



# 8th Grade Course Descriptions

The Required courses for 8<sup>th</sup> graders are: English 8, Life Science 8, U.S. History 8, Math, Health & PE 8, 90 minutes of Resource or Spectrum (if applicable). Teachers of core classes have determined if a placement of academic or honors is most appropriate for your child.

| Full Block Elective Courses (Choose 2)     | Course Descriptions   |
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| <b>Exploratory Dramatics &amp; Theater</b> | This class is designed to provide students with an introduction to the study of performance, theater history, dramatic literature, and theatrical production. Through research, planning, scripting, production, and performance experiences, students will acquire skills in communicating ideas, critical thinking, and collaborative problem solving. This course prepares students for further theatrical study and nurtures an appreciation for the many forms of theater.   |
| <b>Intro to Computer Science (Coding)</b>  | Introduction to Computer Science is the first standalone computer science course in the LCPS Program of Studies. Students will primarily utilize block-based programming to develop projects in order to think creatively, communicate clearly, use technologies fluently, and collaborate effectively. Students will study the history of computers and computer science, with a focus on the impact of Virginians in addition to building additional programming skills within the framework of computer science principles. Students will explore and create computer programs, facilitate reasoning and problem solving, and verify solutions with computer science tools that facilitate design, analysis, and implementation of computer programs.  |
| <b>World Languages</b>                     | <p>Beginning to take a World Language as a seventh grader is not a requirement, but rather an option. All of the language classes are taught at a high school level, they are worth one high school credit upon completion, and the final grade begins to build the high school GPA. If students choose to take a World Language in seventh grade, they may only take one.</p> <p><b>French I/ Spanish I</b> - Students develop the ability to communicate about themselves and their immediate environment 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.</p> <p><b>Spanish for Fluent Speakers I</b> - 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. This class is taught almost entirely in Spanish. Additionally, students will be screened to determine if this class is an appropriate placement for them.</p> <p><b>French II/Spanish II</b> - Students continue to develop proficiency in the appropriate language 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.</p> <p><b>Spanish for Fluent Speakers II</b> - SFS 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.</p> |

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|   | <p>Comprehension and communication skills are refined through the reading and discussion of selections written by classic and modern authors in a variety of genres.</p> <p><b>German I &amp; Latin I</b> - Potentially offered virtually through Virtual Loudoun.</p>  |
| <b>Technology of Robotic Design</b>                 | <p>Students engage in the study of computers and microprocessors and their applications to manufacturing, transportation, and communication systems. Topics include computer equipment and operating systems, robotics, programming, control systems and social/cultural impact of these technologies. Problem-solving activities challenge students to design, program, and interface devices with computer systems. Learning activities include robotics, computer-aided design, computer-aided manufacturing and design, and control of electromechanical devices.</p>   |
| <b>Technology Education-Manufacturing</b>           | <p>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.</p>  |
| <b>Family &amp; Consumer Science 8- Teen Living</b> | <p>Family and Consumer Science 8 is an elective course that can be taken for a full 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 Family and Consumer Science 7 will be expanded for in-depth study. Leadership skills are integrated in the curriculum through FCCLA (Family, Career, and Community Leaders of America).</p> <p>Lab Fee: \$15.00</p>  |
| <b>Introduction to Teacher Cadet</b>                | <p>This exploratory course fosters student interest, understanding, and appreciation of the teaching profession and allows students an introduction to careers in education. Students are taught to develop self-awareness, collaborate and communicate with peers, build positive learning environments, and discover learning differences of others. The curriculum is designed to help students set attainable goals in the Education and Training Career Cluster. This course is piloted at certain schools.</p>  |
| <b>Communication Studies/Advanced Writing</b>       | <p>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).</p> |
| <b>Art 8</b>  | <p>Eighth grade art infuses art production, art history, art criticism, and aesthetic critiques. Students engage in the process of creating, presenting, responding, and connecting with their art and the work of others. The course is designed to provide students with the opportunity to hone technical skills, develop their own personal vision and ideas while experiencing more depth within a broad range of media.</p>   |

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| <b>Band 8</b>            | 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.   |
| <b>Guitar 8</b>          | The course begins with a review of skills and concepts introduced in 7th Grade Guitar. 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.                        |
| <b>Chorus 8</b>          | This class 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.  |
| <b>Strings 8</b>         | 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.   |
| <b>Band 8 Percussion</b> | Specifically geared toward students who are currently playing a percussion instrument in Band 7 - 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 |