LIBERTY MIDDLE SCHOOL

HOME OF THE LIONS

COURSE SELECTION GUIDE

2021-2022

Liberty Middle School

Course Selection Guide

2020-2021

TABLE OF CONTENTS

Graduation Requirements……1

Advanced Academic Programs ……4

Expunging High School Courses Taken in Middle School ……5

Grade Point Average ……5

Grading System ……5

Online Courses ……5

Postsecondary Planning……6

Service Learning……6

Work-Based Learning……6

Promotion Policy — Middle School ……6

Student Fees……6

Withdrawal Policy……6

Pass-Fail……7

World Languages Proficiency Credit ……7

7th Grade Core Required Subjects ……8

8th Grade Core Required Subjects……10

7th & 8th Grade Electives Program ……13

Specialized Programs

- English for Speakers of Other Languages (ESOL) ……19
- Reading……22
- Math ……22
- Special Education……22

Middle School Advanced Academic Program ……24

7th Grade Course Selection Sheet……25

8th Grade Course Selection Sheet……26

Honors Program Information……27

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

For more information, please visit Graduation Requirements and Course Planning, which includes more detailed information and tutorials about diploma types and graduation requirements.

STANDARD DIPLOMA REQUIREMENTS FOR GRADUATION- 22 CREDITS

The requirements for a student to earn a diploma shall be those in effect when the student enters the 9th grade for the first time. The following applies to students who enter 9th grade 2018-19 and beyond.

To graduate from high school, students shall meet the minimum requirements for the Standard Diploma as outlined below, including 22 standard credits, 5 of which must be verified credits. A **standard** credit is earned when a student passes a course. A **verified** credit is earned when a student passes a course and either the associated end-of-course SOL test or an authentic performance assessment in the area of English (writing). In some cases, students may utilize substitute tests, certifications, or the appeal process to earn verified credits. State guidelines prescribe the number of verified credits required for graduation for students entering a Virginia public high school for the first time during the 10th grade or after. Eligible students with disabilities have the opportunity to use credit accommodations to earn a Standard Diploma. Students must be found eligible for these accommodations. Consult your school counselor for specific information.

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

Standard Diploma Course Requirements (8 VAC 20-131-51)		
Subject Area	**Standard Credits**	**Verified Credits**
English	4	2
Mathematics[1]	3	1
Laboratory Science[2, 5]	3	1
History and Social Sciences[3, 5]	3	1
Health and Physical Education	2	
World Language, Fine Arts or Career and Technical Ed [6]	2	
Economics & Personal Finance	1	
Electives[4]	4	
AP, HN, or IB Course or Career and Technical Education Credential[7]		
First Aid/CPR/AED Training[8]		
Total Credits[9,10]	**22**	**5**

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

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

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

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

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

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

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

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

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

ADVANCED DIPLOMA REQUIREMENTS FOR GRADUATION- 26 CREDITS

The requirements for a student to earn a diploma shall be those in effect when the student enters the 9th grade for the first time. The following applies to students who enter 9th grade 2018-19 and beyond.

To graduate from high school with an Advanced Studies Diploma, students shall meet the minimum requirements as outlined below which include 26 credits, 5 of which must be verified credits. A **standard** credit is earned when a student passes a course. A **verified** credit is earned when a student passes a course and either the associated end-of-course SOL test or an authentic performance assessment in the area of English (writing). In some cases, students may utilize substitute tests, certifications, or the appeal process to earn verified credits. State guidelines prescribe the number of verified credits required for graduation for students entering a Virginia public high school for the first time during the 10th grade or after. Consult your school counselor for specific information.

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

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

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

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

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

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

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

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

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

[8] Students shall successfully complete one virtual course, which may be a noncredit-bearing course, or may be a course required to earn this diploma that is offered online.

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

Advanced Academic Programs

Fairfax County Public Schools Advanced Academic Programs seek to provide academic rigor to all students who are interested in challenging learning experiences designed to meet the unique learning profile of a broad range of advanced learners. Through a continuum of opportunities, students engage in complex subject matter, preparing them for more challenging and rigorous classes as they advance in grade level.

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

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

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

Advanced Academic courses in high school are open to all students. Students have the opportunity to enroll in honors courses as underclassmen and continue in Advanced Placement (AP), International Baccalaureate (IB), concurrent enrollment, and dual enrollment courses. AP and IB courses are advanced-level courses with external exams. Students who take AP and IB courses are strongly encouraged to complete the examinations. Students may earn college credits based on the results of their examinations (AP or IB) or course grade (concurrent and dual enrollment). Student transfer applications may be submitted for an AP or IB program if the base school does not offer the desired program of study. For more information on the transfer process, please visit the web site at: https://www.fcps.edu/registration/advanced-academics-identification-and-placement/high-school.

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

International Baccalaureate Middle Years Program

The International Baccalaureate Middle Years Program (IBMYP) is a program designed for students in grades 6-10 and includes all students in IBMYP schools. The program helps students develop the knowledge, understanding, attitudes, and skills necessary to participate actively and responsibly in a rapidly changing world. Within the IBMYP curriculum framework, FCPS curriculum is supported and enhanced by concept-based learning with a focus on developing Approaches to Learning skills: communication, organization, self-management, thinking and research. IBMYP schools develop intercultural awareness and provide a holistic learning experience for all students. Students at IBMYP engage in English, social studies, mathematics, science, world language, fine arts (visual and performing), health and physical education, and design courses. The IBMYP program is available at the following middle and high schools: Annandale HS, Poe MS, Holmes MS, Justice HS, Glasgow MS, South Lakes HS, Hughes MS, Mount Vernon HS, Whitman MS, Lee HS, Key MS, Edison HS, Twain MS, and Robinson SS.

Advanced Placement in High School

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

International Baccalaureate in High School

Annandale, Edison, Lee, Justice, Marshall, Mount Vernon, Robinson, and South Lakes High Schools offer the International Baccalaureate Diploma Program (IBDP). To qualify for the IB Diploma, students must select at least one subject from each of six IB subject groups, including English, world languages, mathematics, science, social studies, and an elective. Students take at least three and not more than four of these subjects at higher level (HL), the others at standard level (SL). All students enrolled in an IB course are strongly encouraged to complete the end-of-course IB exams. IB Diploma candidates must complete 150 hours of extracurricular activities and community service, take the Theory of Knowledge course, and write a 4000 word essay on a topic of their choice. Students in IB schools may also take IB courses in areas of academic strength and interest. IB course students take one or more IB courses and the associated exam(s) and receive recognition for each IB exam with a score of “4” or better.

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

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

Thomas Jefferson High School For Science And Technology

The Thomas Jefferson High School for Science and Technology (TJHSST) is a unique Fairfax County public school offering a comprehensive college preparatory program emphasizing the sciences, mathematics, and technology. As the Governor's School for Science and Technology in Northern Virginia, the school serves students selected in a competitive process who intend to pursue college preparation in the sciences, engineering, or related fields. Students may obtain information about application procedures and deadlines from the School Counseling Office of their local schools or by calling the TJHSST Office of Admissions at 571-423-3770 or: TJHSST Admissions (https://www.fcps.edu/registration/thomas-jefferson-admissions).

Expunging High School Courses Taken In Middle School

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

Grade Point Average

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

Algebra 1 Honors, Geometry Honors, and Algebra 2 Honors receive an additional 0.5 weight added to the final grade upon successful completion of the course. Successful completion is defined as completing the course with a passing grade. For example, a final grade of "A" in an honors class shall receive 4.5 quality points.

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

Grading System

Letter Grade	100 Point Scale	4 Point Scale	Letter Grade	100 Point Scale	4 Point Scale	Letter Grade	100 Point Scale	4 Point Scale
A	(93-100)	=4.0	B-	(80-82)	=2.7	D+	(67-69)	=1.3
A-	(90-92)	=3.7	C+	(77-79)	=2.3	D	(64-66)	=1.0
B+	(87-89)	=3.3	C	(73-76)	=2.0	F	(below 64)	=0.0
B	(83-86)	=3.0	C-	(70-72)	=1.7			

Online Courses

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

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

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

Geometry, Geometry Honors, Algebra 2, Algebra 2 Honors, Precalculus, Precalculus Honors, American Sign Language 1, Arabic 1, Arabic 2, Chinese 1, Chinese 2, Korean 1, Korean 2, Spanish 1, Spanish 2

Postsecondary Planning

Each high school in Fairfax County Public Schools (FCPS) provides a sequential postsecondary planning program that focuses on the acquisition of knowledge, skills, and self-understanding necessary to achieve postsecondary goals. As part of this planning, students develop and initiate an Academic and Career Plan. This plan provides opportunities for students to identify strengths and interests, explore college and career options, and develop postsecondary goals. Students are counseled regarding opportunities for postsecondary education, financial aid, and employment prior to high school graduation. To assist in the process, information and resources are provided through the school counseling program and are available online. Additionally, each high school has a staffed Career Center with current college and career resource materials. All students and parents are encouraged to review the resources available in Naviance. For more information, visit the following link: https://www.fcps.edu/resources/college-and-career-planning/college-and-post-secondary-planning/naviance-student

In middle school, students will become aware of and explore various academic and career opportunities as an important part of developing their own Academic and Career Plan. Participating in Service Learning and Work-based Learning activities encourages growth of valuable, transferable skills that will contribute to lifelong learning and postsecondary success. These career-connected activities engage students in authentic opportunities for goal setting and continuous reflection on their progress.

Service Learning

Connecting classrooms with the community provides a sense of civic responsibility by encouraging students to assess their impact on the community and their roles as global and ethical citizens. Service Learning promotes career exploration through authentic, career-connected experiences. Students and teachers collaborate with local leaders to address community needs, resulting in service to the community and the development of social, emotional, and academic skills. Opportunities may involve direct service, indirect service, or advocacy.

Work-Based Learning

Work-based learning is a coordinated educational strategy that provides students with a continuum of career-connected experiences to support their postsecondary goals and prepare them for education and employment beyond high school. Students act both independently and collaboratively in engaging learning opportunities that connect classroom learning to the world of work through partnership with local businesses or organizations. Work-based learning experiences reinforce the importance of classroom learning, offer the opportunity to explore potential career pathways and practice and demonstrate workplace readiness skills that align to FCPS Portrait of a Graduate. Work-based learning can help prepare students in all grade levels for an economy that demands that workers have a strong academic background, career knowledge and skills, are adaptable to change, and are prepared for lifelong learning.

Promotion Policy
Middle School

To qualify for promotion, 7th and 8th grade middle school students must demonstrate knowledge and competency based upon identified standards of achievement in the four core areas of language arts, mathematics, science, and social studies. To guarantee promotion, students must demonstrate proficiency in the foundational knowledge and skills in each of the four core subject areas and earn a passing final grade based on grade level expectations.

Students normally shall progress annually from level to level. Exceptions may be made when, in the judgment of professional staff members, such exceptions are in the best educational interests of the students involved. Retention of students shall be affected only after prior notification and explanation to the student's parents an/or guardians; however, the decision shall rest with the base school principal.

Student Fees

Courses that require a student fee for consumable materials have been designated in this catalog. The schedule of divisionwide student fees to be charged for any elective course can be found in Notice 5922 (https://www.boarddocs.com/vsba/fairfax/Board.nsf/files/B37MUG5C22F1/$file/N5922.pdf). Students eligible for the federal Free and Reduced Price meals program may have course and test fees reduced or waived. For more information, see your school counselor.

Withdrawal Policy

For the first grading period only, a student has five days after the date on which report cards are sent home in which to drop a course without having a grade recorded. After this period of time and before the fourth quarter, courses dropped are recorded with a WP (withdrawn passing) or WF (withdrawn failing). Courses dropped after the start of the fourth quarter will be recorded as a WP or "F" (failure). Courses dropped are not counted in the grade point average except when an "F" is received for the course. Middle schools do not calculate grade-point averages; however, if a high school credit course is taken by a middle school student, courses dropped are not counted in the high school grade-point average except when an "F" is received for the course, as outlined above. Unless the principal approves an exception, a student may not withdraw during the final quarter of a course if he or she is passing the course.

If a student drops a course during the:

1st quarter: No penalty–nothing is recorded.

2nd quarter: WP (withdrawn passing) or WF (withdrawn failing) is recorded. Exception: For semester courses a WP or F for failure is recorded.

3rd quarter: WP or WF is recorded.

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

Pass-Fail

The Fairfax County School Board policy permits students to take certain courses on a pass-fail basis. For middle school students, this may be applied only to high school world language credits or ESOL courses that count towards high school world language credits. Any student wishing to take a course as pass-fail shall indicate this by completing a Request for Pass-Fail Status form (https://www.fcps.edu/sites/default/files/media/forms/se119.pdf) requiring parent and/or guardian approval and returning it to designated school personnel on or before the 22nd school day or by the first half of the first grading period subsequent to entering the course. Students in schools using a semester block schedule must return the parent approval form to the designated school personnel on or before the 11th school day or by the first half of the first grading period subsequent to entering the course. This decision may not be reversed. If a student drops a class being taken on a pass-fail basis and transfers to a new high school credit bearing class, the student shall have ten school days to make a decision as to whether the new class will be taken on a pass-fail basis. This decision may not be reversed.

Grades are determined as follows:

"P" for an A, A-, B+, B, B-, C+, C, C-, D+, or D which will receive credit but will not count in grade- point average.

"F" for an F which will receive no credit but will be counted in grade-point average.

World Languages Proficiency Credit

The Credit Exam for World Languages is given each fall to students who wish to demonstrate written proficiency in one of thirty languages: American Sign Language, Amharic, Arabic, Bengali/Bangla, Chinese/Mandarin, Farsi/Persian, French, German, Greek, Hindi, Hebrew, Italian, Japanese, Korean, Nepali, Pashto, Portuguese, Punjabi, Russian, Sanskrit/Samskritam, Somali, Spanish, Tagalog/Pilipino, Tamil, Telugu, Tigrinya, Turkish, Twi, Urdu, or Vietnamese. Students who are successful on the exam may earn up to three world languages credits which may be used to fulfill the world languages requirements/electives of the Advanced Studies or Standard Diplomas. In addition, middle school students in grades 7-8 enrolled in ELD courses (5710-5730) may receive elective credits toward high school graduation requirements for a Standard or Advanced Studies Diploma, up to two world languages credits toward high school graduation requirements towards the Advanced Studies Diploma, or a combination of these options. High school students enrolled in ELD 5720 and 5730 courses may be awarded elective credits toward high school graduation requirements for a Standard or Advanced Studies Diploma, up to four world languages credits toward high school graduation requirements for fulfilling the world languages requirements towards the Advanced Studies Diploma, or a combination of these options.

For more information on the exam, go to: Credit Exam For World Languages (https://www.fcps.edu/academics/high-school-academics-9-12/world-languages/credit-exam-world-languages) or contact the World Languages Team at 571-423-4602.

Notes:

SEVENTH GRADE CORE REQUIRED SUBJECTS

NOTE: Students must pass each of four core classes (English, Math, History, and Science) in order to be promoted.

English 7

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

English 7 Honors

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

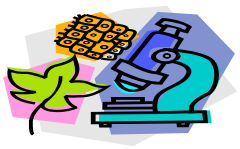
Mathematics 7

Students examine algebra- and geometry-preparatory concepts and skills; strategies for collecting, analyzing, and interpreting data; and number concepts and skills; especially proportional reasoning. Reasoning, problem solving, communication, concept representation, and connections among mathematical ideas are emphasized in a hands-on learning environment. Graphing calculators and computers are integrated with instruction. This course provides students the opportunity to acquire the concepts and skills necessary for success in Algebra 1 or Algebra 1 Honors. **Students are required to take the Standards of Learning End of Course Test.**

Mathematics 7 Honors

(Math 8 Course)

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



Investigations in Environmental Science 7

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

SEVENTH GRADE CORE REQUIRED SUBJECTS

Investigations in Environmental Science 7 Honors

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

US History 7

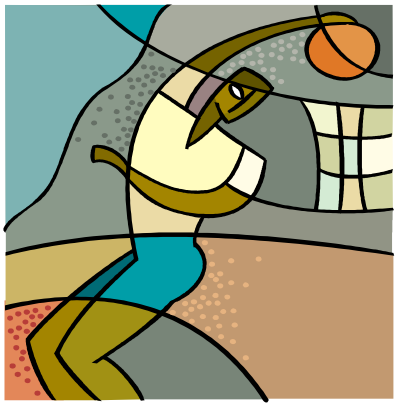
The grade seven program provides a survey of American history since 1865. This course incorporates the four strands of history, geography, civics, and economics. Important trends in American history are identified by the analysis of the role of ideas, individuals, and important events. Students develop historical-thinking skills and extend their understanding of how economics and geography shapes history.

US History 7 Honors

This course extends the standard program of studies for US History in grade 7, a survey of American history since 1865. As they study the four strands of history, geography, civics, and economics the students will think conceptually; make connections across time, place and subject areas; perform as a practitioner or scholar in a discipline; and self-assess and reflect on their learning and the learning process. Instruction is enriched and extended through research-based practices designed to engage and challenge advanced learners, e.g. problem-based learning, research, and investigations.

Health & Physical Education 7

Students strengthen and/or master basic skills developed at the elementary level. Emphasis is on highly organized lead-up activities, modified games, and fitness and wellness activities. Content knowledge includes movement skill, movement principles and concepts, personal fitness planning, essential life skills, and physically active lifestyle. Health units include alcohol, tobacco, and other drug use prevention; personal health; injury and violence prevention; emotional and social health; and human growth and development.



EIGHTH GRADE CORE REQUIRED SUBJECTS

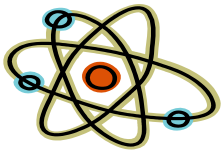
NOTE: Students must pass each of four core classes (English, Math, Civics, and Science) in order to be promoted.

English 8

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

English 8 Honors

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



Investigating Matter and Energy 8

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

Investigating Matter and Energy 8 Honors

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

EIGHTH GRADE CORE REQUIRED SUBJECTS

Civics and Economics 8

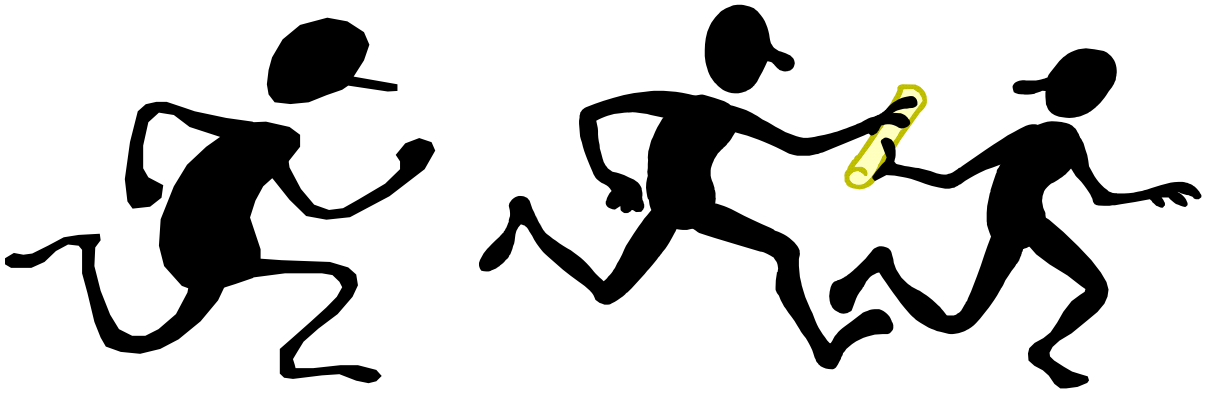
The grade eight program is designed to prepare students to be responsible, productive citizens in a democratic republic and an interconnected world. Basic knowledge and understanding of the concepts and processes of democratic government and the American economic system are stressed. Students are helped to understand the meaning of individual rights and responsibilities; the ideals of liberty, justice, and equality; and the rule of law. Students learn about making choices and recognizing the consequences of decisions, including personal, political, and economic decisions. Students also learn that citizens must value individual and group expression, appreciate diversity, and develop moral values. A service learning component helps students personalize citizenship education. **Students are required to take the Standards of Learning End of Course Test.**

Civics and Economics 8 Honors

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

Health & Physical Education 8

Students continue to strengthen and/or master basic skills, and participate in wellness activities and wellness-related testing and fitness planning. Content knowledge includes movement skill, movement principles and concepts, personal fitness planning, essential life skills, and physically active lifestyle. Health units include alcohol, tobacco, and other drug use prevention; personal health; injury and violence prevention; emotional and social health; and human growth and development.



EIGHTH GRADE CORE REQUIRED SUBJECTS

NOTE: CHOOSE ONE OF THE FOLLOWING FOUR MATH CLASSES:

Pre Algebra

Prerequisite: Mathematics 7

Students extend their study of algebra- and geometry-preparatory concepts and skills; strategies for collecting, analyzing, and interpreting data; and number concepts and skills; especially proportional reasoning. Reasoning, problem solving, communication, concept representation, and connections among mathematical ideas are emphasized in a hands-on learning environment. Graphing calculators and computers are integrated with instruction. This course provides students the opportunity to acquire the concepts and skills necessary for success in Algebra 1 or Algebra 1 Honors. **Students are required to take the Standards of Learning End of Course Test.**

High School Credit-Bearing Course Notes:
***All applicants to the freshman class of Thomas Jefferson High School for Science and Technology must be enrolled in Algebra 1 or a higher level mathematics course in grade eight to be eligible to apply.**
**** Expunging high school credit courses — Please see page 2 of this guide for information on expunging high school credit courses from the high school transcript.**

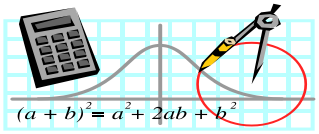
Algebra 1

Prerequisite: Mathematics 7

High School Credit: 1

This course extends students' knowledge and understanding of the real number system and its properties through the study of variables, expressions, equations, inequalities, and analysis of data derived from real-world phenomena. Emphasis is placed on making connections in algebra to geometry and statistics. Calculator and computer technologies will be used as tools wherever appropriate. Use of a graphing calculator is considered essential to provide a graphical and numerical approach to topics in addition to a symbolic approach. Topics include linear equations and inequalities, systems of linear equations, relations, functions, polynomials, and statistics. **Students are required to take the Standards of Learning End of Course Test.**

Algebra 1 Honors



Prerequisite: Mathematics 7

High School Credit: 1

Students extend their knowledge and understanding of the real number system and its properties through the study of variables, expressions, equations, inequalities, and the analysis of data from real world phenomena. Emphasis is placed on algebraic connections to arithmetic, geometry, and statistics. Calculators and computer technologies are integral tools. Graphing calculators are an essential tool for every student to explore graphical, numerical, and symbolic relationships. **Students are required to take the Standards of Learning End of Course Test.**

Geometry Honors

Prerequisite: Algebra 1

High School Credit: 1

The depth and level of understanding expected in Geometry Honors is beyond the scope of Geometry. This course emphasizes two– and three-dimensional reasoning skills, coordinate and transformational geometry, and the use of geometric models to solve problems. A variety of applications and some general problem-solving techniques, including algebraic skills, will be used to explore geometric relationships. Conjectures about properties and relationships are developed inductively and then verified deductively. Students investigate non-Euclidean geometries, formal logic, and use deductive proofs to verify theorems. Calculators, computers, graphing utilities, dynamic geometry software, and other appropriate technology tools will be used to assist in teaching and learning. **Students are required to take the Standards of Learning End of Course Test.**

SEVENTH AND EIGHTH GRADE ELECTIVE PROGRAM

CAREER AND TECHNICAL EDUCATION

Engineering Design and Modeling — Semester

Grade: 7, 8

This course challenges young men and women of all levels to develop higher order problem solving skills by stimulating creativity in a hands-on learning environment. Academic subject disciplines such as applied physics, algebra and geometry powerfully come alive as students design, build and test modern structure and vehicle prototypes. Students acquire 21st Century Skills like communication and team problem solving, through the mastery of engineering concepts such as CAD and mechanical advantage. Schools equipped with modular "synergistic" labs provide active exploration of a wide variety of technologies and related careers in a dynamic computer based-learning environment. **This course requires a student materials fee as listed in FCPS Notice 5922** .

Engineering Simulation and Fabrication — Semester

Grade: 8

Prerequisite: Engineering Design and Modeling

In this course young men and women will experience how science, technology, engineering, and mathematics interact to create our technological society. By active participation in research, design, fabrication, and prototype testing, students will explore various topics in Technology, such as structural engineering and transportation systems. Students will develop problem solving strategies and work place skills that will be useful in 21st century careers. This course is a dynamic approach to many academic subject areas to include mathematics and science by physically demonstrating these concepts in real world applications with a focus on critical thinking skills and problem solving. Schools equipped with modular "synergistic" labs provide active exploration of a wide variety technologies and related careers in a computer based-learning environment. **This course requires a student materials fee as listed in FCPS Notice 5922.**

Engineering 3—Advanced Design and Prototyping — Semester

Grade: 8

Prerequisite: Engineering Simulation and Fabrication

Through active engagement and collaboration, students will expand upon work-based readiness skills and processes experienced in prerequisite Engineering courses. Students will develop and apply creative and critical thinking skills to design, document, and showcase prototypes and solutions that solve real world problems in areas that include environmental sustainability. **This course requires a student materials fee as listed in FCPS Notice 5922.**

Coding and Innovative Technologies 1 — Semester

Grade: 7, 8

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

Coding and Innovative Technologies 2 — Semester

Grade: 8

Prerequisite: Coding and Innovative Technologies

This is a semester-long course. Building on the foundation knowledge gained in Coding & Innovative Technologies, Coding and Innovative Technologies level 2 allows students to further develop their coding skills through hands-on projects. Students will learn more advanced coding concepts through a variety of apps and interactive web sites. In addition, students will actively use technology to complete small group or individual projects. Students become confident in their ability to program and are prepared to use tools that are becoming standard in the workplace and in everyday life.

SEVENTH AND EIGHTH GRADE ELECTIVE PROGRAM

Computer Solutions — Semester

Grade: 7

This is a semester-long course. Computer Solutions uses project based learning to teach practical computer skills that can be applied to all courses across the curriculum. Instruction includes units in proper keyboarding technique, computer components, operating systems, presentation tools, spreadsheets and charting, databases, word processing, integration, internet research tools, and computer ethics. This course extends student expertise in the 16 Career Clusters and develops an understanding of career pathways with an emphasis on career and college readiness. The above is achieved through meaningful and fun projects that engage all learners.

Family and Consumer Sciences 1 — Semester

Grade: 7

This is a semester-long course which emphasizes personal responsibility for the demands of multiple life roles through hands-on, project-based instruction. Students learn how to maintain their living and personal environments and to use nutrition and wellness practices. Instruction is also provided in childcare and leadership skills. Mathematics, science, language, social sciences, and technology are integrated throughout the course. **This course requires a student materials fee as listed in FCPS Notice 5922.**

Family and Consumer Sciences 2 — Semester

Grade: 8

This is a semester-long course. This course provides a foundation for managing individual, family, career, and community roles and responsibilities through project based instruction. Students focus on their individual function in the community as well as how the community influences individual development. Students enrich their knowledge of textiles, nutrition and wellness practices; students learn to maximize consumer and family resources. The course provides students with leadership service in action and with the background on the stages of childhood development. Time is provided for career exploration that will assist students in high school course selection. Instruction in this course emphasizes science, technology, engineering and mathematics (STEM) concepts, where appropriate. **This course requires a student materials fee as listed in FCPS Notice 5922.**

VISUAL ARTS

Art Foundations — Semester

Grade: 7

Explore a variety of art materials, develop art techniques, and use creative thinking skills to express ideas and viewpoints about personal experiences and the world through the concept of transformation. Produce meaningful and unique drawings, paintings, prints, sculptures, ceramics and crafts in a studio setting. Study artists and their works to gain understanding of the artistic process and learn about art produced at different times and in diverse cultures. Make interdisciplinary connections based on the Virginia Standards of Learning for all disciplines. **This course requires a student materials fee as listed in FCPS Notice 5922.**

Computers in Art — Semester

Grade: 7, 8

Combine traditional art-making materials with modern technology to create artworks. Work with a variety of software applications including Adobe Photoshop and Adobe Illustrator or other available software to explore subjects, ideas and themes related to living in the world. Make interdisciplinary connections based on the Virginia Standards of Learning for all disciplines and develop knowledge regarding ethical issues concerning computer generated imagery. Prior computer experience is not required. **This course requires a student materials fee as listed in FCPS Notice 5922.**

SEVENTH AND EIGHTH GRADE ELECTIVE PROGRAM

3D Art Exploration — Semester

Grade: 7, 8

Work in the third-dimension by creating sculptures, ceramic objects, models and installations that express ideas about personal experiences and observations of the world through the concept of boundaries. Learn to use a variety of art media, non-traditional materials, tools and equipment to compose, construct, and form functional and decorative artworks. Build knowledge, refine skills, improve techniques, and craftsmanship to meet challenges and solve problems in unique ways. Investigate three-dimensional artworks produced by artists in different times and places to inform the art-making process. **This course requires a student materials fee as listed in FCPS Notice 5922.**

THEATRE ARTS

Theatre Arts Appreciation — Semester

Grade: 7, 8

Students develop an appreciation of theatre and the ability to perform through an introduction to the basic concepts and skills of acting. Through viewing and participating in a variety of performance activities, students will enhance imagination, poise, and confidence. Students will use the skills and knowledge obtained to appreciate and understand the purpose of theatre arts in school and other activities. **This course requires a student materials fee as listed in FCPS Notice 5922.**

Advanced Theatre Arts Appreciation — Semester

Grade: 8

Prerequisite: Theatre Arts Course in Grade 7 and recommendation of instructor.

Students who are continuing the study of theatre arts for the second year will be able to apply and expand the skills developed in the introductory class. They will participate in a variety of dramatic activities and perform for various audiences. This course is designed for students who are interested in an expanded study of theatre arts and oral communication. **This course requires a student materials fee as listed in FCPS Notice 5922.**

MUSIC

Beginning Band — Year

Grade: 7, 8

Beginning level band classes develop skills on woodwind or brass instruments. Guidance will be given by the instructor in the selection of an instrument. Simple duets, rounds and other ensemble literature will be performed in class. Rehearsals and performances outside of normal school hours will be required as a part of this course. **This course requires a student materials fee as listed in FCPS Notice 5922.**

Intermediate Band — Year

Grade: 7, 8

Prerequisite: Successful audition

Intermediate level band students will continue to develop skills on woodwind, brass, or percussion instruments. A variety of musical styles will be studied through the playing of band literature. Students at this level will be split into either Symphonic or Concert Band. Rehearsals and performances outside of normal school hours will be required as a part of this course. **This course requires a student materials fee as listed in FCPS Notice 5922.**

SEVENTH AND EIGHTH GRADE ELECTIVE PROGRAM

MUSIC

Advanced Band — Year

Grade: 7,8

Prerequisite: Successful audition

Advanced level band offers instruction to the advanced player. In-depth study of musical styles will be realized through challenging band literature. Rehearsals and performances outside of normal school hours will be required as a part of this course. **This course requires a student materials fee as listed in FCPS Notice 5922.**

Percussion Ensemble — Year

Grade: 7, 8

Prerequisite: Successful audition

This course is designed to meet specific needs of percussionists. Content includes study of appropriate ensemble literature, and rehearsal and performance techniques from the various areas of musical composition. Instrumentation of the group is at the discretion of the instructor. Students must meet both the school day and outside of the school day participation requirements to receive credit for the course. **This course requires a student materials fee as listed in FCPS Notice 5922.**

Intermediate Treble Chorus — Year

Grade: 7, 8

Intermediate level chorus will provide for the continued study of correct vocal production and development of musicianship through the study of appropriate choral literature. Students must meet both the school day and outside of the school day participation requirements to receive credit for the course. **This course requires a student materials fee as listed in FCPS Notice 5922.**

Intermediate Basso Chorus — Year

Grade: 7, 8

Intermediate level chorus will provide for the continued study of correct vocal production and development of musicianship through the study of appropriate choral literature. Students must meet both the school day and outside of the school day participation requirements to receive credit for the course. **This course requires a student materials fee as listed in FCPS Notice 5922.**

Advanced Treble Chorus — Year

Grade: 7, 8

Prerequisite: Successful audition

This course offers advanced instruction in vocal techniques, music fundamentals, and sight-reading. Through a variety of challenging choral literature, students will experience three and/or four-part singing. Types of performances may include concert choral performances, choral choreography, and/or musical dramas. Students must meet both the school day and outside of the school day participation requirements to receive credit for the course. **This course requires a student materials fee as listed in FCPS Notice 5922.**

SEVENTH AND EIGHTH GRADE ELECTIVE PROGRAM

MUSIC

Advanced Basso Chorus — Year

Grade: 7, 8
Prerequisite: Successful audition

This course offers advanced instruction in vocal techniques, music fundamentals, and sight-reading. Through a variety of challenging choral literature, students will experience three and/or four-part singing. Types of performances may include concert choral performances, choral choreography, and/or musical dramas. Students must meet both the school day and outside of the school day particpationn requirements to receive credit for the course. **This course requires a student materials fee as listed in FCPS Notice 5922.**

Beginning Orchestra — Year

Grade: 7, 8

Beginning level string classes develop skills on the violin, viola, cello and double bass. Guidance will be given by the instructor in the selection of an instrument. Simple duets, rounds, and other literature will be performed in class. Students must meet both the school day and after-school participation requirements to receive credit for the course. **This course requires a student materials fee as listed in FCPS Notice 5922.**

Intermediate Orchestra — Year

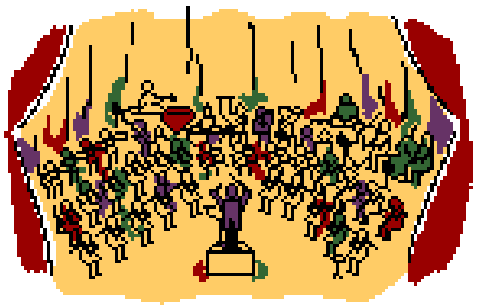
Grade: 7, 8
Prerequisite: Successful audition

Intermediate level orchestra students will continue to develop skills on violin, viola, cello, and double bass. A variety of musical styles will be studied through the playing of string orchestra literature. Students must meet both the school day and after school participation requirements to receive credit for this course. **This course requires a student materials fee as listed in FCPS Notice 5922.**

Advanced Orchestra — Year

Grade: 7, 8
Prerequisite: Successful audition

Advanced level orchestra offers instruction to the advanced string player. In-depth study of musical styles will be realized through challenging string orchestra literature. Students must meet both the school day and after school participation requirements to receive credit for this course. **This course requires a student materials fee as listed in FCPS Notice 5922.**



SEVENTH AND EIGHTH GRADE ELECTIVE PROGRAM

WORLD LANGUAGES

Introduction to Foreign Language — Semester

Grade: 7

Students are introduced to one or more world languages and cultures. The languages most often studied are French, German, Latin, and Spanish, but Chinese, Japanese, and Russian may also be included. Students learn the most basic structures, vocabulary, and expressions in each language and study the culture of the people who speak them. They are exposed to the basic steps and study habits necessary to learn a world language. Students are made aware of how knowledge of world languages enriches a person's life and expands the options of career goals. The 18-week course can include as many as four languages. **This course does not count as a world languages credit.**

German 1 — Year
Spanish 1
French 1
Korean 1

High School Credit: 1

Grade: German, Spanish, French — 8. Korean 1 — 7, 8.

Students develop the ability to communicate about themselves and their immediate environment using simple sentences containing basic language structures. This communication is evidenced in all four language skills—listening, speaking, reading and writing—with emphasis on the ability to communicate orally and in writing. Students begin to explore and study the Program of Studies (POS) themes of Personal and Family Life, School Life, Social Life, and Community Life. **For middle school students, this credit becomes a part of the high school transcript, is included in the determination of the high school grade point average (GPA), and counts toward fulfilling the foreign language requirements of the high school diploma. It also counts toward the total number of credits required for graduation.**

Korean 2 — Year

High School Credit: 1

Grade: 8

Students continue to develop proficiency in all four language skills - listening, speaking, reading, and writing - with emphasis on the ability to communicate orally and in writing. They learn to function in real-life situations using more complex sentences and language structures. They read material on familiar topics and produce short writing samples. Students continue to explore as they study the themes of Home Life, Student Life, Leisure Time, and Vacation and Travel.

***Note: Please see page 2 of this guide for information on expunging high school credit courses from the high school transcript.**

ENGLISH ELECTIVE

Literary Arts: Journalism — Semester
Yearbook/Literary Magazine

Grade: 7, 8

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

SPECIALIZED PROGRAMS

ENGLISH FOR SPEAKERS OF OTHER LANGUAGES

Students in the ESOL program possess moderate, limited, or no proficiency in English and need varying degrees of English instruction. These classes are all year-long programs.

BEGINNING ENGLISH 7 FOR ELS

WIDA ELP LEVEL 1&2

Grade: 7

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

BEGINNING ELD 7 FOR ELS

WIDA ELP LEVEL 1&2

Grade: 7

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

BEGINNING ENGLISH 8 FOR ELS

WIDA ELP LEVEL 1&2

Grade: 8

This course is designed to develop content understandings and English language proficiency simultaneously. Students read and analyze a variety of linguistically appropriate literary and nonfiction texts, exploring the characteristics of different forms and the techniques authors use to achieve their intended purpose. Language study extends students' vocabulary through learning about connotations, denotations, word origins, and structures. Students apply their understanding of grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing to varied and frequent writing assignments. Through narrative, expository, and persuasive writings, students build on their understanding of writing as a process of prewriting, drafting, revising, and publishing. In the research process, students find, evaluate, and select appropriate sources to access information to create a research product. They also develop communication skills through listening to and practicing oral presentations. This course is aligned to the WIDA English language development standards and the English 8 Standards of Learning.

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

ENGLISH FOR SPEAKERS OF OTHER LANGUAGES

BEGINNING ELD 8 FOR ELS

WIDA ELP LEVEL 1&2

Grade: 8

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

ESOL FOCUS SCIENCE

WIDA ELP LEVEL 1 & 2

Grade: 7, 8

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

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

ESOL US HISTORY 7

WIDA ELP LEVEL 1 & 2

Grade: 7

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

ESOL CIVICS & ECONOMICS 8

WIDA ELP Level 1 & 2

Grade: 8

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

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

FAST MATH 7 FOR ELS

WIDA ELP Level 1 & 2

Grade: 7

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

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

ENGLISH FOR SPEAKERS OF OTHER LANGUAGES

FAST MATH 8 FOR ELS

WIDA ELP LEVEL 1 & 2

Grade: 8

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

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

DEVELOPING ELD 7 FOR ELS

WIDA ELP Level 3

Grade: 7

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

DEVELOPING ELD 8 FOR ELS

WIDA ELP Level 3

Grade: 8

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

ESOL ACADEMIC LANGUAGE

WIDA ELP LEVEL 4

Grade: 7, 8

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

SPECIALIZED COURSES

Reading

Students who are identified as needing additional reading instruction may be offered the opportunity to take Read 180.

LAP

Literacy Access Through Participation *(formerly Read 180)*

Grade: 7, 8

This year-long intervention course is designed to meet the needs of students whose literacy is below grade level expectations. The course addresses individual needs through direct teacher instruction and high-interest texts. It can be accessed by both seventh and eighth graders from ESOL, general, and special education populations. Depending on their progress, some students might be in the course for two years.

Action Literacy 7

Grade: 7

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

Action Literacy 8

Grade: 8

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

Math

Algebra Readiness

Grade: 8

A one semester class designed to provide specific intervention through instruction with each of the mathematics standards in the following categories: number and number sense; computation and estimation; measurement; geometry; probability

Power Math

Grade: 7

A one semester class that focuses on fundamental skills with integer operations, order of operations, equivalence, percent and percent applications, along with area and graphing concepts.

SPECIAL EDUCATION

Liberty Middle School offers a continuum of special education services through programs specifically designed to meet the needs of students with autism, emotional disabilities, specific learning disabilities, and/or speech and language impairment. Students with disabilities are eligible to participate in courses expressly designed to meet their needs as determined by the student's Individualized Education Program (IEP). Special Education students may be fully mainstreamed in their academic classes or may receive special education services through a team-taught or self-contained class.

Team-Taught Classes

These are general education classes in math, English, science and social studies taught by both a general education and a special education teacher. Team– taught classes are the same size as general education classes.

Self-Contained Classes

Self-contained classes are designed for special education students who require more individualized attention and reinforcement in order to make academic progress. These classes are taught by special education teachers and have a lower teacher to student ratio.

Special Education Electives

Strategies for Success — Year

Grade: 7, 8

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

Reading 7/8 — Year

Grade: 7, 8

Reading classes are taught by special education teachers and address a variety of reading issues such as decoding, fluency, and comprehension. Students taking this course are currently reading significantly below grade level.

Work Awareness and Transition *(WAT)* — Year

Grade: 7, 8

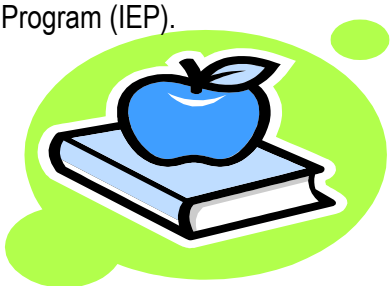
This year long course is designed to assist students as they begin to consider high school and post secondary options through career awareness and career exploration activities. Students learn and practice appropriate interpersonal/co-worker interactions, explore interests related to career options and develop work related skills through a variety of work experiences in the school environment.

Personal Development — Year

Grade: 7, 8

This special education course is designed for students who need additional social/emotional support in order to progress in the general education curriculum because their social/emotional needs affect their school performance. Course topics include: understanding yourself, goal-setting, communication, building relationships, dealing with emotions, stress management, wellness, problem-solving, decision-making, self-advocacy, and career and transition. This course is appropriate for students who have documented social/emotional needs on their Individualized Education Program (IEP).

Liberty Middle School provides related services to students with disabilities as determined by the IEP team.



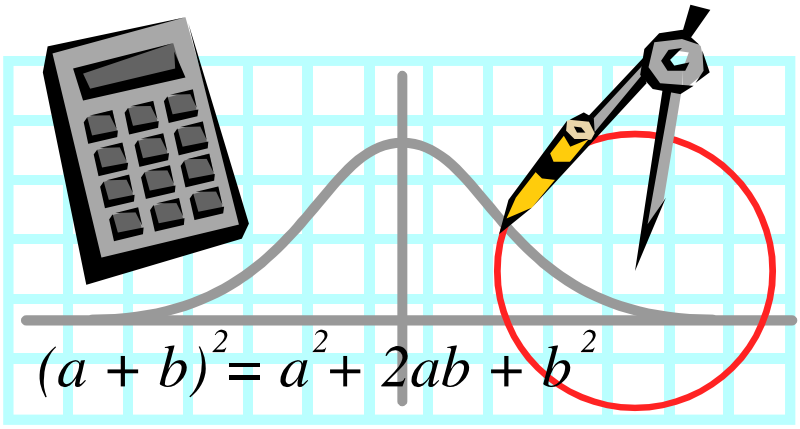
ADVANCED ACADEMIC PROGRAMS

Liberty Middle School offers Honors courses in mathematics, social studies, science, and english. FCPS encourages students to access the Honors program by taking at least one Honors course. In carefully considering Honors placement, student's should display a genuine interest and a willingness to learn in the specific subject area(s). Students should also take initiative to locate and research answers to their own questions in order to learn and solve problems.

Algebra 1 Honors
Grade: 7

Rising seventh grade students will be placed in Algebra 1 Honors by meeting the following division-wide requirements:

1. Participation in sixth grade Advanced Mathematics or a full year's advanced mathematics program;
2. A score at the 91st percentile or better on the Iowa Algebra Aptitude Test (IAAT) in grade 6;
3. A score of 500 or better (pass advanced) on the Virginia Standards of Learning grade 7 mathematics test.



Note: All applicants to the freshman class of Thomas Jefferson High School for Science and Technology *must be enrolled in Algebra 1 or a higher level* mathematics course in grade eight to be eligible to apply.

Attach Student Label Here

_____

(Last name, First name, ID #)

_____

(2020-2021) Elementary School)

LIBERTY MIDDLE SCHOOL

2021-2022

7th GRADE COURSE SELECTION SHEET

Parent/Guardian:_____ Phone No.:_____

Parent/Guardian E-mail:_____

____Student has an IEP ____Student has a 504 Plan ____Student is in ESOL Program

REQUIRED COURSES

___ English 7	111000
___ English 7 H*	111036
___ English 7 TT	111071
___ English 7 SC	111081
___ US History 7	235500
___ US History 7 H*	235536
___ US History 7 TT	235571
___ US History 7 SC	235581
___ Science 7	411500
___ Science 7 H*	411536
___ Science 7 TT	411571
___ Science 7 SC	411581
___ Math 7	311100
___ Math 7 H*	311136
(Math 8 Course)	
___ Math 7 TT	311171
___ Math 7 SC	311181
_X_ Health & PE 7	712033
	712034

***Placement in Honors classes is a *full-year* commitment.**

Note: **Parents/Guardians will be notified regarding placement in Algebra 1 Honors during the summer months, once assessment results become available.**

ELECTIVES

The remaining two classes are to be filled from the following elective choices: two (2) full-year electives; one (1) full-year and two (2) semester electives; or four (4) semester electives. NOTE: Inadequate staffing and/or enrollment may cause course cancellation.

FULL-YEAR ELECTIVES

___ Band*	923310
___ Orchestra*	923810
___ Treble Chorus*	928511
___ Basso Chorus*	928512

*Placement by LMS Music teachers.

___ Korean 1	587000

Note: World Language courses are High School credit classes.

SEMESTER ELECTIVES

Please number electives in order of preference, 1-9. Due to space limitations, we may not be able to honor all requests.

___ Family & Cons. Sci. 1	826332
___ Intro. to Foreign Lang.	570032
___ Eng. Design & Modeling	846432
___ Computer Solutions	660932
___ Coding & Innov. Tech. 1	616032
___ Art Foundations	910532
___ Computers in Art	911562
___ 3D Art Exploration	910632
___ Theatre Arts Appreciation	139067
___ Yearbook/Literary Magazine*	982662

_____

*Classroom Teacher Signature Required

REQUIRED ELECTIVES
IEP or Administrative Placement

___ LAP ((Year)	110867
___ Reading (Year)	110700
___ Act. Lit. 7 (Sem.)	011047
___ Power Math 7 (Sem.)	011066
___ Strat. for Success (Year)	781980
___ WAT (Year)	907060
___ Pers. Dev. (Year)	781540
___ Adapted PE	770017
___ Life Skills	798816

ESOL REQUIRED COURSES

___ LEP LEVEL 1 & 2	
Beg. English 7 for ELs	571063
Beg. ELD 7 for ELs	571064
ESOL Focus Science	571412
ESOL US History 7	571217
ESOL Math 7 TT	311194
___ Fast Math (if needed)	571300
___ LEP LEVEL 3	
Dev. ELD 7 for ELs	572064
ESOL English 7 TT	111094
US History	235500
ESOL Math 7 TT	311194
Science 7	411500
___ LEP LEVEL 4	
Academic Lang.	573061
English 7	111000
US History 7	235500
Math 7	311100
Science 7	411500

I understand that staffing is based on course selection and that my student's selections represent a firm commitment. The school reserves the right to change a student's selections based on schedule needs and/or conflicts.

_____ _____ _____

STUDENT SIGNATURE PARENT SIGNATURE DATE

LIBERTY MIDDLE SCHOOL
2021-2022
8th GRADE COURSE SELECTION SHEET

Attach Student Label Here

_____
(Last name, First name, ID#)

Parent/Guardian:_____ **Phone No.:**_____

Parent/Guardian E-mail:_____ **Team:**_____

_____Student has an IEP **_____Student has a 504 Plan** **_____Student is in ESOL Program**

REQUIRED COURSES

___English 8	112000
___English 8 H*	112036
___English 8 TT	112071
___English 8 SC	112081
___Civics & Econ. 8	235700
___Civics & Econ. 8 H*	235736
___Civics & Econ. 8 TT	235771
___Civics & Econ. 8 SC	235781
___Science 8	412500
___Science 8 H*	412536
___Science 8 TT	412571
___Science 8 SC	412581
___Pre-Algebra	311200
___Pre-Algebra TT	311271
___Pre-Algebra SC	311281
___Algebra 1	313000
___Algebra 1 H*	313036
___Geometry H*	314336

Note: Algebra 1, Algebra 1 H, and Geometry H are High School credit classes.

_X_Health & PE 8	720033
	720034

***Placement in Honors classes is a *full-year* commitment.**

ELECTIVES

The remaining two classes are to be filled from the following elective choices: Two (2) full-year electives; one (1) full-year and two (2) semester electives; or four (4) semester electives. NOTE: Inadequate staffing and/or enrollment may cause course cancellation.

FULL-YEAR ELECTIVES

___Band*	923311
___Orchestra*	923821
___Treble Chorus*	928911
___Basso Chorus	928912

**Placement by LMS Music teachers.*

___Spanish 1	551000
___French 1	511000
___German 1	521000
___Korean 1	587000
___Korean 2	587500
___Korean Immersion 2	587568

Note: World Language courses are High School credit classes.

SEMESTER ELECTIVES

Please number electives in order of preference, 1-11. Due to space limitations, we may not be able to honor all requests.

___Computers in Art	911562
___3D Art Exploration	910632
___Eng. Design & Modeling	846432
___Eng. Sim. & Fab.	846332
(Prereq.: Eng. Design & Modeling)	
___Eng. Adv. Des. & Prototyping	
(Prereq.: Eng. Sim. & Fab.)	
___Coding & Innov. Tech. 1	616032
___Coding & Innov. Tech. 2	616062
(Prereq.: Coding 1)	
___Family & Cons. Sci. 2	824432
___Yearbook/Literary Mag.	982662
___*(Eng. teacher's initials)*	
___Theatre Arts Appreciation	139067
___Advanced Theatre Arts	139569
(Prereq.: Theatre Arts Appreciation)	

REQUIRED ELECTIVES
IEP or Administrative Placement

___LEAP (Year)	110867
___Reading (Year)	110800
___ Act. Lit. 8 (Semester)	011048
___Alg. Read. 8 (Semester)	011012
___Strat. for Success (Year)	781980
___WAT (Year)	907060
___Pers. Dev. (Year)	781540
___Adapted PE	770017
___Life Skills	798816

ESOL REQUIRED COURSES

___LEP LEVEL 1 & 2	
Beg. English 8 for ELs	571065
Beg. ELD 8 for ELs	571066
ESOL Focus Science	571413
ESOL Civics & Econ. 8	571218
ESOL Pre-Algebra TT	311294
___Fast Math 3 (if needed)	571390
___LEP LEVEL 3	
Dev. ELD 8 for ELs	572065
ESOL English 8 TT	112094
Civics & Econ. 8	235700
ESOL Pre-Algebra TT	311294
Science 8	412500
___LEP LEVEL 4	
Academic Lang.	573065
English 8	112000
Civics & Econ. 8	235700
Science 8	412500
___ Pre-Algebra	311200
___Algebra 1	313000
___Algebra 1 H	313036

I understand that staffing is based on course selection and that my student's selections represent a firm commitment. The school reserves the right to change a student's selections based on schedule needs and/or conflicts.

_____ STUDENT SIGNATURE

_____ PARENT SIGNATURE

_____ DATE

White Copy—Student Services Dept.

Yellow Copy: Parent Signature Copy

Honors Program Information

Rising 7th Grade and Rising 8th Grade

2021-2022

Liberty Middle School offers Honors courses in mathematics, social studies, science, and English. FCPS encourages students to access the Honors program by taking at least one Honors course. In carefully considering Honors placement, student's should display a genuine interest and a willingness to learn in the specific subject area(s). Students should also take initiative to locate and research answers to their own questions in order to learn and solve problems.

Liberty Middle School
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