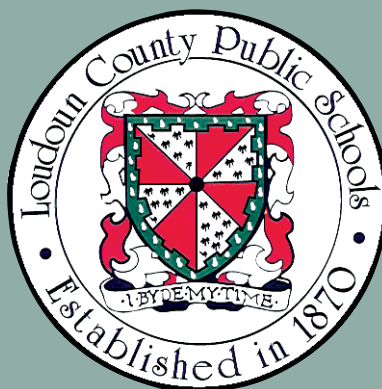


PROGRAM OF STUDIES

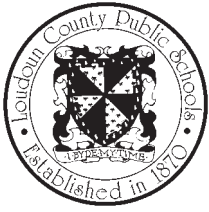
Middle School

Academic Year 2012–2013



Loudoun County Public Schools

21000 Education Court ■ Ashburn, Virginia 20148



LOUDOUN COUNTY PUBLIC SCHOOLS

OFFICE OF THE SUPERINTENDENT

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

Edgar B. Hatrick, Ed. D.
Superintendent

Dear Students and Parents:

The *Middle School Program of Studies* contains valuable information to help you understand the middle school programs in Loudoun County Public Schools and to assist you in selecting courses for study.

As students begin middle school, they have more choices about courses and activities, and those choices increase as students progress in school. The choices made in the middle school years influence the high school and career opportunities available later. This is a time when students can explore many different areas of study to decide which best meet their goals, interests, and abilities.

Counselors, teachers, and principals are eager to help students make wise choices, and I hope that you will seek their assistance in making the important choices about courses. Often the influential adults in students' lives will see talents and interests that students may not see in themselves.

Also, I encourage you to take the time to review the information presented in the first pages of this booklet as it will help you better understand middle school requirements and grading.

When students leave middle school, they will have even more choices to help prepare them for high school, further education, and careers. Choosing to prepare wisely during middle school with the guidance of those who know and care helps students develop responsible habits and attitudes that serve them well throughout life.

I assure you that the staff in the schools will help you meet your goals, and I wish you every success in your middle school years.

Sincerely,

Edgar B. Hatrick
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
 Timothy J. Flynn, Principal

HARPER PARK MIDDLE SCHOOL
 701 Potomac Station Drive, NE
 Leesburg, VA 20176
Phone: (571) 252-2820
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 Leesburg, VA 20175
Phone: (571) 252-2840
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 551 East A Street
 Purcellville, VA 20132
Phone: (540) 751-2520
 Brion E. Bell, Principal

J. MICHAEL LUNSFORD MIDDLE SCHOOL
 26020 Ticonderoga Road
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 850 North King Street
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Phone: (571) 252-2030
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 42901 Waxpool Road
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MERCER MIDDLE SCHOOL
 42149 Greenstone Drive
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Phone: (703) 957-4340
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STERLING MIDDLE SCHOOL
 201 W. Holly Avenue
 Sterling, VA 20164
Phone: (571) 434-4520
 Nereida C. Gonzalez-Sales, Principal

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

RIVER BEND MIDDLE SCHOOL
 46240 Algonkian Parkway
 Sterling, VA 20165
Phone: (571) 434-3220
 Bennett P. Lacy, Principal

STONE HILL MIDDLE SCHOOL
 23415 Evergreen Ridge Drive
 Ashburn, VA 20148
Phone: (571) 957-4420
 Rodney S. Moore, Principal

HARMONY MIDDLE SCHOOL
 38174 W. Colonial Highway
 Hamilton, VA 20158
Phone: (540) 751-2500
 Sherron P. Gladden, 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
 Dr. John H. Robinson, 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 plans of study 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.



Loudoun County Public Schools will open CLARITY—a parent portal to view student assignments, assessments, resources and grades in the 2012–2013 school year. The CLARITY portal is intended to open communication between teachers, students and parents. Authorization forms requesting access will be posted on each school’s website in Fall 2012.

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 include:

- A **dean** who is the primary administrator for the area
 - A **school counselor** who provides academic, career, and personal/social 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** which is 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 89 minutes in length. Students have four instructional blocks daily.

Every other day most students have a resource period. For sixth and seventh grade students, the resource period lasts for approximately 45 minutes; for eighth 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 fifth grade students and current sixth, seventh, and eighth 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. The student returns the signed sheet to a designated teacher. Any questions concerning registration should be directed to the student's counselor.
- Sixth grade students begin to develop an "Academic and Career Plan" 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 sixth-grade student to be completed by the fall of the student's eighth-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 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. Middle school students also use another career planning program, Virginia Career View.

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.

As of the 2005-2006 school year, the following areas will be tested:

- Language Arts and English: Grades 6, 7, and 8
- Mathematics: Grades 6, 7, and 8
- Algebra I¹
- Geometry²
- Social Science: Grades 6, 7, and 8
- Science: Grade 8

¹ 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.

² 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 guidance department on or before August 15 of the year in which the student finishes the course.

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 at the end of each middle school year.

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 parent and the student should call for an appointment, come to the school, complete the necessary paper work, and provide the required documents listed below:

- Original birth certificate or certified copy
- Student's Social Security number if available
- Up-to-date immunization records
Required immunizations are listed at 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.

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.

Loudoun County Public Schools will open CLARITY—a parent portal to view student assignments, assessments, resources and grades in the 2012–2013 school year. The CLARITY portal is intended to open communication between teachers, students and parents. Authorization forms requesting access will be posted on each school's website in Fall 2012.

GRADING SCALE

Adopted at the beginning of the 2009-10 school year

<u>GRADE</u>	<u>NUMERICAL EQUIVALENT</u>	<u>POINTS AWARDED</u>
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	.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 yearlong elective course, two-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.

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 **grade level** 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. Grading practices within the honors level will also carry a greater expectation for work, independent study, and concept mastery.

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 class performance.

Parents are encouraged to discuss with counselors, teachers, or the principal any questions about the placement for their child in any classes.

SPECIAL PROGRAMS

SPECTRUM

Spectrum, a year-long class, provides enrichment for sixth, seventh, and eighth 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 sixth and seventh graders. Eighth 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 courses, 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 ninth/tenth 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 ninth 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. 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. Eighth 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 ninth graders. A few applicants are accepted as replacements for vacancies at the tenth 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 eighth 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, located in Leesburg, offers students an alternative setting and a format for students who may not be successful in the traditional school.

The philosophy of Douglass School is to strive to create an environment in which students are able to perform to the best of their ability. The atmosphere of the school fosters respect, responsibility, and cooperation.

Middle school students are placed in either the Middle School Transitions program (MST) or the Alternative Education Program (AEP).

AEP for middle school students offers smaller class sizes and block scheduling; individualized instruction plans are offered to help students experience school success. The referral process for AEP can be initiated at the home school by the counselor working in cooperation with the principal. Available openings are limited and based on an application and interview process.

The MST program is an alternative to long-term suspension. The MST program components include individualized instruction, highly structured behavior management system, social skills education, and counseling.

Students maintain enrollment at their home schools and are allowed to participate in extra curricular activities and sports. In addition, students at Douglass follow the LCPS curriculum, adhere to the same behavioral expectations, and complete the same requirements for promotion or graduation as do other LCPS students.

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 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.

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. 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 Guidance Department.

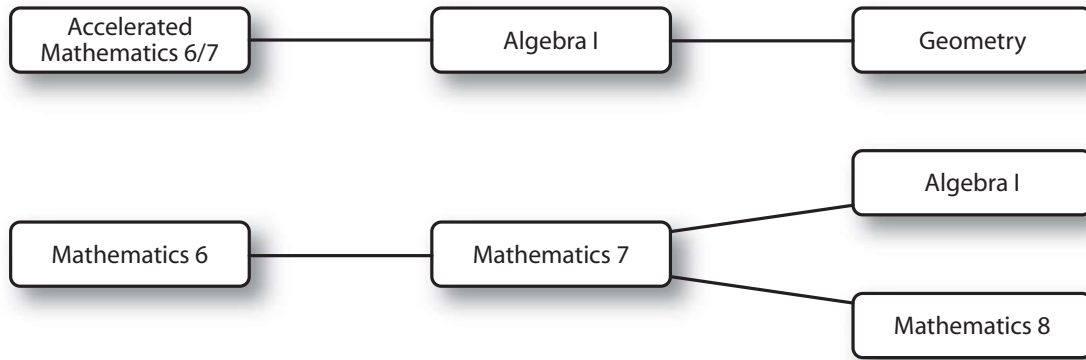
The student's transcript will reflect the AP designation independent of the student's election to take the AP exam. All final grades are "weighted" by 1.0 if the student passes the course and takes the related AP examination.

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 courses **and** take the related AP exam.

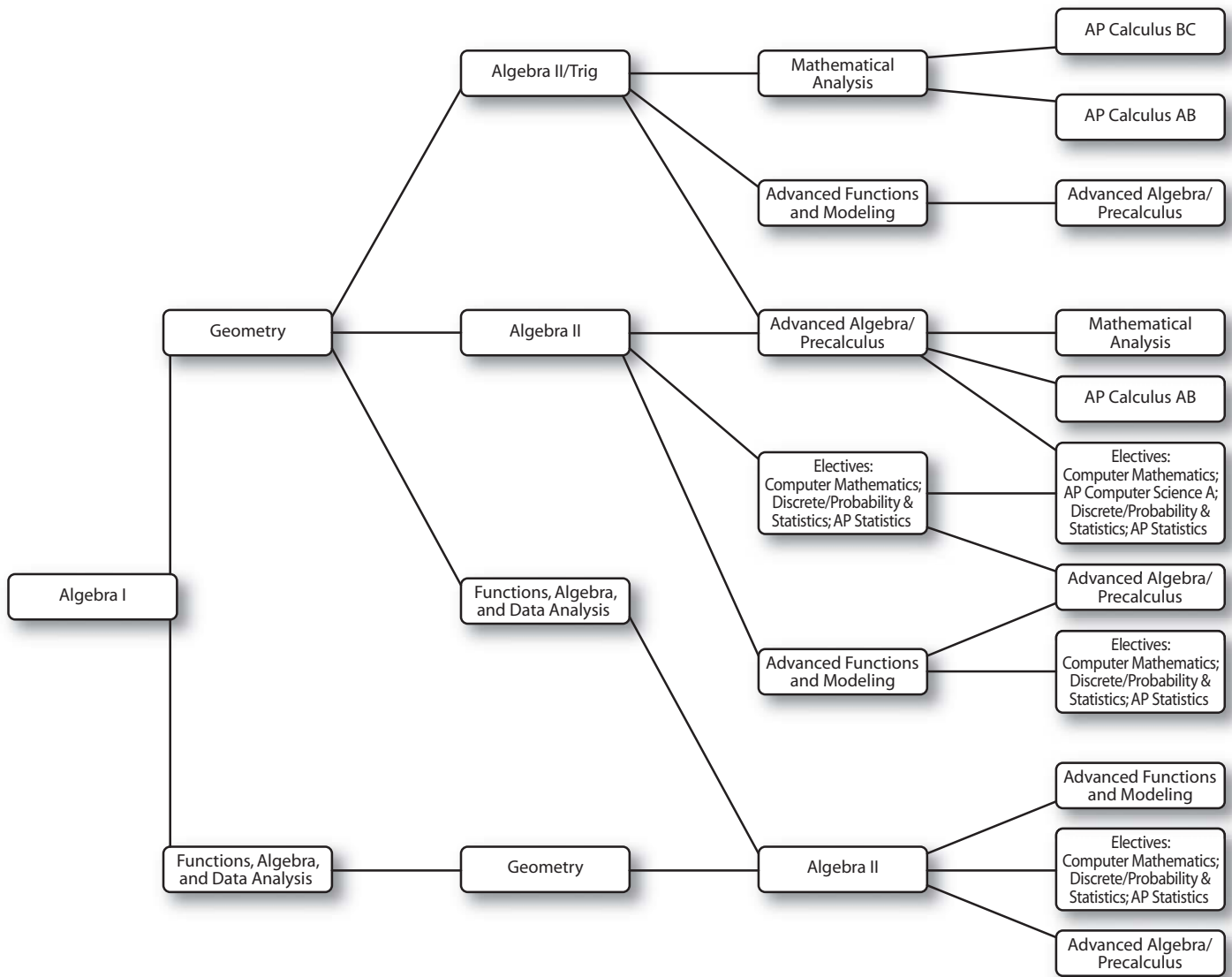
BENEFITS OF AP CLASSES

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

MIDDLE GRADES MATHEMATICS PROGRESSION CHART—2012-2013



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

- Language Arts 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 **and**
- Art 6
- 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/Language Arts 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

Language Arts 6

Grade Level

100000

Honors

100200

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.

Reading Strategies Workshop (Grade 6)

101600

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.

Spanish at Middle School (SAMS)

Incorporated into Language Arts 6

Prerequisite: None

The Spanish 6 (SAMS) curriculum consists of oral language, reading, writing, and cultural skills. It is a content-based course which includes Virginia SOLs. The focus continues to be on a natural approach to language learning through oral, interpersonal communication. Basic reading skills are expanded and writing skills are introduced in grade 6. Topics are reviewed and expanded from the Elementary curriculum.

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 experience applications-oriented critical thinking and problem solving. Activities allow students to make mathematical connections to the constantly changing world in which we live. Proportional reasoning and mathematical applications are emphasized throughout the course. Problem solving permeates 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. Emerging technologies are incorporated into the curriculum as they become available. Students foster critical thinking skills while gaining self-confidence in using mathematics as a tool for everyday living and lifelong learning.

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 embellishes topics to provide a challenging treatment of arithmetic, geometric, statistical, and algebraic topics. These topics will form the foundation for the study of advanced mathematics later in high school. Students are exposed to 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.

Science 6 610000
Grade Level 610200
Honors

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 force; transformations of energy and matter; and basic chemistry concepts. The sixth 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 710200
Honors

SOL TEST 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 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 sixth grade health curriculum includes instruction in diet and nutrition; stress and mental health; lifetime fitness and wellness; and alcohol, tobacco, and other drugs. Family Life Education (FLE) is also included in this course.

Keyboarding 6**809701**

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**

Art 6 infuses art production, art history, art criticism, and aesthetic critiques. The sixth 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 sixth graders includes the following units:

- Survival
- Problem Solving
- Communications
- Mysteries
- Economics
- Decision Making
- Socratic Seminars
- Investment

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 appropriate 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. Students will be introduced to choral music in a variety of styles. Essential music theory skills will be stressed including note reading, ear training and sight singing. Participation in performance activities, such as holiday and spring concerts is required.

Music Lab 6**205000**

Music Lab 6 is designed to provide sequential instruction in music to students who are not enrolled in instrumental or vocal music performance classes. Students will be provided with skills to help them pursue life-long enjoyment of music through hands on experience with the technology-based Music In Education (MIE) system as well as with experience in guitar, recorder, and a variety of ethnic instruments. Additional experience will be provided through singing and writing simple musical compositions. Guitars are provided for student use in 6th grade.

Strings 6**207000**

This is a full year elective which provides 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. Opportunities for performances outside regular school hours are at the discretion of the instructor. Students will provide their own instruments. Students need to attend the Instrumental Clinic Registration Night to select an instrument.

Band 6**230000**

This class is open to students who have an interest in learning to play a brass, woodwind, or percussion instrument. Students provide their own instruments through rental or purchase. Students are expected to practice regularly outside school time and to participate in concerts and rehearsals after school hours. Fifth grade students considering taking instrumental classes are expected to attend an evening band clinic held at middle schools in the spring. During this session, students will meet with band directors, try out some of the band instruments and be evaluated to see which instrument best suits their natural abilities. Students need to attend the Instrumental Clinic Registration Night to select an instrument.

GRADE 7

REQUIRED COURSES

- Language Arts 7 (English and Reading)
and
- First Year of World Languages and Cultures
or
- Communication Studies
or
- Accelerating Literacy Skills
- Mathematics
 - Mathematics 7
 - 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
- Spanish I
- Spanish for Fluent Speakers I
- German I

MUSIC ELECTIVES

- Chorus 7
- Music Lab 7
- Guitar 7—Level 1
- Strings 7
- Band 7
(Some schools offer all of the separate band/instrumentation classes, and some schools combine classes.)
 - Percussion
 - Clarinet
 - Trumpet
 - Flute/Oboe
 - Low Brass (French Horn, Trombone, Baritone, Tuba)
 - Saxophone

COURSE DESCRIPTIONS

Language Arts 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 7th 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

SOI TEST Mathematics 7 is designed to prepare students for an Algebra I course. The curriculum includes prealgebra topics and provides a challenging treatment of arithmetic, geometric, algebraic, and statistical topics. Increased opportunities for students to experience applications-oriented problem solving and enrichment activities allow students to make mathematical connections in the context of critical thinking. Topics including estimation, number theory, geometry, algebra, and measurement form the foundation for the study of advanced mathematics. Students foster critical thinking skills while gaining self-confidence in using mathematics as a tool for everyday living and lifelong learning. Emerging technologies are incorporated into the curriculum as they become available.

Algebra I **540000**

Prerequisite: Accelerated Mathematics 6/7

Credit: 1

SOI TEST Algebra I incorporates all of the 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 critical thinking skills. Computers are used as tools to enhance the problem solving process and provide students with visual models that augment the learning of algebraic concepts. Graphing calculators are utilized to enhance the understanding of functions and provide a powerful tool for solving and verifying solutions to equations and inequalities. Emerging technologies are incorporated into the curriculum as they become available.

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**

SOI TEST 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 2011. 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 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 seventh grade health curriculum includes instruction in diet and nutrition; stress and mental health; lifetime fitness and wellness; 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**

Semester Class

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**

Semester Class

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 guidance 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 seventh graders includes the following units:

- Survival
- Problem Solving
- Communications
- Mysteries
- Economics
- Decision Making
- Socratic Seminars
- Investment

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

WORLD LANGUAGES AND CULTURES**Notice of program changes in World Languages:**

LCPS has phased in a sixth year of world language study in French, German, Latin and Spanish. This sequence of courses leads to the AP course in the sixth year of language study. All language programs will emphasize instruction in the target language.

French I **340000**

Prerequisite: None

Credit: 1

Students experience an introduction to the French language and to the culture of the French-speaking world.

The basic objectives are to help each student attain an acceptable degree of proficiency in the four skills of listening, speaking, reading, and writing and to present the language within the context of the contemporary French-speaking world and its culture.

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 our language and to contribute to the growth of each student's personal vocabulary.

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

Students communicate in Spanish through the sequential development of listening, speaking, reading, and writing skills. A natural approach to language learning through oral, interpersonal communication is emphasized. A foundation in grammatical principles, structures and writing skills is built simultaneously. In addition, the student also gains information about culture in the Spanish-speaking world.

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 the student's current competencies in formal speaking and listening, this course will also focus on the acquisition of comparable competencies in reading and writing. Upon successful completion of the course, students may continue in the world language Spanish for Fluent Speakers sequence.

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

Students develop basic communication skills in the four areas of language learning: listening, speaking, reading, and writing. Vocabulary is taught in context. Focus is on learning the grammatical structures of the spoken and written language.

The daily life and geography of the German speaking countries are an integral part of this course. Through the use of varied media, students are exposed to a variety of native speakers.

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 sixth 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 an instrumentation class in Grade 6 or equivalent study and experience

Students enrolled in this class will continue learning the basic fundamentals of playing a band instrument with more emphasis on ensemble experiences. 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.

Students are expected to attend several concerts and rehearsals held after school hours.

Music Lab 7 **206000**

This class is designed to provide students with a basic foundation in music and enable them to pursue life-long involvement with music as an educated consumer and participant. Active learning is the theme of this "hands on" course. Students continue to learn the basics of guitar, sing, explore creative movement, and learn about world music by playing ethnic instruments.

Instruction is also delivered through the technology-based *Music in Education* system that allows students to make and create music on individual electronic keyboards.

Guitar 7 **208000**

Seventh Grade Guitar is open to all students. The course prepares the student for a lifetime of guitar playing and music appreciation. This class is taught in the traditional classical manner with the left hand on the fret board.

The nylon-stringed classical guitar is used to introduce students to the 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 appreciation for the instrument are also stressed.

The class meets for 45 minutes on alternating days. Participation in Seventh Grade Guitar—Level 1 class may require a graded, after-school performance with rehearsals.

Strings 7 **207100**

This is a full-year elective which provides instruction for violin, viola, cello, or bass students. Students enrolled in this class will continue learning the fundamentals of string playing, with an increased focus on ensemble playing. Opportunities for performances outside regular school hours are at the discretion of the instructor. 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*
- World Languages and Cultures *for entire year*
 - French I or II
 - Latin I or II
 - Spanish I or II
 - Spanish for Fluent Speakers I or II
 - German 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
- 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*

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, proportional reasoning, number, computation, measurement, and geometry as well as probability and statistics are used to help students develop critical thinking skills. Concrete materials and appropriate computer software will actively engage students and they will become more confident in their ability to do high level mathematics. Emerging technologies are incorporated into the curriculum as they become available.

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

SOL TEST Algebra I incorporates all of the 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 critical thinking skills. Computers are used as tools to enhance the problem solving process and provide students with visual models that augment the learning of algebraic concepts. Graphing calculators are utilized to enhance the understanding of functions and provide a powerful tool for solving and verifying solutions to equations and inequalities. Emerging technologies are incorporated into the curriculum as they become available.

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

SOL TEST Geometry is the unified study of plane, solid, and coordinate geometric concepts which provides students with the skills requisite 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. Opportunities for inquiry-based learning through hands-on activities and experiences that allow for utilizing computer software to explore major concepts and develop critical thinking skills are provided. An emphasis on reasoning, critical thinking, and proof permeates the course and includes two-column proofs, paragraph proofs, and coordinate proofs. Graphing calculators are utilized to enhance the understanding of functions and provide a powerful tool for solving and verifying solutions to equations and inequalities. Emerging technologies are incorporated into the curriculum as they become available. Mathematical communication and reasoning will be 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 eighth 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; 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 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 eighth grade health curriculum includes lifetime fitness and wellness; alcohol, tobacco, and other drugs; first aid and safety; 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 eighth graders includes the following units:

- Survival
- Problem Solving
- Communications
- Mysteries
- Economics
- Science/Space
- Phenomenons
- Socratic Seminars

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

ELECTIVE COURSES**Art 8****One Semester****202700****Entire Year****202000**

Art is an elective course, which can be taken for one semester or a full year. Eighth grade art infuses art production, art history, art criticism, and aesthetic critiques.

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.

Students continue to develop their art portfolios.

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 sixth and seventh 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

One Semester Class

(Permission Required: Only for students new to Loudoun County in Grade 7 or 8 who did not take Keyboarding in Sixth 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

Notice of program changes in World Languages:

LCPS has phased in a sixth year of world language study in French, German, Latin and Spanish. This sequence of courses leads to the AP course in the sixth year of language study. All language programs will emphasize instruction in the target language.

French I 340000

Prerequisite: None

Credit: 1

Students experience an introduction to the French language and to the culture of the French-speaking world.

The basic objectives are to help each student attain an acceptable degree of proficiency in the four skills of listening, speaking, reading, and writing and to present the language within the context of the contemporary French-speaking world and its culture.

French II 342000

Prerequisite: French I

Credit: 1

This second level course continues the emphasis on the communication skills of reading, writing, listening, and speaking. Written work emphasizes vocabulary development, semantics, syntax, and composition with special attention to use of primary verb tenses.

Vocabulary is taught in context, practiced through audio-lingual usage, and reinforced with written exercises. Since the speech of people is so interwoven with their way of life, the student examines the customs and manners of the people.

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 our 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 I 360000

Prerequisite: None

Credit: 1

Students communicate in Spanish through the sequential development of listening, speaking, reading, and writing skills. A natural approach to language learning through oral, interpersonal communication is emphasized. A foundation in grammatical principles, structures, and writing skills is built simultaneously. In addition, the student also gains information about culture in the Spanish-speaking world.

Spanish II **362000**

Prerequisite: Spanish I Credit: 1

Students review, strengthen, and amplify the basic principles of Level I. The course, which places a continued emphasis on the four skills, is designed to facilitate the use of Spanish in the classroom. Daily life and familiarization with contemporary personalities form the basis for this year's cultural study.

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 the student's current competencies in formal speaking and listening, this course will also focus on the acquisition of comparable competencies in reading and writing. Upon successful completion of the course, students may continue in the world language 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. Through the reading and discussion of selections written by classic and modern authors in a variety of genres, comprehension and communication skills are refined.

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

German I **370000**

Prerequisite: None Credit: 1

Students develop basic communication skills in the four areas of language learning: listening, speaking, reading, and writing. Vocabulary is taught in context. Focus is on learning the grammatical structures of the spoken and written language.

The daily life and geography of the German speaking countries are an integral part of this course. Through the use of varied media, students are exposed to a variety of native speakers.

German II **372000**

Prerequisite: German I Credit: 1

Basic concepts introduced in Level I are reviewed and expanded. Students are encouraged to communicate in a variety of practical situations. The reading selections further develop an appreciation of German culture. Through the use of varied media, students are exposed to a variety of native speakers.

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

Successful completion of Chorus 7 recommended, not required

Chorus 8 is a performance-oriented class. Music reading skills are stressed as well as techniques for tone production.

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

Band 8 **232000**

Prerequisites: Successful completion of Band 7 and Audition

Band 8 (also called Concert Band) is a one-year course that provides the opportunity to expand instrumental skills. Emphasis will be placed on the performance of band literature.

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

Strings 8 **207003**

This is a year-long course that provides students the opportunity to continue to build their skills, musical knowledge, and repertoire. There is a continued emphasis on performance techniques, ensemble playing, and a more difficult and varied repertoire. Opportunities for performances outside the school day are at the discretion of the instructor. Students will provide their own instruments.

Guitar 8—Level 1 **210000**

Eighth Grade Guitar—Level 1 is open to all students. The course prepares the student for a lifetime of guitar playing and music appreciation. This class is taught in the traditional classical manner with the left hand on the fret board.

The nylon-stringed classical guitar is used to introduce students to the 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 appreciation for the instrument is also stressed.

The class meets for 90 minutes on alternating days to allow for a more in-depth study of the techniques named above.

Participation in Eighth Grade Guitar—Level 1 class may require a graded, after-school performance and rehearsals.

Guitar 8—Level 2 **209000**

Prerequisite: Successful completion of Guitar 7—Level 1 or Permission of Instructor

Eighth Grade Guitar—Level 2 class is open to all students who have successfully completed Seventh Grade Guitar—Level 1 and/or students with special permission from the guitar instructor. Eighth Grade Guitar—Level 2 class prepares the student for a lifetime of guitar playing music appreciation.

The nylon-stringed classical guitar is used. The course begins with a review of skills and concepts introduced in Seventh 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.

Students perform increasingly complex ensemble and solo repertoire. The class meets for 90 minutes on alternating days. Participation in Eighth 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). ELL classes are offered in all middle schools except where a school has too few students. In schools with very small enrollments, students are transported to nearby schools with larger student enrollments so that they can participate in the ELL program.

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. Students will be placed at the appropriate level in the classes below. Once academic English skills are acquired, the student will proceed to other classes listed in the Program of Studies.

ELL Beginning English

(Entering and Beginning Level)

Grade 6	100011
Grade 7	102011
Grade 8	120011

In this course, students (codes 15 and 16) will gain beginning oral, reading, and writing skills. Emphasis is placed on social and academic vocabulary, basic writing structures and beginning reading strategies. This class offers interesting topics about life in the U.S. and includes the use of computers to learn English. Students will be able to use English effectively for basic communication in both school and non-school settings.

ELL Intermediate English

(Developing Level)

Grade 6	100012
Grade 7	102012
Grade 8	120012

Students at this level (code 17) 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.

ELL Advanced English

(Expanding Level)

Grade 6	100013
Grade 7	102013
Grade 8	120013

Students (code 18 [19 optional]) in the ELL Advanced English course continue to improve their reading and writing skills. Students work on more complex vocabulary and language structures. They develop and expand research skills through interesting library and computer projects. Students use and practice their critical thinking skills to analyze and interpret information in English. This class prepares students for the successful transition into grade level language arts classes.

ELL Beginning Reading

(Entering and Beginning Level)

Grade 6	101011
Grade 7	103011
Grade 8	105011

In this course, beginning level students (codes 15 and 16) often start with few written English skills. The students improve their basic English language reading skills through studying how letters' sounds, combinations, and meanings make words; by learning to listen for the way sounds are spoken and read from their letters; and, by connecting beginning vocabulary for everyday needs. Students read short passages, folk tales, and poems from cultures around the world and think about various ways to make what they read stay in their minds longer.

ELL Intermediate Reading

(Developing Level)

Grade 6	101012
Grade 7	103012
Grade 8	105012

In this course, intermediate ELL students (code 17) progress to become more independent readers as they move beyond simple passages and skills. Reading to connect with others and what the student has already learned from life is an important part of this course. Vocabulary study moves students toward more mature language power. Readings from around the world, including various forms of short novels, may be chosen for class study by teachers.

ELL Advanced Reading*(Expanding Level)*

Grade 6	101013
Grade 7	103013
Grade 8	105013

In this course, advanced ELL students (code 18 [19 optional]) show their growth and confidence by selecting more of their own readings, working with their teachers to monitor their own progress, and evaluating their use of their favorite reading strategies. Reading to connect with other cultures, communities, and individuals continues as an important part of this course so that the wonderful diversity of human beings' talents and contributions can be explored and celebrated. Thematically chosen materials celebrate diversity and encourage oral and written responses, preparing the student for active contributions in general education classrooms.

ELL Science Concepts I*(Beginning and Developing Levels)*

Grade 6	610010
Grade 7	620010
Grade 8	630010

In this course, ELL students (codes 16 and 17) learn English through the content area of science. Students learn the vocabulary of science and discover new ideas by participating in laboratory experiments and science projects. Key science concepts from the 6th, 7th and 8th grade curriculum are included in this course. In Concepts I, topics draw from Physical Science, Earth Science, and Life Science, and include a study of the scientific method; matter and its parts; weather, climate, and the solar system; and, cells, plants, and biomes.

Science Concepts I is offered every other year, alternating with Science Concepts II. At the end of Concepts I, the student either moves into Concepts II, or is placed into a regular education science class based on the student's English proficiency level.

ELL Science Concepts II*(Beginning and Developing Levels)*

Grade 7	620012
Grade 8	630012

In this course, ELL students (codes 16 and 17) learn English through the content area of science. Students learn the vocabulary of science and discover new ideas by participating in laboratory experiments and science projects. Key science concepts from the 6th, 7th and 8th grade curriculum are included in this course. In Concepts II, topics draw from Physical Science, Earth Science, and Life Science, and include further study of the scientific method; forms of energy and energy transformations; the structure of the Earth and topics in Ecology; and, cells, animals and classification.

Science Concepts II is offered every other year, alternating with Science Concepts I. At the end of Concepts II, the student either moves into Concepts I, or is placed into a regular education science class based on the student's English proficiency level.

ELL U.S. History/Geography Concepts I, Grade 6 **710010**

ELL U.S. History/Geography Concepts I 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, the study of U.S. history continues from the end of the Civil War and the era of Reconstruction to the 21st Century. Topics in this course include Reconstruction, Industrialization, The World Wars, and 21st 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 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.

STANDARD DIPLOMA COURSE REQUIREMENTS

DISCIPLINE AREA	STANDARD CREDITS: effective with first-time ninth graders in 2003–2004 through 2010–2011	STANDARD CREDITS: effective with first-time ninth graders in 2011–2012 and beyond	VERIFIED CREDITS: effective for first-time ninth graders in 2003–2004 and beyond
English	4	4	2
Mathematics ¹	3	3	1
Laboratory Science ^{2,6}	3	3	1
History & Social Sciences ^{3,6}	3	3	1
Health & Physical Education	2	2	
Fine Arts or Career & Technical Education	1		
World Language, Fine Arts or Career & Technical Education ⁷		2	
Economics and Personal Finance		1	
Electives ⁴	6	4	
Student Selected Test ⁵			1
Total	22	22	6

¹ **For students entering the ninth grade for the first time in 2003-2004 through 2010-2011:** Courses completed to satisfy this requirement shall be at or above the level of algebra and shall include at least two course selections from among: Algebra I, Geometry, Algebra II or other mathematics courses above the level of algebra and geometry. The Board may approve additional courses to satisfy this requirement.

For students entering the ninth 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.

² **For students entering the ninth grade for the first time in 2003-2004 through 2010-2011:** Courses completed to satisfy this requirement shall include course selections from at least two different science disciplines: earth sciences, biology, chemistry or physics. The Board may approve additional courses to satisfy this requirement.

For students entering the ninth 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.

³ **For students entering the ninth grade for the first time in 2003-2004 through 2010-2011:** 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 may approve additional courses to satisfy this requirement.

For students entering the ninth 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.

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

⁵ **For students entering the ninth grade for the first time in 2003-2004 through 2010-2011:** A student may utilize additional tests for earning verified credit in computer science, technology, career and technical education or other areas as prescribed by the Board in 8 VAC 20-131-110.

For students entering the ninth 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.

⁶ 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.

⁷ **For students entering the ninth 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.

ADVANCED STUDIES DIPLOMA COURSE REQUIREMENTS

DISCIPLINE AREA	STANDARD CREDITS: effective with first-time ninth graders in 2003–2004 through 2010–2011	STANDARD CREDITS: effective with first-time ninth graders in 2011–2012 and beyond	VERIFIED CREDITS: effective with ninth graders in 2000–2001 and beyond
English	4	4	2
Mathematics ¹	4	4	2
Laboratory Science ²	4	4	2
History & Social Sciences ³	4	4	2
World Languages ⁴	3	3	
Health & Physical Education	2	2	
Fine Arts or Career & Technical Education	1	1	
Economics and Personal Finance		1	
Electives	2	3	
Student Selected Test ⁵			1
Total	24	26	9

¹ **For students entering the ninth grade for the first time in 2003-2004 through 2010-2011:** Courses completed to satisfy this requirement shall be at or above the level of algebra and 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 may approve additional courses to satisfy this requirement.

For students entering the ninth 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.

² **For students entering the ninth grade for the first time in 2003-2004 through 2010-2011:** 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 may approve additional courses to satisfy this requirement.

For students entering the ninth 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.

³ **For students entering the ninth grade for the first time in 2003-2004 through 2010-2011:** 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 may approve additional courses to satisfy this requirement.

For students entering the ninth 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.

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

⁵ **For students entering the ninth grade for the first time in 2003-2004 through 2010-2011:** A student may utilize additional tests for earning verified credit in computer science, technology, career or technical education or other areas as prescribed by the Board in 8 VAC 20-131-110.

For students entering the ninth 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.

MODIFIED STANDARD DIPLOMA COURSE REQUIREMENTS

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 8th 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: 8th 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:

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

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

¹ 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.

² 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.

³ 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.

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

STANDARD TECHNICAL DIPLOMA COURSE REQUIREMENTS

For students entering the 9th grade in 2011–2012 and beyond:

DISCIPLINE AREA	STANDARD UNITS OF CREDIT	VERIFIED UNITS OF CREDIT
English	4	2
Mathematics ¹	3	1
Laboratory Science ^{2,5}	3	1
History and Social Sciences ^{3,5}	3	1
Health and Physical Education	2	
Fine Arts or World Language	1	
Economics and Personal Finance	1	
Career and Technical Education ⁴	4	
Electives	1	
Student Selected Tests ⁶		1
Total	22	6

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

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

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

⁴ Courses completed to satisfy this requirement must include a career concentration as approved by the board. If a career concentration includes a specific assessment approved by the board and the student is eligible to take the assessment, then the student must take this assessment.

⁵ Students who complete a career and technical education program sequence and pass an examination or occupational competency assessment in a career and technical education field that confers certification or an occupational competency credential from a recognized industry or trade or professional association or acquires a professional license in a career and technical education field from the Commonwealth of Virginia may substitute the certification competency credential or license for (i) the student selected verified credit and (ii) either a science or history and social science verified credit when the certification license or credential confers more than one verified credit. The examination or occupational competency assessment must be approved by the board as an additional test to verify student achievement.

⁶ 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.

ADVANCED TECHNICAL DIPLOMA COURSE REQUIREMENTS

For students entering the 9th grade in 2011–2012 and beyond:

DISCIPLINE AREA	STANDARD UNITS OF CREDIT	VERIFIED UNITS OF CREDIT
English	4	2
Mathematics ¹	4	2
Laboratory Science ²	4	2
History and Social Sciences ³	4	2
World Language ⁴	3	
Health and Physical Education	2	
Economics and Personal Finance	1	
Fine Arts or Career & Technical Education	1	
Career & Technical Education ⁵	3	
Student Selected Tests ⁶		1
Total	26	9

¹ 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.

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

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

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

⁵ Courses completed to satisfy this requirement must include a career concentration as approved by the board. If a career concentration includes a specific assessment approved by the board and the student is eligible to take the assessment, then the student must take this assessment.

⁶ 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.

OTHER GRADUATION CERTIFICATES AND DIPLOMAS

I.E.P. Diploma—awarded to students receiving special education services who meet the requirements specified in their Individualized Education Plan (IEP).

Certificate of Program Completion—awarded to those regular education students who meet all state requirements for graduation except passing the necessary Standards of Learning tests.

INDEX OF COURSES

COURSE #	COURSE NAME	PREREQUISITES	PAGE	NOTES
GRADE 6				
100000	Language Arts 6—Grade Level		9	SOL TEST
100200	Language Arts 6—Honors		9	SOL TEST
101600	Reading Strategies Workshop (Grade 6)	Schools identify appropriate students	9	
	Spanish at Middle School (SAMS)		10	
510000	Mathematics 6		10	SOL TEST
512000	Accelerated Mathematics 6/7		10	SOL TEST
610000	Science 6—Grade Level		10	
610200	Science 6—Honors		10	
710000	U.S. History to 1865—Grade Level		10	SOL TEST
710200	U.S. History to 1865—Honors		10	SOL TEST
410000	Health and Physical Education 6		10	
809701	Keyboarding 6—for one semester		11	
200700	Art 6—for one semester		11	
003000	Resource 6		11	
010000	Spectrum 6	Schools identify eligible students	11	
235000	Chorus 6		11	
205000	Music Lab 6		11	
207000	Strings 6		11	
230000	Band 6		11	
GRADE 7				
102000	Language Arts 7—Grade Level		12	SOL TEST
102200	Language Arts 7—Honors		12	SOL TEST
115400	Communication Studies		12	
115600	Accelerating Literacy Skills		12	
103600	Reading Strategies Workshop (Grade 7)	Schools Identify Appropriate Students	12	
520000	Mathematics 7		13	SOL TEST
540000	Algebra I	Accelerated Mathematics 6/7	13	SOL TEST High School Credit
620000	Life Science—Grade Level		13	
620200	Life Science—Honors		13	
720000	U.S. History from 1865—Grade Level		13	SOL TEST
720200	U.S. History from 1865—Honors		13	SOL TEST
420000	Health and Physical Education 7		14	
806700	Family and Consumer Science 7 for one semester		14	
801700	Technology Education 7—for one semester		14	
002000	Resource 7		14	
015000	Spectrum 7	Schools identify eligible students	14	
340000	French I		14	High School Credit
350000	Latin I		14	High School Credit
360000	Spanish I		15	High School Credit
367000	Spanish for Fluent Speakers I	Placement Test	15	High School Credit
370000	German I		15	High School Credit
201700	Art 7		15	
231000	Band 7	Successful completion of an instrumentation class in Grade 6 or equivalent study and experience	15	
236000	Chorus 7		15	
206000	Music Lab 7		15	
208000	Guitar 7—Level 1		15	
207100	Strings 7		15	

COURSE #	COURSE NAME	PREREQUISITES	PAGE	NOTES
GRADE 8				
120000	English 8—Grade Level		16	SOL TEST
120200	English 8—Honors		16	SOL TEST
530000	Mathematics 8	By Recommendation	16	SOL TEST
540000	Algebra I	Mathematics 7	16	SOL TEST
				High School Credit
550000	Geometry	Algebra I	16	SOL TEST
				High School Credit
630000	Physical Science—Grade Level		17	SOL TEST
630200	Physical Science—Honors		17	SOL TEST
730000	Civics and Economics—Grade Level		17	SOL TEST
730200	Civics and Economics—Honors		17	SOL TEST
430000	Health and Physical Education 8		17	
001000	Resource 8— <i>for full year</i>		17	
010700	Spectrum 8	Schools identify eligible students	17	
202700	Art 8— <i>for one semester</i>		17	
202000	Art 8— <i>for entire year</i>		17	
105600	Reading Strategies Workshop (Grade 8)	Schools identify appropriate students	18	
807000	Family and Consumer Science 8— <i>for entire year</i>		18	
807700	Family and Consumer Science 8— <i>for one semester</i>		18	
802000	Technology Education 8— <i>for entire year</i>		18	
802700	Technology Education 8— <i>for one semester</i>		18	
809709	Keyboarding 7/8	Permission Required: students new to LCPS	18	If space is available
340000	French I		18	High School Credit
342000	French II	French I	18	High School Credit
350000	Latin I		18	High School Credit
352000	Latin II	Latin I	18	High School Credit
360000	Spanish I		18	High School Credit
362000	Spanish II	Spanish I	19	High School Credit
367000	Spanish for Fluent Speakers I	Placement Test	19	High School Credit
367300	Spanish for Fluent Speakers II	Spanish for Fluent Speakers I or Placement Test	19	High School Credit
370000	German I		19	High School Credit
372000	German II	German I	19	High School Credit
237000	Chorus 8		19	
232000	Band 8	Successful completion of Band 7 and Audition	19	
207003	Strings 8	Successful completion of a 7 th grade string class and/or teacher recommendation.	19	
210000	Guitar 8—Level 1		19	Offered if scheduling allows
209000	Guitar 8—Level 2	Guitar 7—Level 1 or Permission of Instructor	19	

COURSE #	COURSE NAME	PREREQUISITES	PAGE	NOTES
ENGLISH LANGUAGE LEARNERS				
100011	ELL Beginning English, Grade 6		20	
102011	ELL Beginning English, Grade 7		20	
120011	ELL Beginning English, Grade 8		20	
100012	ELL Intermediate English, Grade 6		20	
102012	ELL Intermediate English, Grade 7		20	
120012	ELL Intermediate English, Grade 8		20	
100013	ELL Advanced English, Grade 6		20	
102013	ELL Advanced English, Grade 7		20	
120013	ELL Advanced English, Grade 8		20	
101011	ELL Beginning Reading, Grade 6		20	
103011	ELL Beginning Reading, Grade 7		20	
105011	ELL Beginning Reading, Grade 8		20	

COURSE #	COURSE NAME	PREREQUISITES	PAGE	NOTES
ENGLISH LANGUAGE LEARNERS, CONTINUED				
101012	ELL Intermediate Reading, Grade 6		20	
103012	ELL Intermediate Reading, Grade 7		20	
105012	ELL Intermediate Reading, Grade 8		20	
101013	ELL Advanced Reading, Grade 6		21	
103013	ELL Advanced Reading, Grade 7		21	
105013	ELL Advanced Reading, Grade 8		21	
610010	ELL Science Concepts I, Grade 6		21	
620010	ELL Science Concepts I, Grade 7		21	
630010	ELL Science Concepts I, Grade 8		21	
620012	ELL Science Concepts II, Grade 7		21	
630012	ELL Science Concepts II, Grade 8		21	
710010	ELL U.S. History/Geography Concepts I, Grade 6		21	
720010	ELL US History Concepts II, Grade 7		21	
730010	ELL Civics and Economics Concepts, Grade 8 ONLY		21	
530010	ELL FAST Math		21	

Loudoun County Public Schools

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