecting a world language, such as Spanish, where many sections of advanced levels are offered will help to reduce scheduling conflicts. Singleton electives may be impossible for AOS students to schedule at the home school every year. Some AOS students may not be able to enroll in every elective desired at the home school.

Interested students should visit the AOS homepage for the most current information concerning the application process: [www.lcps.org/aos](http://www.lcps.org/aos). District-wide information sessions and open house programs for prospective students are held prior to the application deadline.

The LCPS AOS, located at Dominion High School, opened in September, 2005, and expanded in September 2006 to include a program of studies for grades nine through twelve. *Loudoun County provides transportation for all students who attend AOS.*

Any questions about AOS and the application process should be directed to the Academy of Science office, 571-434-4470.

### THOMAS JEFFERSON HIGH SCHOOL FOR SCIENCE AND TECHNOLOGY

Thomas Jefferson High School for Science and Technology (TJHSST) is a regional Governor's School located in northern Virginia. The school serves qualified students from surrounding districts, including Loudoun County.

TJHSST students are selected through an eligibility process. 8<sup>th</sup> grade students are invited to attend after a competitive process that evaluates admission test scores, academic achievement, personal essays, teacher recommendations, and self-reported interests and activities

*All applicants must take the admissions examination which is administered each year in Loudoun County.* Approximately 10% of the applicants are accepted. Most students enter as 9<sup>th</sup> graders. A few applicants are accepted as replacements for vacancies at the 10<sup>th</sup> grade level only.

*Loudoun County provides transportation for all students who are accepted at the school.*

The specialized science and technology research laboratories are distinguishing characteristics of TJHSST. These enhance the academic curriculum and offer unique learning experiences with mentors from the professional community.

All students are enrolled in an eight-period program designed to satisfy the credits required for graduation. Over 85 clubs and 25 varsity sports are offered as extracurricular activities.

Applications are available in all middle schools. The student should see the counselor by October 1 of the 8<sup>th</sup> grade year for the most current information. An open house is held during October prior to the deadline for applications and testing.

Any questions should be directed to the Admissions Office, TJHSST, 703-750-8335.

More information can be obtained on the web site at <http://www.tjhsst.edu>.

### **SPECIAL EDUCATION**

Special Education services are provided as indicated on a student's current Individualized Education Plan (IEP). The IEP is developed after a student is found eligible for services.

### **DOUGLASS SCHOOL**

Douglass School, Loudoun County Public School's Center for alternative education, offers the Alternative Education Program (AEP) for under-performing students and students who are uncomfortable/overwhelmed in a large traditional middle school. Douglass School strives to create an environment in which students are able to perform to the best of their ability and that fosters respect, responsibility and cooperation.

The AEP offers smaller class sizes, an alternative block schedule, an emphasis on organization & study skills and individualized instruction to help students experience success. Students attend voluntarily and receive significant support and closer monitoring than they would in a larger middle school setting. Douglass students' classes follow the LCPS curriculum including the administration of end of course SOL exams. Students adhere to the same behavioral expectations and complete the same requirements for promotion as do other LCPS students. Openings are limited and referrals are made through home school counselors.

### **ENGLISH LANGUAGE LEARNERS (ELL)**

Provisions are made for those students who need English as a Second Language instruction. Additional information is available from counselors. If the ELL program is located in a school other than the "home school," transportation is provided to and from the designated sites for students.

### **MONROE TECHNOLOGY CENTER AND THE LOUDOUN GOVERNOR'S CAREER AND TECHNICAL STEM ACADEMY**

Students and parents are invited to the annual Open House held during the second week of February each year at Monroe Technology Center (MTC) in Leesburg. Specific details can be found on the MTC website link which can be found at [www.lcps.org](http://www.lcps.org).

Although most students enter the programs during their last two years of high school, middle school students and parents can better plan for the future by learning of application requirements and may find that visiting the facility motivates students.

Careful planning of programs of study allows students to attend MTC and pursue rigorous academics at their high schools. High school students attend MTC on alternating days and transportation is provided.

MTC offers highly technical and specialized instructional programs which allow students to pursue special interest areas and to receive industry-standard training that can lead to post-

secondary educational opportunities or to a direct pathway into the workplace.

Current MTC programs are described in the high school *Program of Studies* which is available at [www.lcps.org](http://www.lcps.org). MTC continually reviews offerings and makes changes in the programs offered and the content of the programs in order to remain up-to-date and responsive to career and technical needs.

### **ADVANCED PLACEMENT CLASSES**

The Advanced Placement Program, often known as "AP," is a cooperative education endeavor with the College Board. AP courses allow students the opportunity to take college-level classes while they are enrolled in high school. Completion of these classes is often a factor in competitive college admissions.

No AP classes are offered at the middle school; however, students and parents need to be aware of the availability of the classes and to select a program of studies that will allow and prepare them to advance into AP classes while in high school if they choose to do so.

AP classes require extensive reading, writing, and critical thinking.

AP examinations are given in the spring on nationally standardized dates and measure the student's knowledge in specific subject areas.

AP courses, taught by dedicated and committed high school teachers, lay the groundwork for students to succeed on AP examinations. In LCPS, all students enrolled in AP classes are expected to complete the AP experience by taking the examinations near the end of the AP class. Depending upon School Board funding, there may be a fee charged for the elected AP examination. Financial hardships may be addressed with the local School Counseling Department.

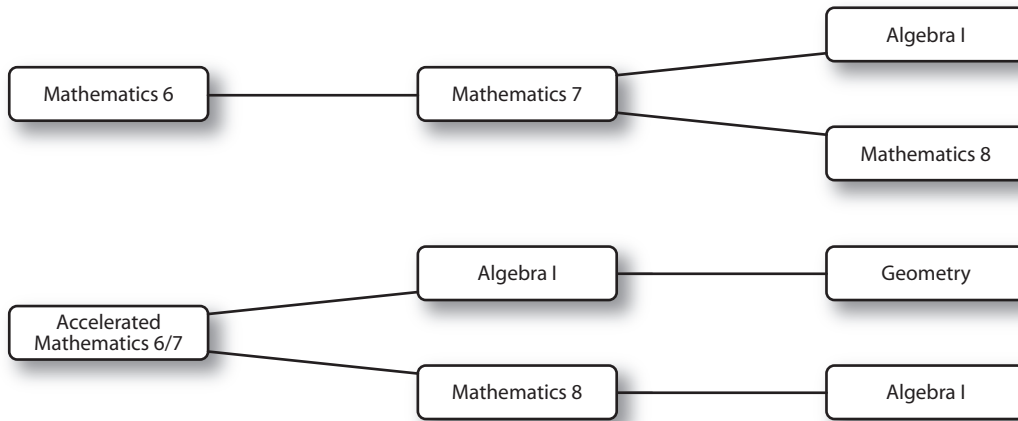
The student's transcript will reflect the AP designation independent of the student's election to take the AP exam. All final grades are "weighted" by 1.0 if the student passes the course.

Students who elect to take an AP exam without taking the course may have their scores sent to the colleges to which they apply; however, units of credit will be awarded only to those students who complete the related AP courses.

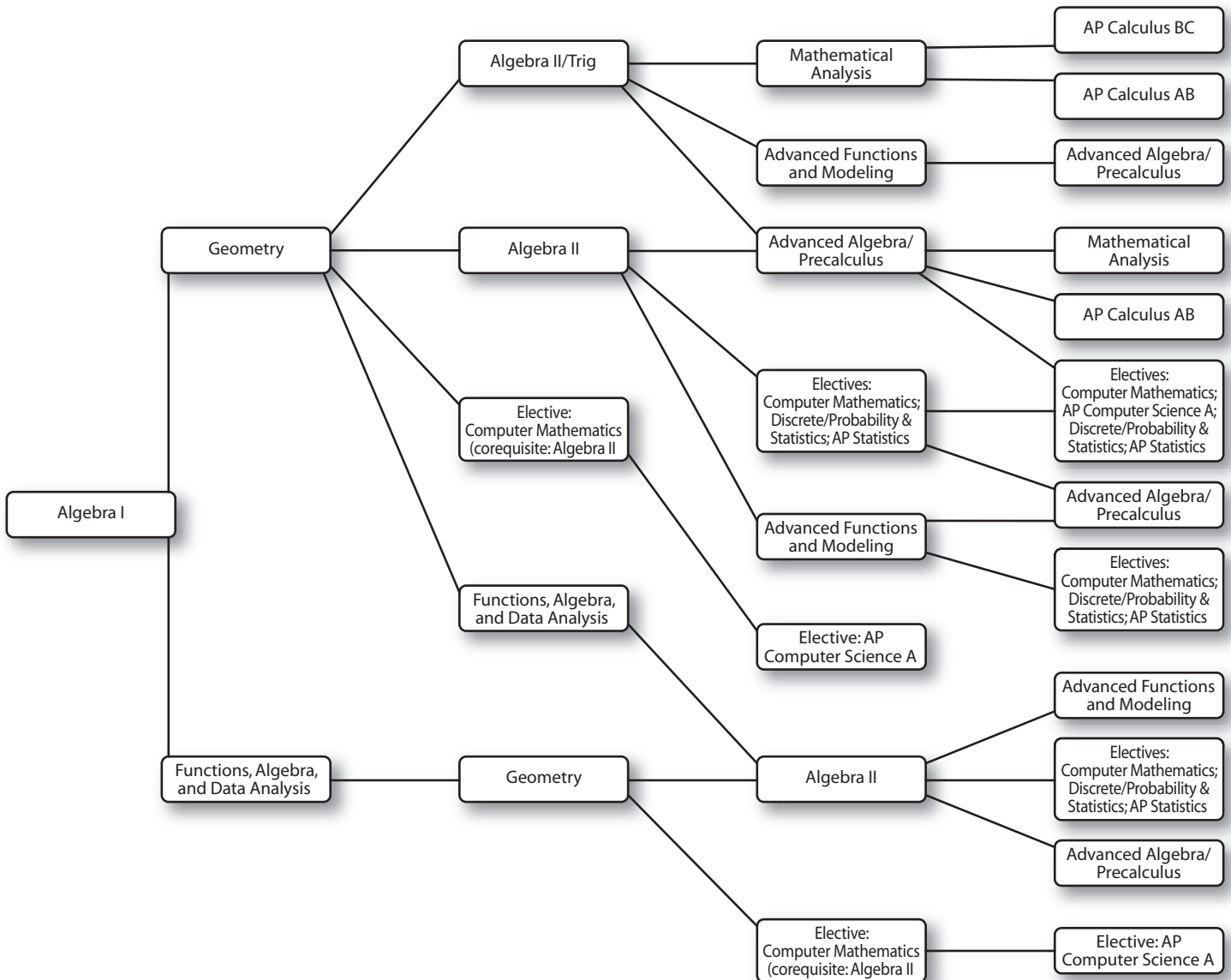
### **BENEFITS OF AP CLASSES**

<b>GAIN THE EDGE IN COLLEGE PREPARATION</b>	<b>STAND OUT IN THE COLLEGE ADMISSIONS PROCESS</b>	<b>BROADEN INTELLECTUAL HORIZONS</b>
<ul style="list-style-type: none"> <li>■ Get a head start on college-level work.</li> <li>■ Improve writing skills and sharpen problem-solving techniques.</li> <li>■ Develop the study habits necessary for tackling rigorous course work.</li> </ul>	<ul style="list-style-type: none"> <li>■ Demonstrate maturity and readiness for college.</li> <li>■ Show willingness to push self academically.</li> <li>■ Emphasize commitment to academic excellence.</li> </ul>	<ul style="list-style-type: none"> <li>■ Explore the world from a variety of perspectives.</li> <li>■ Study subjects in greater depth and detail.</li> <li>■ Assume the responsibility of reasoning, analyzing, and understanding for one's self.</li> </ul>

MIDDLE GRADES MATHEMATICS PROGRESSION CHART—2014–2015



HIGH SCHOOL MATHEMATICS PROGRESSION CHART FOR FUTURE PLANNING



## HOW TO READ THE COURSE DESCRIPTIONS

Following are descriptions of the requirements and electives for each grade level of middle school. Beneath the title of each course, several items of information may appear:

- **Course Title** is the name assigned to each course.
- **Course Code** is the number assigned to the course for use with the computerized student information system. The course code is generally used by school administrators and counselors to plan schedules, so students should be more concerned with the course name.
- **Levels** refer to whether the course is “grade level” or “honors.” If no level is specified, no distinction is made based on levels.
- **Prerequisites** are the requirements a student must meet in order to enroll in a class.
- **High School Credit** appears by a few mathematics and world language courses, indicating that the student may earn high school credit towards graduation requirements by

completing the course. These courses count in a student’s cumulative grade point average which is used to determine high school class rank and appear on transcripts.

- **SOL Icon** is the small, graphic notation **SOL TEST** that the course has a Virginia Standards of Learning (SOL) test near the end of the school year.

Under general information will be a **description** of what is taught in the class. If you have questions about the description, please discuss these with the counselor or teacher.

The “**Mathematics Progression**” charts (page 8) help students see which courses to take each year of middle and high school.

## AVAILABILITY OF CLASSES

Some classes may not be offered at all schools. If enrollment in a class is low, the class may not be available, semester and year-long classes may be combined, or it is possible that the class may not be offered at all.

# GRADE 6

## REQUIRED COURSES

- English 6  
(*English and Reading, includes Spanish 6*)
- Mathematics
  - Mathematics 6
  - Accelerated Mathematics 6/7
- Science
- U.S. History to 1865
- Health and Physical Education 6
- Keyboarding 6 *for one semester*  
**and**
- Art 6 *for one semester*
- Resource 6 **or** Spectrum 6 **and**
- Music Elective

## ELECTIVE COURSES

Students in Grade 6 may choose their music course. Options are:

- Chorus 6
- Music Lab 6
- Strings 6
- Band 6
  - Clarinet
  - Flute/Oboe
  - Low Brass (French Horn, Trombone, Baritone, Tuba)
  - Percussion
  - Saxophone
  - Trumpet

**English** courses develop students’ skills and knowledge in the areas of communication, media literacy, reading, writing, and research. Students develop critical reading skills and improve their writing in a variety of modes including creative, analytical, argumentative, and research-based writing. In addition, students develop their skills in communication and interaction in large and small groups.

**Honors level courses** are offered in grades 6, 7, and 8. While they focus on the same skills as do academic level courses, honors courses are distinguished by a greater depth of textual study, and opportunities for additional independent work. All classes regardless of level are differentiated for individual student needs. Classes designated as “Honors” in middle school are not weighted when determining a student’s grade point average.

Specific grade level distinctions are described below.

## COURSE DESCRIPTIONS

<b>English 6</b>	
<b>Grade Level</b>	<b>100000</b>
<b>Honors</b>	<b>100200</b>

**SOL TEST** In Grade 6, oral language instruction focuses on participation in small-group activities. Reading instruction emphasizes the elements of literature and narrative structure, the ability to compare information from different sources, and the ability to select information appropriate for a given purpose. Students learn to expand and embed ideas in their writing, to choose appropriate adverbs, and to master subject-verb agreement. Teachers instruct students in the use of word-reference materials to build their vocabulary.

<b>Reading Strategies Workshop (Grade 6)</b>	<b>101600</b>
Prerequisite: Schools identify students eligible for this program	

This course is for students whose reading performance indicates a need to strengthen basic reading skills and strategies, as well as to help students to prepare for the SOL tests. Instruction will focus on phonics, fluency, comprehension, critical thinking, vocabulary, reading engagement, viewing, and test-taking. It will be differentiated according to students’ needs. The course will use materials that will assist students with reading in other courses.

**MATHEMATICS OPTIONS**

Refer to the Mathematics Progression Chart on page 8 to better understand the sequence of mathematics courses.

**Mathematics 6 510000**

Level: Grade Level

**SOL Test** Mathematics 6 provides increased opportunities for students to apply critical thinking and problem solving as part of their mathematics studies. Activities allow students to make mathematical connections to the constantly changing world in which we live. Proportional reasoning, mathematical communication and reasoning, as well as mathematical applications are emphasized throughout the course. Problem solving is included in all areas of study so students develop a wide range of skills and strategies for solving standard and nonstandard problems. Topics including estimation, number theory, geometry, algebra, and measurement form the foundation for the study of advanced mathematics later in high school. Emerging technologies are incorporated into the curriculum in order to allow students opportunities to explore concepts. Students completing this course will take the Grade 6 Mathematics SOL test.

**Accelerated Mathematics 6/7 512000**

**SOL Test** The rigorous pre-algebra curriculum is designed to prepare students for an Algebra I course by Grade 7. Instruction will move rapidly as the curriculum includes the content from both Grades 6 and 7 and expands on topics to provide a challenging study of arithmetic, geometric, statistical, and algebraic topics. These topics will form the foundation for the study of advanced mathematics later in high school. The curriculum will engage students in solving non-traditional problems requiring higher order thinking as well as mathematical reasoning and communication. Connections between mathematics and other disciplines through real world applications will enable students to develop confidence in themselves as mathematical problem solvers. Emerging technologies are incorporated into the curriculum in order to allow students opportunities to explore concepts. Students completing this course will take the Grade 7 Mathematics SOL test.

**Science 6 610000**  
**Grade Level 610000**  
**Honors 610200**

Science 6 presents an integrated focus on the role of the sun’s energy on Earth systems; water in the environment; air and the atmosphere; space; forces; transformations of energy and matter; and basic chemistry concepts. The 6<sup>th</sup> grade course emphasizes experimentation and data analysis.

Science 6 focuses on continued development of students’ understanding of the nature of science. Lessons are designed to encourage students to create explanations for science concepts that are based on rules of evidence and logical thinking through experimentation, observation, and manipulation of variables.

**U.S. History to 1865 710000**  
**Grade Level 710000**  
**Honors 710200**

Why do people start a whole new country? How do they do that? Once a country gets started, how do you keep it from falling apart? These are three key questions students learn to answer as they study the first part of American history. As they learn about the birth of our country, and its “rebirth” during the Civil War, students will develop the ability to:

- Read text for content information
- Read and compare primary sources
- Read for the “point of view” of a document
- Understand cause-effect relationships
- Think critically
- Understand diverse cultural backgrounds
- Write with structure and purpose
- Participate in class discussion
- Develop their memory for, and appropriate usage of, Social Science vocabulary
- Apply geographical terms and concepts
- Interpret famous historical speeches

As students build skills in the areas listed above, they develop regular, independent thinking habits in US History. This means they will become “historical thinkers”!

**Health and Physical Education 6 410000**

Students are offered a variety of challenging activities with an emphasis on fitness for life. In middle school, health and physical education classes are offered every other day.

Students are exposed to instruction in anatomy and physiology, fitness planning, social development, and energy balance. In addition, a wide variety of activities including cooperative games, individual and dual sports, team sports, rhythmic activities, physical fitness testing, lifetime fitness, and recreational activities are offered. The 6<sup>th</sup> grade health curriculum includes instruction in diet and nutrition; stress and mental health; lifetime fitness and wellness; first aid and safety; communicable and non-communicable diseases; gangs; bullying; health advocacy; and refusal strategies related to alcohol, tobacco, and other drugs. Family Life Education (FLE) is also included in this course.

**Keyboarding 6****809701**

For One Semester

Students learn and develop touch skills for entering alphabetic, numeric, and symbol information on a keyboard.

Keyboarding 6 is designed to help students use the computer efficiently, successfully, and productively.

New skills are strengthened and speed is increased throughout the semester when students use a word processing program to create reports, personal and business letters, journals, and charts.

Students are also exposed to spreadsheet, database, drawing, and painting programs, which will enhance creative and problem-solving skills learned in other classes.

**Art 6****200700**

For One Semester

Art 6 infuses art production, art history, art criticism, and aesthetic critiques. The 6<sup>th</sup> grade program is designed to provide students with the opportunity to continue to develop a foundation of varied skills, techniques, concepts and ideas.

Also, students produce, discuss, and write about their own art and that of others.

The students establish a continuing portfolio.

**Resource 6****003000**

Students are assigned to a resource class every other day, occupying the same block with the selected music class.

During the class students have many, varied opportunities such as obtaining help from teachers, making up tests and assignments, selecting and participating in various enrichment and enhancement activities provided by the school, participating in guidance classes such as study skills and time management, completing homework, researching topics and assignments, and participating in peer tutoring.

**Spectrum 6****010000**

Prerequisite: Students are found eligible through a multi-step screening process conducted by educational professionals in Loudoun County and are formally identified as gifted in terms of general intellectual ability.

The curriculum for 6<sup>th</sup> graders includes the following units:

- Business & Economics
- Technology & Engineering
- Communication & Culture
- Ethics & Perspectives

SOLs from various courses across the middle school curriculum are incorporated into instructional activities.

**MUSIC ELECTIVES**

Students select one of the following music choices:

- Chorus 6
- Music Lab
- Strings 6
- Band 6
  - Clarinet
  - Flute/Oboe
  - Low Brass
  - Percussion
  - Saxophone
  - Trumpet

**Chorus 6****235000**

This course is for students who like to sing and want to develop their singing skills. Emphasis is placed on developing appropriate vocal techniques and skills necessary for singing in an ensemble. Essential music theory skills will be stressed, including reading notation, ear training and sight singing. Students will develop choral literacy by singing a variety of literature that is sacred and secular. Participation in performance activities, such as winter and spring concerts is required.

**Music Lab 6****205000**

This class is designed to enable students to enjoy life-long involvement with music as an educated consumer and participant. Active learning is the theme of this "hands on" course. Students will explore music and develop musical literacy through activities such as world music drumming, introduction to guitar, singing and creating their own music. Students may also collaborate on unique music projects using web based tools.

**Strings 6****207000**

This is a full year elective which provides beginning instruction for violin, viola, cello, or bass students. Students will learn the basic elements of music while developing the techniques and skills appropriate to an orchestral string instrument. Students will provide their own instruments. Students need to attend the Instrumental Clinic Registration Night to select an instrument. Participation in performance activities, such as winter and spring concerts is required.

**Band 6****230000**

This class is open to students who have an interest in learning to play the flute, clarinet, oboe, alto saxophone, bassoon, trumpet, french horn, trombone, euphonium/baritone, tuba or percussion (snare drum/mallet instruments). Students provide their own instruments through rental or purchase. 5th grade students wishing to join band must attend an evening band clinic held at middle schools in the spring. During this clinic, students will meet with band directors, and be evaluated individually on each of the band instruments to ensure that they are matched up with an instrument that best suits their natural physical embouchure characteristics and best guarantees their success. Students are required to practice daily outside school time and to participate in concerts and rehearsals after school hours.

# GRADE 7

## REQUIRED COURSES

- English 7 (English and Reading)
  - and**
  - First Year of World Languages and Cultures
  - or**
  - Communication Studies
  - or**
  - Accelerating Literacy Skills
- Mathematics
  - Mathematics 7
  - Mathematics 8
  - Algebra I
- Life Science
- U.S. History—1865 to the Present
- Health and Physical Education 7
- Technology Education 7 *for one semester*
  - and**
  - Family and Consumer Science 7 *for one semester*
  - Resource 7 **or** Spectrum 7
  - Fine Arts Elective

## ELECTIVE COURSES

- Art 7
- Reading Strategies Workshop (Grade 7)

## WORLD LANGUAGES AND CULTURES

- French I
- Latin I
- German I
- Spanish for Fluent Speakers I
- Spanish I

## MUSIC ELECTIVES

- Chorus 7
- Guitar 7—Level 1
- Strings 7
- Band 7
  - Percussion
  - Clarinet
  - Trumpet
  - Flute/Oboe
  - Low Brass (French Horn, Trombone, Baritone, Tuba)
  - Saxophone

## COURSE DESCRIPTIONS

### English 7

**Grade Level**

**102000**

**Honors**

**102200**

**SOL TEST** In Grade 7, oral language instruction focuses on nonverbal communication as well as on the interpretation of media sources. Reading skills practiced in 7<sup>th</sup> grade include comparing and contrasting forms, interpreting poems, distinguishing fact from opinion, and using print and electronic sources to locate information. Students develop their writing by using clauses and phrases to vary sentences, identifying the parts of speech, diagramming sentences, synthesizing information from multiple sources, and crediting the sources of primary and secondary information. By using roots and affixes and identifying word connotations, students continue to build their vocabulary.

### Communication Studies

**115400**

Entire year

This course introduces students to the basic principles of human communication, including interpersonal and small group, intercultural, and mediated (mass or electronic) communication and public speaking. Units of study focus on the communication process, qualities of competent communication, and the role of communication in developing relationships in a democracy. Emphasis will be on developing critical thinking skills and helping students develop their media literacy. This course is project-based; students will exhibit their learning through activities in publication (newspaper, yearbook, literary magazine), broadcast (radio, television, film), and/or public speaking (debate, drama).

### Accelerating Literacy Skills

**115600**

Entire year

Students read various texts (mostly self-selected) in order to increase reading speed, comprehension, and vocabulary knowledge. Students write in various modes in order to improve skills in organization, elaboration, sentence variety, word choice, and usage/mechanics. Writing-to-learn and speaking-to-learn are emphasized as methods of improving comprehension and exhibiting content/skill mastery.

Instruction is differentiated for each student's needs. Students who have gaps in language arts knowledge or skills receive instruction with increased rigor and intensity to move them toward grade level performance. Students performing at or above grade level will be guided toward improved performance.

### Reading Strategies Workshop (Grade 7)

**103600**

Prerequisite: Schools identify students eligible for this program

This course is for students whose reading performance indicates a need to strengthen basic reading skills and strategies, as well as to help students to prepare for the SOL tests. Instruction will focus on phonics, fluency, comprehension, critical thinking, vocabulary, reading engagement, viewing, and test-taking. It will be differentiated according to students' needs. The course will use materials that will assist students with reading in other courses.



**MATHEMATICS OPTIONS****Mathematics 7** **520000**

Level: Grade Level

**SOL Test** Mathematics 7 is designed to prepare students for an Algebra I course. The curriculum includes pre-algebra topics and provides a challenging study of arithmetic, geometric, algebraic, and statistical topics. This course provides increased opportunities for students to apply problem solving and critical thinking as part of their mathematics studies. Problem solving is included in all areas of study so students develop a wide range of skills and strategies for solving standard and nonstandard problems. Topics including estimation, number theory, geometry, algebra, and measurement form the foundation for the study of advanced mathematics later in high school. Emerging technologies are incorporated into the curriculum in order to allow students opportunities to explore concepts. Mathematical communication and reasoning are emphasized throughout the course. Students completing this course will take the Grade 7 Mathematics SOL test.

**Mathematics 8** **530000**

By Recommendation

**SOL Test** Mathematics 8 extends concepts and skills and prepares students for more abstract concepts in Algebra I. Problem solving, algebraic thinking, and proportional reasoning are embedded in the study of numbers, computation, measurement, and geometry as well as probability and statistics. Emerging technologies are incorporated into the curriculum in order to allow students opportunities to explore concepts. Mathematical communication and reasoning are emphasized throughout the course. Students completing this course will take the Grade 8 Mathematics SOL test.

**Algebra I** **540000**

Prerequisite: Accelerated Mathematics 6/7

Credit: 1

**SOL Test** Algebra I incorporates concepts and skills necessary for students to pursue the study of rigorous advanced mathematics. The arithmetic properties of numbers are extended to include the development of the real number system. The fundamental concepts of equality, functions, multiple representations, probability, and data analysis guide the activities that allow students to enhance problem solving skills. Computers and graphing calculator technologies are incorporated into the curriculum in order to allow students opportunities to explore concepts, provide visual models to support the learning of algebraic concepts, and as powerful tools for solving and verifying solutions to equations and inequalities. Mathematical communication and reasoning are emphasized throughout the course.

**Life Science****Grade Level****620000****Honors****620200**

Life Science is the study of the living world and biological systems. Areas of study include cellular organization and the classification of organisms; the dynamic relationships among organisms, populations, communities and ecosystems; and change as a result of the transmission of genetic information from generation to generation. Inquiry skills at this level include organization and mathematical analysis of data, manipulation of variables in experimentation, and identifying sources of experimental error.

The Life Science course continues to focus on student growth in understanding the nature of science by defining the idea that explanations of nature are developed and tested using observation, experimentation, models, evidence, and systematic processes. The nature of science includes the concepts that scientific explanations are based on logical thinking; are subject to rules of evidence; are open to rational critique; and are subject to refinement and change with the addition of new scientific evidence.

**U.S. History, 1865 to the Present****Grade Level****720000****Honors****720200**

Today, you can send a text message to a friend in California in the amount of time it takes to turn on a light switch. If your great-grandparents wanted to send a written message to their friends in California when they were teenagers, it would have taken days for the mail train to deliver a paper letter. How has our country changed so much since the days of your great-grandparents? In this course, students will learn how the United States changed from a farming economy in 1865 to a highly technical information society in 2013. As students learn about the transformation of our country from the Industrial Age to the "Information Age," they will strengthen their abilities to:

- Read text for content information
- Read and compare primary sources
- Read for the "point of view" of a document
- Understand cause-effect relationships
- Think critically
- Understand diverse cultural backgrounds
- Write with structure and purpose
- Participate in class discussion
- Develop their memory for, and appropriate usage of, Social Science vocabulary
- Apply geographical terms and concepts
- Interpret famous historical speeches

As students build skills in the areas listed above, they will develop regular, independent thinking habits in US History. This means they will become "historical thinkers"!

**Health and Physical Education 7 420000**

Students are offered a variety of challenging activities with an emphasis on fitness for life. In middle school, health and physical education classes are offered every other day. Students are exposed to instruction in anatomy and physiology, fitness planning, social development, and energy balance. In addition, a wide variety of activities including cooperative games, individual and dual sports, team sports, rhythmic activities, physical fitness testing, lifetime fitness, and recreational activities are offered. The 7<sup>th</sup> grade health curriculum expands upon previous instruction in diet and nutrition; stress and mental health; lifetime fitness and wellness; importance of sleep; heredity and illness; bullying; and the relationship of healthy body systems to overall wellness. Family Life Education (FLE) is also included in this course.

**Family and Consumer Science 7 806700**

For One Semester

Family and Consumer Science is a semester exploratory program, which provides a “hands-on” approach to the development of skills that are critical to everyday life.

Activities prepare students for taking on responsibilities at home and in their lives.

Students explore, through a multi-media module approach, concepts and practice skills related to nutrition, laundry techniques, consumerism, personal grooming, money management, food preparation, career interests, environmental issues, and many more.

**Technology Education 7 801700**

For One Semester

Technology Education is a semester class that enables students to become technologically literate. Reaching beyond basic computer systems and ideas, it incorporates and complements science, mathematics, and other disciplines. It answers the important question: “Why do we need to learn this?” This course gives students the opportunity to experience how the application of old, new, and emerging technologies affect their everyday lives.

After an orientation period, students select from an assortment of various technology modules that they would like to explore. In those modules the approach to learning is self-directed, allowing the students to experience the most innovative and modern learning approaches in Technology Education with a “hands-on exploratory” philosophy.

Learning modules allow students to interact with robots, lasers, machines controlled by computers, and other high-tech equipment.

**Resource 7 002000**

Students are assigned to a resource class every other day, occupying the same block as the selected music class.

During the class students have many, varied opportunities such as obtaining help from teachers, making up tests and assignments, selecting and participating in various enrichment and enhancement activities provided by the school, participating in school counseling classes such as study skills and time management, completing homework, researching topics and assignments, and participating in peer tutoring.

**Spectrum 7 015000**

Prerequisite: Students are found eligible through a multi-step screening process conducted by educational professionals in Loudoun County and are formally identified as gifted in terms of general intellectual ability

The curriculum for 7<sup>th</sup> graders includes the following units:

- Business & Economics
- Technology & Engineering
- Communication & Culture
- Ethics & Perspectives

SOLs from various courses across the middle school curriculum are incorporated into instructional activities.

**WORLD LANGUAGES AND CULTURES**

**French I** **340000**  
Prerequisite: None Credit: 1

Students develop the ability to communicate about themselves and their immediate environment at the beginner-novice level producing basic language structures in the French language. This communication is evidenced in all four language skills: listening, speaking, reading, and writing. Listening and reading facilitate the ability to communicate orally and in writing.

**German I** **370000**  
Prerequisite: None Credit: 1

Students develop the ability to communicate about themselves and their immediate environment in German at the beginner-novice level by producing basic language structures. This communication is evidenced in all four language skills: listening, speaking, reading, and writing. Listening and reading facilitate the ability to communicate orally and in writing.

**Latin I** **350000**  
Prerequisite: None Credit: 1

This course explores basic Latin grammar and vocabulary and develops the skills necessary to read elementary Latin texts. The linguistic nature of the course is supplemented by a general overview of Greco-Roman civilization, including history, daily life, and mythology. English derivatives are emphasized to show the influence of Latin upon the English language and to contribute to the growth of each student's personal vocabulary.

**Spanish for Fluent Speakers I** **367000**  
Prerequisite: Placement Test Credit: 1

Spanish for Fluent Speakers I is designed to meet the needs of students whose primary language is Spanish and who have minimal or no formal instruction in the language. While developing their current competencies in formal speaking and listening, students focus on the acquisition of comparable competencies in reading and writing.

Upon successful completion of the course, students may continue in the Spanish for Fluent Speakers sequence.

**Spanish I** **360000**  
Prerequisite: None Credit: 1

Students develop the ability to communicate about themselves and their immediate environment in Spanish at the beginner-novice level producing basic language structures. This communication is evidenced in all four language skills: listening, speaking, reading, and writing. Listening and reading facilitate the ability to communicate orally and in writing.

**FINE ARTS OPTIONS**

**Art 7** **201700**  
Art 7 is a full-year elective course that infuses art history, art criticism, and aesthetic critiques.

This course is designed to provide students with the opportunity to continue to develop a foundation of varied art skills, techniques, concepts and ideas beyond what is learned in the 6<sup>th</sup> grade program.

Students will continue to discuss and write about their art work and that of other artists. Also, students will establish a continuing art portfolio.

**Band 7** **231000**  
Prerequisite: Successful completion of Band 6  
or equivalent study and experience

Students enrolled in this class will continue learning and developing the fundamental skills of playing a band instrument with an increased emphasis on ensemble performances. Students provide their own instruments.

*Students are expected to practice daily* and participate in concerts, festivals, and rehearsals outside school hours.

**Chorus 7** **236000**

This class is open to all students with a strong desire to sing and requires no audition. Students will apply the basics of proper singing techniques while performing a variety of styles of unison, two-part, and three-part choral music. Music reading skills are emphasized in this class and students will develop choral literacy by singing literature that is sacred and secular. Students are expected to attend several concerts and rehearsals held after school hours.

**Guitar 7** **208000**

7<sup>th</sup> Grade Guitar is open to all students. The nylon-stringed classical guitar is used to introduce students to proper guitar technique, sitting position, standard music notation, tablature, chord charts, music theory and history, and solo and ensemble playing in a variety of musical styles. Care and proper maintenance of the instrument is also emphasized.

Participation in 7<sup>th</sup> Grade Guitar—Level 1 class may require a graded, after-school performance with rehearsals.

**Strings 7** **207100**  
Prerequisite: Successful completion of Strings 6  
or equivalent study and experience

This is a full-year elective which provides instruction for violin, viola, cello, or bass students. Students enrolled in this class will continue to develop fundamental performance skills introduced in Strings 6, with an increased focus on ensemble playing. Students are required to practice daily outside school and to participate in concerts and rehearsals after school hours. Students will provide their own instrument.

# GRADE 8

## REQUIRED COURSES

- English 8
- Mathematics
  - Mathematics 8
  - Algebra I
  - Geometry
- Physical Science
- Civics and Economics
- Health and Physical Education 8
- Resource 8 or Spectrum 8
- Two Elective Courses

## ELECTIVE COURSES

- Art 8 *for one semester or year*
- AVID MS, (Grade 8, JLS, SMM, SRM, AND STM Only)
- Reading Strategies Workshop (Grade 8)
- Family & Consumer Science 8 *for one semester or for one year*
- Technology Education *for one semester or for one year*
- Keyboarding 7/8
- World Languages and Cultures *for entire year*
  - French I or II
  - German I or II
  - Latin I or II
  - Spanish for Fluent Speakers I or II
  - Spanish I or II

*Not all languages may be available at all schools.*
- Music Electives *for entire year*
  - Chorus 8
  - Band 8
  - Strings 8
  - Guitar 8—Level 1
  - Guitar 8—Level 2

## MATHEMATICS OPTIONS

**Mathematics 8** **530000**  
 By Recommendation

**SOL TEST** Mathematics 8 extends concepts and skills and prepares students for more abstract concepts in Algebra I. Problem solving, algebraic thinking, and proportional reasoning are embedded in the study of numbers, computation, measurement, and geometry as well as probability and statistics. Emerging technologies are incorporated into the curriculum in order to allow students opportunities to explore concepts. Mathematical communication and reasoning are emphasized throughout the course. Students completing this course will take the Grade 8 Mathematics SOL test.

**Algebra I** **540000**  
 Prerequisite: Mathematics 7 or Mathematics 8 Credit: 1

**SOL TEST** Algebra I incorporates concepts and skills necessary for students to pursue the study of rigorous advanced mathematics. The arithmetic properties of numbers are extended to include the development of the real number system. The fundamental concepts of equality, functions, multiple representations, probability, and data analysis guide the activities that allow students to enhance problem solving skills. Computers and graphing calculator technologies are incorporated into the curriculum in order to allow students opportunities to explore concepts, provide visual models to support the learning of algebraic concepts, and as powerful tools for solving and verifying solutions to equations and inequalities. Mathematical communication and reasoning are emphasized throughout the course.

**Geometry** **550000**  
 Prerequisite: Algebra I Credit: 1

**SOL TEST** Geometry is the combined study of plane, solid, and coordinate geometric concepts which provides students with the skills necessary for the study of advanced mathematics. Investigations of lines, planes, congruence, similarity, areas, volumes, circles, and three-dimensional shapes are incorporated to provide a complete course of study. Formal and informal deductive reasoning skills are developed and applied to the construction of formal proofs. An emphasis on reasoning, problem solving, and proof is embedded in the course and includes two-column proofs, paragraph proofs, and coordinate proofs. Computers and graphing calculator technologies are incorporated into the curriculum in order to allow students opportunities to explore concepts, engage in inquiry-based learning, provide visual models to support the learning of geometric concepts, and as powerful tools for solving and verifying solutions to equations and inequalities. Mathematical communication and reasoning are emphasized throughout the course.

## COURSE DESCRIPTIONS

**English 8**  
**Grade Level** **120000**  
**Honors** **120200**

**SOL TEST** In Grade 8, interviewing techniques are the distinct focus of 8<sup>th</sup> grade oral language skills. Reading instruction emphasizes the ability to compare and contrast authors' styles, and to analyze an author's credentials, viewpoint, and impact. Students continue to grow as writers in their development of work in multiple genres, by practicing the use of conjunctions and transition words, and by using the comparative and superlative degrees of adverbs. They develop vocabulary through their study of analogies and other forms of figurative speech.

**Physical Science**

**Grade Level** 630000  
**Honors** 630200

**SOL Test** Physical Science is the study of matter and the characteristics of energy. Areas of study include atomic structure; the organization and use of the periodic table; physical and chemical changes; forms of energy and energy transformations; heat and heat transfer; sound and light and their technical applications; principles and applications of work, force, and motion; magnetism; and principles of electricity.

The Physical Science course continues to focus on student growth in understanding the nature of science by defining the idea that explanations of nature are developed and tested using observation, experimentation, models, evidence, and systematic processes.

The nature of science includes the concepts that scientific explanations are based on logical thinking; are subject to rules of evidence; are open to rational critique; and are subject to refinement and change with the addition of new scientific evidence.

**Civics and Economics**

**Grade Level** 730000  
**Honors** 730200

**SOL Test** What rights do you have here in the United States? What rights do you have as a student? In this course, students will discover what they can do as a resident of our country, and what our country relies on them to do as they grow into adulthood. Students will also learn answers to economic questions such as, "Why does a new X-Box system go down in price as time passes?" As students learn about the important questions in their lives as residents and consumers in the United States, they will develop their abilities to:

- Read text for content information
- Read and compare primary sources
- Read for the "point of view" of a document and differentiate "fact" from "opinion"
- Understand cause-effect relationships and identify potential solutions to problems
- Think critically
- Understand diverse cultural backgrounds
- Write with structure and purpose
- Participate in class discussion
- Develop their memory for, and appropriate usage of, Social Science vocabulary
- Apply knowledge of geography to economic or political maps
- Interpret charts, graphs, political cartoons and maps

As students work to make the skills above part of their regular performance in Civics and Economics, they will be building their abilities to be active members of their community, and smarter consumers in our economy!

**Health and Physical Education 8** 430000

Students are offered a variety of challenging activities with an emphasis on fitness for life. In middle school, health and physical education classes are offered every other day. Students are exposed to instruction in anatomy and physiology, fitness planning, social development, and energy balance. In addition, a wide variety of activities including cooperative games, individual

and dual sports, team sports, rhythmic activities, physical fitness testing, lifetime fitness, and recreational activities. The 8<sup>th</sup> grade health curriculum expands on topics previously covered and also includes lifetime fitness and wellness; alcohol, tobacco, and other drugs; weight management; eating disorders; depression and suicide; SMART Goals; and the impact of exercise and diet on the body. Family Life Education (FLE) is also included in this course.

**Resource 8** 001000  
Entire Year

During Resource class students have many, varied opportunities such as obtaining help from teachers, making up tests and assignments, selecting and participating in various enrichment and enhancement activities provided by the school, participating in guidance classes such as study skills and time management, completing homework, researching topics and assignments, and participating in peer tutoring.

**Spectrum 8** 010700

Prerequisite: Students are found eligible through a multi-step screening process conducted by educational professionals in Loudoun County and are formally identified as gifted in terms of general intellectual ability

The curriculum for 8<sup>th</sup> graders includes the following units:

- Business & Economics
- Technology & Engineering
- Communication & Culture
- Ethics & Perspectives

SOLs from various courses across the middle school curriculum are incorporated into instructional activities.

**ELECTIVE COURSES****Art 8**

**One Semester** 203000  
**Entire Year**

This course is designed to allow 8<sup>th</sup> grade art students the opportunity to explore three-dimensional art through the creative process using the elements and principles of design. Students will initiate and develop innovative ideas as they explore multi-media forms while applying depth, space, volume, and surface in an integrative way. Various experiences will provide students with hands-on creative challenges to discover sculpture, architecture, ceramics, and assemblage. Collaborative experiences will allow students unique opportunities to possibly create a 3D installation for the school and/or community.

Art students will develop a continuing 3D Design portfolio.

**AVID MS** 096000  
Grade 8, JLS, SMM, SRM, AND STM Only

This course is the foundational component of the AVID College Readiness System. This course emphasizes communication skills, educational self-advocacy, study skills and physical organization within agenda/planner, organizational tools, time management, goal setting, and note-taking strategies. These skills are practiced through writing to learn, inquiry, collaboration, organization, reading to learn activities in all content areas.

**Reading Strategies Workshop (Grade 8) 105600**

Prerequisite: Schools identify students eligible for this program.

This course is for students whose reading performance indicates a need to strengthen basic reading skills and strategies, as well as to help students to prepare for the SOL tests. Instruction will focus on phonics, fluency, comprehension, critical thinking, vocabulary, reading engagement, viewing, and test-taking. It will be differentiated according to students' needs. The course will use materials that will assist students with reading in other courses.

**Family and Consumer Science 8  
One Semester 807700  
Entire Year 807000**

Family and Consumer Science 8 is an elective course that can be taken for one semester or for a year.

The focus is on improving self-identity, sharpening communication and social skills, increasing academic achievement, managing resources, and becoming oriented to the world of work.

Through a practical problem-solving approach, students learn to critically examine concerns, seek solutions, and solve problems in caring ways.

Various concepts explored in 6<sup>th</sup> and 7<sup>th</sup> grade will be expanded for in-depth study. Leadership skills are integrated in the curriculum through FCCLA (Family, Career, and Community Leaders of America).

**Technology Education 8  
One Semester 802700  
Entire Year 802000**

Technology Education is an elective course which can be taken for one semester or for a year. It is a comprehensive class using a multimedia and modular technology education approach.

Students will experiment, design, invent, create, build, test, and analyze while exploring 14 different technology areas.

This course helps students understand how knowledge, tools and resources work in technological systems and benefit society. By simulating systems and assessing their impacts and influences on people, students gain insight into how to approach the problems and opportunities of the technological world.

**Keyboarding 7/8 809709**

For One Semester

*(Permission Required: **Only** for students new to Loudoun County in Grade 7 or 8 who did not take Keyboarding in 6<sup>th</sup> grade; space permitting)*

Keyboarding 7/8 is designed for students new to LCPS in Grade 7 or 8 who would like to use the computer efficiently, successfully, and productively.

Students learn and develop touch skills for entering alphabetic, numeric, and symbol information on a keyboard.

New skills are strengthened, and speed is increased throughout the semester when students use a word processing program to create reports, personal and business letters, journals, and charts.

Students are also exposed to spreadsheet, database, drawing, and painting programs, which enhance creative and problem-solving skills learned in other classes.

**WORLD LANGUAGES AND CULTURES**

**French I 340000**

Prerequisite: None

Credit: 1

Students develop the ability to communicate about themselves and their immediate environment at the beginner-novice level producing basic language structures in the French language. This communication is evidenced in all four language skills: listening, speaking, reading, and writing. Listening and reading facilitate the ability to communicate orally and in writing.

**French II 342000**

Prerequisite: French I

Credit: 1

Students continue to develop proficiency in French at the intermediate-novice level in all four language skills: listening, speaking, reading, and writing. Listening and reading facilitate the ability to communicate orally and in writing.

Students learn to function in real-life situations using more complex sentences and language structures. They also read material on familiar topics and produce short writing samples.

**German I 370000**

Prerequisite: None

Credit: 1

Students develop the ability to communicate about themselves and their immediate environment in German at the beginner-novice level by producing basic language structures. This communication is evidenced in all four language skills: listening, speaking, reading, and writing. Listening and reading facilitate the ability to communicate orally and in writing.

**German II 372000**

Prerequisite: German I

Credit: 1

Students continue to develop proficiency in German at the intermediate-novice level in all four language skills: listening, speaking, reading, and writing. Listening and reading facilitate the ability to communicate orally and in writing. Students learn to function in real-life situations using more complex sentences and language structures. They also read material on familiar topics and produce short writing samples.

**Latin I 350000**

Prerequisite: none

Credit: 1

This course explores basic Latin grammar and vocabulary and develops the skills necessary to read elementary Latin texts. The linguistic nature of the course is supplemented by a general overview of Greco-Roman civilization, including history, daily life, and mythology. English derivatives are emphasized to show the influence of Latin upon the English language and to contribute to the growth of each student's personal vocabulary.

**Latin II** **352000**Prerequisite: Latin I **Credit: 1**

Students review material from Latin I, learn intermediate grammar and vocabulary, and continue to develop skills necessary to read Latin texts. They expand their understanding of Greco-Roman civilization and English derivatives.

**Spanish for Fluent Speakers I** **367000**Prerequisite: Placement Test **Credit: 1**

Spanish for Fluent Speakers I is designed to meet the needs of students whose primary language is Spanish and who have minimal or no formal instruction in the language. While developing their current competencies in formal speaking and listening, students focus on the acquisition of comparable competencies in reading and writing.

Upon successful completion of the course, students may continue in the Spanish for Fluent Speakers sequence.

**Spanish for Fluent Speakers II** **367300**Prerequisite: Spanish for Fluent Speakers I or Placement Test **Credit: 1**

Spanish for Fluent Speakers II is designed to increase proficiency in reading and writing of students whose primary language is Spanish.

Major grammar points are reviewed and finer points of grammar are studied, placing emphasis on style and structural accuracy. Comprehension and communication skills are refined through the reading and discussion of selections written by classic and modern authors in a variety of genres.

Upon successful completion of the course, students may continue in the Spanish for Fluent Speakers sequence.

**Spanish I** **360000**Prerequisite: None **Credit: 1**

Students develop the ability to communicate about themselves and their immediate environment in Spanish at the beginner-novice level producing basic language structures. This communication is evidenced in all four language skills: listening, speaking, reading, and writing. Listening and reading facilitate the ability to communicate orally and in writing.

**Spanish II** **362000**Prerequisite: Spanish I **Credit: 1**

Students continue to develop proficiency in Spanish at the intermediate-novice level in all four language skills: listening, speaking, reading, and writing. Listening and reading facilitate the ability to communicate orally and in writing. They learn to function in real-life situations using more complex sentences and language structures. They also read material on familiar topics and produce short writing samples.

**MUSIC OPTIONS****Chorus 8** **237000**

Prerequisite: Successful completion of Chorus 7 recommended, not required.

Chorus 8 is a performance-oriented class. Sight Singing skills are stressed as well as an emphasis on proper vocal techniques. Students will develop choral literacy by singing literature that is sacred and secular.

Students are expected to participate in concerts, festivals, and rehearsals held outside school hours.

**Band 8** **232000**

Prerequisite: Successful completion of Band 7 or equivalent study and experience.

Band 8 provides students the opportunity to continue to build their musical skills in preparation for performance at the high school level. There is a continued emphasis on development of performance techniques, sight reading skills, ensemble playing, and a more difficult and varied repertoire.

*Students are expected to practice daily* and to participate in concerts, festivals, and rehearsals held outside school hours.

**Strings 8** **207003**

Prerequisite: Successful completion of Strings 7 or equivalent study and experience.

Strings 8 provides students the opportunity to continue to build their musical skills in preparation for performance at the high school level. There is a continued emphasis on performance techniques, sight reading skills, ensemble playing, and a more difficult and varied repertoire.

*Students are required to practice daily* and to participate in concerts, festivals, and rehearsals held outside school hours. Students will provide their own instruments.

**Guitar 8—Level 1** **210000**8<sup>th</sup> Grade Guitar—Level 1 is open to all students.

The nylon-stringed classical guitar is used to introduce students to proper guitar technique, sitting position, standard music notation, tablature, chord charts, music theory and history, and solo and ensemble playing in a variety of musical styles. Care and maintenance of the instrument are emphasized as well.

Participation in Guitar 8—Level 1 class may require a graded, after-school performance with rehearsals.

**Guitar 8—Level 2** **209000**

Prerequisite: Successful completion of Guitar 7—Level 1 or equivalent study and experience.

The course begins with a review of skills and concepts introduced in 7<sup>th</sup> Grade Guitar—Level 1. Greater emphasis is placed on elements of guitar technique including scales, arpeggios, slurs, stretches, and the establishment of a regular practice routine. The nylon stringed classical guitar is used.

Students perform increasingly complex ensemble and solo repertoire. Participation in 8<sup>th</sup> Grade Guitar—Level 2 may require graded, after-school performances with rehearsals.

**ENGLISH LANGUAGE LEARNERS**

Special programs of instruction are available for students who are English Language Learners (ELL) in all middle schools.

When students enroll in Loudoun County Public Schools, they are asked if English is the language spoken at home. If it is not, trained instructors will administer an English language proficiency test. The test will help determine appropriate class placements for the student.

Each student’s placement will be determined on an individualized basis. Based on a proficiency level and prior educational experience, students are placed at the appropriate level in the classes below.

**Newcomer English**

*(Entering and Beginning Level)*

<b>Grade 6</b>	<b>100011</b>
<b>Grade 7</b>	<b>102011</b>
<b>Grade 8</b>	<b>120011</b>

(Proficiency Level 1.0–1.9) ELL students learn English vocabulary, grammar, and sentence structure to assist them in the development of academic, cultural, and life skills. Students will develop their literacy skills through a variety of reading and writing activities while exploring various text types including fiction and non-fiction. All four language domains—listening, speaking, reading, and writing—are incorporated in order to support students’ acquisition of academic English.

**ELL Intermediate English**

*(Developing Level)*

<b>Grade 6</b>	<b>100012</b>
<b>Grade 7</b>	<b>102012</b>
<b>Grade 8</b>	<b>120012</b>

Students at this level (Proficiency Level 2.0–2.9) will study academic vocabulary and reading strategies that will prepare them for content area classes. Students will continue to practice their oral, reading and writing English language skills. They will enjoy reading and writing about topics of interest to them. Short novels and computer projects give students an opportunity to learn English and gain knowledge about U.S. education and American culture.

**Newcomer Science Concepts**

*(Formerly ELL Science Concepts I)*

*(Beginning and Developing Levels)*

<b>Grade 6</b>	<b>610010</b>
<b>Grade 7</b>	<b>620010</b>
<b>Grade 8</b>	<b>630010</b>

In this course, ELL students (Proficiency Level 1.0–2.9) learn the language of science along with key concepts of the grade-level science curricula, including general science theory, earth science, and biology. The Newcomer ELL Science Concepts course can be taken concurrently with a grade-level science course to provide additional support for ELLs. This course is most appropriate for students at low levels of English proficiency who possess limited background in science and/or have had limited or interrupted prior schooling.

**Newcomer ELL Social Science Concepts**

**700010**

Grades 6–8

Elective Credit: 1

**(Not a Social Science credit)**

In this course, Newcomer ELL students (Proficiency Level 1.0–1.9) learn the language of social science along with key concepts of the grade-level social science curricula, including World History and United States and Virginia History. The ELL Social Science Concepts course can be taken concurrently with a grade-level social science course to provide additional support for ELLs. This course is most appropriate for students at low levels of English proficiency who possess limited background in social science and/or have had limited or interrupted prior schooling.

**ELL U.S. History/Geography Concepts II, Grade 6**

**710010**

ELL U.S. History/Geography Concepts I for ELL students (Proficiency Level 2.0–2.9) focuses on American History from the Era of Exploration to the Civil War. The course includes Geography, History, Civics, and Culture. Students enjoy learning about interesting topics, such as landforms, colonies, westward expansion, and inventions. In this course, students learn English using social science topics to read, to write and to enter into discussions about U.S. History. Students use their English skills to create interesting projects. Reading strategies and the vocabulary of social science are taught to prepare students for success later in Social Science Department classes.



**ELL US History Concepts II, Grade 7 720010**

In this course for ELL students (Proficiency Level 2.0–2.9), the study of U.S. history continues from the end of the Civil War and the era of Reconstruction to the 21<sup>st</sup> Century. Topics in this course include Reconstruction, Industrialization, The World Wars, and 21<sup>st</sup> Century social changes. Students continue to learn English using social science topics to read, to write and to enter into discussions about U.S. history. There are many opportunities to use library and computer skills to create exciting projects and presentations. Reading strategies and the vocabulary of social science are taught to prepare students for success as they transition into regular education social science courses.

**ELL Civics and Economics Concepts, Grade 8 ONLY 730010**

ELL Civics and Economics students (Proficiency Levels 1.5–2.9) learn about U.S. Government, politics in the U.S., and citizens' responsibilities. The course includes topics such as: the U.S. Constitution, political parties, voting rights, the branches of government, and economic systems. English Language Learners study the vocabulary of civics and economics and are able to use their new vocabulary in the many interesting projects and discussions offered in this class. Students learn about the U.S. Government and improve their academic reading and writing skills.

**ELL FAST Math 530010**

FAST Math (Focus on Achieving Standards in Teaching Mathematics) is a mathematics program for non-English speaking students who need additional help in mathematics. Students learn the vocabulary of mathematics and are able to build mathematics skills needed for success in grade level mathematics classes.

The Entry Assessment Mathematics Evaluation (EAME) is given at the beginning of the course so that students can receive mathematics instruction based on their needs. Students typically benefit from one year of FAST Math and are moved into grade level mathematics classes when they have mastered the mathematics concepts that will allow them to be successful.

**DIPLOMA CHANGES FOR STUDENTS ENTERING 2013–2014 AND BEYOND:**

A student must earn a Board-approved career and technical education credential to graduate with a Standard Diploma, beginning with students entering 9<sup>th</sup> grade for the first time in 2013–2014.

A student must successfully complete one virtual course, which may be non-credit bearing, to graduate with either a Standard or Advanced Studies diploma, beginning with students entering 9<sup>th</sup> grade for the first time in 2013–2014.

Beginning with first-time ninth grade students in the 2016–2017 school year, requirements for the standard and advanced diplomas shall include a requirement 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. See more at: <http://schoolcpr.com/2013/03/virginia-governor-mcdonnell-signs-bill-for-cpr-in-schools-aka-gwyneths-law/#sthash.8UF6Txak.dpuf>

**STANDARD DIPLOMA COURSE REQUIREMENTS**

DISCIPLINE AREA	STANDARD CREDITS: effective with first-time 9 <sup>th</sup> graders in 2011–2012 and beyond	STANDARD CREDITS: effective with first-time 9 <sup>th</sup> graders in 2013–2014 and beyond	VERIFIED CREDITS:
English	4	4	2
Mathematics <sup>1</sup>	3	3	1
Laboratory Science <sup>2,6</sup>	3	3	1
History and Social Science <sup>3,6</sup>	3	3	1
Health and Physical Education	2	2	
World Language, Fine Arts or Career and Technical Education <sup>7</sup>	2	2	
Economics and Personal Finance	1	1	
Electives <sup>4</sup>	4	4	
Student Selected Test <sup>5</sup>			1
CTE Credential <sup>8</sup>		Required	
Virtual Course <sup>9</sup>		Required	
<b>Total</b>	<b>22</b>	<b>22</b>	<b>6</b>

<sup>1</sup> **For students entering the 9<sup>th</sup> grade for the first time in 2011-2012 and beyond:** Courses completed to satisfy this requirement shall include at least two different course selections from among: Algebra I; Geometry; Algebra, Functions and Data Analysis; Algebra II; or other mathematics courses above the level of Algebra II. The Board shall approve courses to satisfy this requirement.

<sup>2</sup> **For students entering the 9<sup>th</sup> grade for the first time in 2011-2012 and beyond:** Courses completed to satisfy this requirement shall include course selections from at least two different science disciplines: earth sciences, biology, chemistry or physics or completion of the sequence of science courses required for the International Baccalaureate Diploma. The Board shall approve courses to satisfy this requirement.

<sup>3</sup> **For students entering the 9<sup>th</sup> grade for the first time in 2011-2012 and beyond:** Courses completed to satisfy this requirement shall include U.S. and Virginia History, U.S. and Virginia Government, and one course in either world history or geography or both. The Board shall approve courses to satisfy this requirement.

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

<sup>5</sup> **For students entering the 9<sup>th</sup> grade for the first time in 2011-2012 and beyond:** A student may utilize additional tests for earning verified credit in computer science, technology, career and technical education, economics or other areas as prescribed by the Board in 8 VAC 20-131-110.

<sup>6</sup> Students who complete a career and technical education program sequence and pass an examination or occupational competency assessment in a career and technical education field that confers certification or an occupational competency credential from a

recognized industry, or trade or professional association or acquires a professional license in a career and technical education field from the Commonwealth of Virginia may substitute the certification, competency credential or license for (1) the student selected verified credit and (2) either a science or history and social science verified credit when the certification, license or credential confers more than one verified credit. The examination or occupational competency assessment must be approved by the Board of Education as an additional test to verify student achievement.

<sup>7</sup> **For students entering the 9<sup>th</sup> grade for the first time in 2011-2012 and beyond:** 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.

<sup>8</sup> **For students entering the 9<sup>th</sup> grade for the first time in 2013-2014 and beyond:** A student must earn a Board-approved career and technical education credential to graduate with a Standard Diploma.

<sup>9</sup> **For students entering the 9<sup>th</sup> grade for the first time in 2013-2014 and beyond:** A student must successfully complete one virtual course, which may be non-credit bearing, to graduate with either a Standard or Advanced Studies diploma.

**ELECTIVES**

▪ **Sequential Electives**—Effective with the graduating class of 2003, students who wish to receive a Standard or Modified Standard Diploma must successfully complete two sequential electives. On February 5, 2002, the Board of Education approved [Guidelines for Sequential Electives for the Standard and Modified Standard Diploma](#) (PDF).

▪ Sequential electives may be in any discipline as long as the courses are not specifically required for graduation.

- Courses used to satisfy the one unit of credit in a fine arts or career and technical education course may be used to partially satisfy this requirement.
- For career and technical education electives, check with the Office of Career and Technical Education at (804) 225-2051.
- An exploratory course followed by an introductory course may not be used to satisfy the requirement.
- An introductory course followed by another level of the same course of study may be used.
- Sequential electives do not have to be taken in consecutive years.

- **Fine Arts and Career and Technical Education**—The Standard, Advanced Studies, and Modified Standard Diplomas each contain a requirement for one standard unit of credit in Fine Arts or Career and Technical Education.

<http://www.doe.virginia.gov/instruction/graduation/standard.shtml>

## ADVANCED STUDIES DIPLOMA COURSE REQUIREMENTS

DISCIPLINE AREA	STANDARD CREDITS: effective with first-time 9 <sup>th</sup> graders in 2011–2012 and beyond	STANDARD CREDITS: effective with first-time 9 <sup>th</sup> graders in 2013–2014 and beyond	VERIFIED CREDITS:
English	4	4	2
Mathematics <sup>1</sup>	4	4	2
Laboratory Science <sup>2</sup>	4	4	2
History and Social Science <sup>3</sup>	4	4	2
World Language <sup>4</sup>	3	3	
Health and Physical Education	2	2	
Fine Arts or Career and Technical Education	1	1	
Economics and Personal Finance	1	1	
Electives	3	3	
Student Selected Test <sup>5</sup>			1
Virtual Course <sup>6</sup>		Required	
<b>Total</b>	<b>26</b>	<b>26</b>	<b>9</b>

- For students entering the 9<sup>th</sup> grade for the first time in 2011-2012 and beyond:** Courses completed to satisfy this requirement shall include at least three different course selections from among: Algebra I, Geometry, Algebra II, or other mathematics courses above the level of Algebra II. The Board shall approve courses to satisfy this requirement.
- For students entering the 9<sup>th</sup> grade for the first time in 2011-2012 and beyond:** 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.
- For students entering the 9<sup>th</sup> grade for the first time in 2011-2012 and beyond:** Courses completed to satisfy this requirement shall include U.S. and Virginia History, U.S. and Virginia Government, and two courses in either world history or geography or both. The Board shall approve courses to satisfy this requirement.
- Courses completed to satisfy this requirement shall include three years of one language or two years of two languages.
- For students entering the 9<sup>th</sup> grade for the first time in 2011-2012 and beyond:** A student may utilize additional tests for earning verified credit in computer science, technology, career or technical education, economics or other areas as prescribed by the Board in 8 VAC 20-131-110.
- For students entering the 9<sup>th</sup> grade for the first time in 2013-2014 and beyond:** A student must successfully complete one virtual course, which may be non-credit bearing, to graduate with either a Standard or Advanced Studies diploma.

### ELECTIVES

- **Fine Arts and Career and Technical Education**—The Standard, Advanced Studies, and Modified Standard Diplomas each contain a requirement for one standard unit of credit in Fine Arts or Career and Technical Education.
- **Foreign Language**—The Advanced Studies Diploma contains a requirement for either three years of one foreign language or two years of two languages. In March 1998, the Board of Education approved the provision of three years of instruction in American Sign Language (ASL) for foreign language credit toward an Advanced Studies Diploma; other foreign languages will satisfy this requirement as well. Details of this action are available in: [Superintendent's Memo, Interpretive, #1](#), June 12, 1998.

[http://www.doe.virginia.gov/instruction/graduation/advanced\\_studies.shtml](http://www.doe.virginia.gov/instruction/graduation/advanced_studies.shtml)

## MODIFIED STANDARD DIPLOMA COURSE REQUIREMENTS

*(for certain students entering high school  
BEFORE the 2013–2014 school year)*

For students entering 9<sup>th</sup> grade in the 2013–2014 school year and beyond the Modified Standard diploma is folded into the Standard diploma. Credit accommodations will be provided for students with disabilities. Guidelines for credit accommodations will be issued by the Board of Education.

This diploma is intended for certain students at the secondary level who have a disability and are unlikely to meet the credit requirements for a Standard Diploma. The student’s Individualized Education Plan (IEP) team and the student’s parents determine eligibility and participation at any point after the student’s 8<sup>th</sup> grade year.

Students may choose to pursue the Standard or Advanced Studies Diploma at any time throughout their high school careers.

Students must earn 20 units of credit and pass literacy and numeracy competency assessments. The following assessments may be used: 8<sup>th</sup> grade English (Reading) and mathematics Standards of Learning tests to meet the literacy and numeracy requirements. The following end-of-course tests may be used as substitutes:

- 8<sup>th</sup> grade English
- Reading/Literature and Research (administered near the end of English 11) may be substituted for the 8<sup>th</sup> grade Reading test
- 8<sup>th</sup> grade Mathematics
- Algebra I, Geometry, or Algebra II may be substituted for the 8<sup>th</sup> grade Math test

DISCIPLINE AREA	STANDARD UNITS OF CREDIT
English	4
Mathematics <sup>1</sup>	3
Laboratory Science <sup>2</sup>	2
History and Social Science <sup>3</sup>	2
Health and Physical Education	2
Fine Arts or Career and Technical Education	1
Electives <sup>4</sup>	6
<b>Total</b>	<b>20</b>

<sup>1</sup> Courses completed to satisfy this requirement shall include content from among applications of algebra, geometry, personal finance and statistics in courses that have been approved by the Board.

<sup>2</sup> Courses completed shall include content from at least two of the following: applications of earth science, biology, chemistry, or physics in courses approved by the Board.

<sup>3</sup> Courses completed to satisfy this requirement shall include one unit of credit in U.S. and Virginia History and one unit of credit in U.S. and Virginia Government in courses approved by the Board.

<sup>4</sup> Courses to satisfy this requirement shall include a least two sequential electives in the same manner required for the Standard Diploma.

## ELECTIVES

- **Sequential Electives**—Effective with the graduating class of 2003, students who wish to receive a Standard or Modified Standard Diploma must successfully complete two sequential electives. On February 5, 2002, the Board of Education approved [Guidelines for Sequential Electives for the Standard and Modified Standard Diploma \(PDF\)](#).
- Sequential electives may be in any discipline as long as the courses are not specifically required for graduation.
- Courses used to satisfy the one unit of credit in a fine arts or career and technical education course may be used to partially satisfy this requirement.
- For career and technical education electives, check with the Office of Career and Technical Education at (804) 225-2051.
- An exploratory course followed by an introductory course may not be used to satisfy the requirement.
- An introductory course followed by another level of the same course of study may be used.
- Sequential electives do not have to be taken in consecutive years.
- **Fine Arts and Career and Technical Education**—The Standard, Advanced Studies, and Modified Standard Diplomas each contain a requirement for one standard unit of credit in Fine Arts or Career and Technical Education.

[http://www.doe.virginia.gov/instruction/graduation/modified\\_standard.shtml](http://www.doe.virginia.gov/instruction/graduation/modified_standard.shtml)

## OTHER GRADUATION CERTIFICATES AND DIPLOMAS

### APPLIED STUDIES DIPLOMA

Available to students with disabilities who complete the requirements of their IEP and who do not meet the requirements for other diplomas.

### CERTIFICATE OF PROGRAM COMPLETION

Available to students who complete prescribed programs of studies defined by a local school board but who do not qualify for diplomas.

[http://www.doe.virginia.gov/instruction/graduation/other\\_diploma.shtml](http://www.doe.virginia.gov/instruction/graduation/other_diploma.shtml)

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101600	Reading Strategies Workshop (Grade 6)	Schools identify appropriate students	9	
510000	Mathematics 6		10	<b>SQL TEST</b>
512000	Accelerated Mathematics 6/7		10	<b>SQL TEST</b>
610000	Science 6—Grade Level		10	
610200	Science 6—Honors		10	
710000	U.S. History to 1865—Grade Level		10	
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367000	Spanish for Fluent Speakers I	Placement Test	15	High School Credit
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231000	Band 7	Successful completion of Band 6 or equivalent study and experience	15	
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342000	French II	French I	18	High School Credit
370000	German I		18	High School Credit
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367000	Spanish for Fluent Speakers I	Placement Test	19	High School Credit
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630010	Newcomer Science Concepts, Grade 8		20	
700010	Newcomer ELL Social Science Concepts, Grades 6–8		20	Elective Credit: 1
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730010	ELL Civics and Economics Concepts, Grade 8 ONLY		21	
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**Loudoun County Public Schools**

*21000 Education Court ■ Ashburn, Virginia 20148*