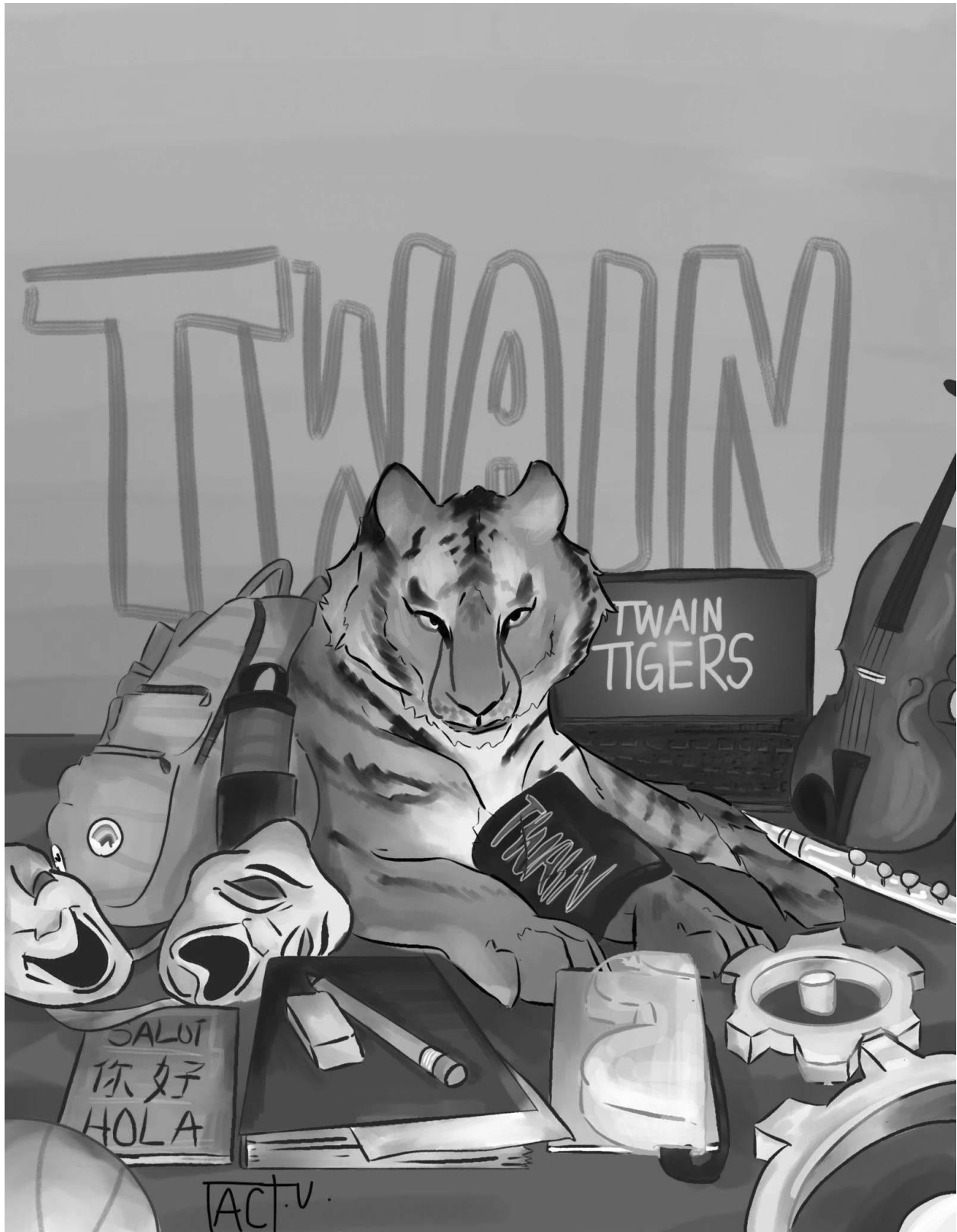


Course Catalog for 2022-23 School Year



# **MARK TWAIN MIDDLE SCHOOL**

4700 Franconia Road  
Alexandria, Virginia 22310

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# MARK TWAIN MIDDLE SCHOOL COURSE OFFERINGS

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## **MARK TWAIN MIDDLE SCHOOL**

### **THE HISTORY OF MARK TWAIN MIDDLE SCHOOL**

Mark Twain Middle School was organized as an intermediate school in 1960, to support a new concept in educating “betweeners.” These adolescents were not yet ready for the high school scene, but they had outgrown their elementary peers. Prior to this reorganization, Fairfax County Public Schools traditionally housed grades 1 – 7 in elementary school and grades 8 – 12 in high school. Each of the eight original intermediate schools was named for an American writer. We are proud to bear the name of Mark Twain, a nineteenth century humorist and writer who contributed significantly to American culture and literature. Mark Twain was the pen name of Samuel Langhorne Clemens who was born in 1835 and died in 1910. Raised in Hannibal, Missouri, Mark Twain’s life was influenced by his adventures on the Mississippi River. After he worked as a pilot on a riverboat, he wrote Life on the Mississippi, The Adventures of Tom Sawyer and The Adventures of Huckleberry Finn. From his experiences in the West, he wrote Roughing It. Subsequent to his travels overseas, he wrote Innocents Abroad, A Tramp Abroad and The Prince and the Pauper. Consequently, Mark Twain gained inspiration from his varied experiences and extensive travels to write his stories, jokes, descriptions and satirical comments on life at that time.

## **2022-2023 COURSE DESCRIPTION GUIDE**

The Mark Twain Course Description Guide is designed to provide information on course offerings and to assist students and their parents/guardians with course selections. The course offerings at Twain adhere to the guidelines and requirements of the Fairfax County School Board and the Virginia State Board of Education.

Required and elective courses are included in this course description guide. All students are required to register for a full instructional day. Students should consider their future goals and interests as course selections are made. Regular middle school courses do not earn credits. However, grades earned for Algebra 1, Algebra 1 Honors, Geometry Honors, Algebra 2, French 1, Spanish 1, Chinese 1 and Spanish Immersion 1 and 2 are recorded as credits on the high school transcript. These credits are also included to determine the student's high school grade point average (GPA). Therefore, each credit counts as one of the required courses for high school graduation. Seventh grade students who elect to take a part "A" language course will receive high school credit upon successful completion of the part "B" course in their 8<sup>th</sup> grade year.

### **THE MIDDLE SCHOOL PROGRAM**

The middle school provides a bridge between the elementary program and the high school program. Beyond meeting the academic needs of all seventh and eighth graders, our middle school staff encourages students to develop responsible work habits and appropriate behavior with peers and adults. Students are placed on teams, and their teachers collaborate to achieve the following goals:

- Ensure academic success for all students
- Create an outstanding academic program and nurturing environment
- Provide positive recognition for all students
- Identify academically and emotionally at-risk students
- Communicate with parents on a regular basis

**HONORS PROGRAM:** Honors classes, aligned with national standards for Advanced Academic Program (AAP) education, are **open for all students** who have an interest in challenging themselves to reach their highest potential. Before enrolling in an Honors class, parents and students should consult the student's teachers and counselor. Once enrolled, the expectation is that the student will complete the Honors course. Honors classes are available in the middle school in the four core academic areas of English, mathematics, social studies, and science. Honors classes use a Fairfax County Public Schools-developed middle school curriculum that extends the FCPS Program of Studies in depth and complexity. The curriculum is based on the Parallel Model, a national endorsed model of curriculum for high ability learners. Honors classes seek to provide opportunities to build on the individual strengths of identified achievers in core subjects in order to address their potential to progress to high levels of accomplishment through challenging inquiry and learning.

**INTERNATIONAL BACCALUARATE MIDDLE YEARS PROGRAMME:** The International Baccalaureate Middle Years Programme (IB MYP) is an internationally acknowledged course of study for students 11 to 16 years of age. It provides a framework of academic challenges that encourages students to take an active role in their learning in order to become critical thinkers, reflective individuals, and internationally minded role models. All students at Twain learn through the IB MYP educational framework. This style of learning is continued at Edison High School, where students can pursue a specialized International Baccalaureate diploma.

**BLOCK SCHEDULE:** Mark Twain runs under an even and odd day rotation. On Odd Period days, students are in all their ODD period classes (1<sup>st</sup>, 3<sup>rd</sup>, 5<sup>th</sup>, and 7<sup>th</sup>), and on Even Period days, students are in all their EVEN period classes (2<sup>nd</sup>, 4<sup>th</sup>, 6<sup>th</sup>, and 8<sup>th</sup>). Students will attend lunch through 5<sup>th</sup> period on Odd Period days and through 6<sup>th</sup> period on Even Period days.

**Learning Seminar:** Learning Seminar occurs during 4<sup>th</sup> period on Even Period days each week. During Learning Seminar, students are presented with school wide lessons on a variety of topics throughout the school year. It is used as an intervention time for our teachers to provide additional academic support for our students. It is also used as an opportunity for students to participate in enrichment or learning extensions.

**LUNCH:** Each lunch lasts 30 minutes. The student's schedule will determine the lunch shift assigned. Students will attend lunch through 5<sup>th</sup> period Odd days. Students will attend lunch through 6<sup>th</sup> period on Even Period days.

**LOCKERS:** Each student is assigned a hall locker near their 1st period classroom. Students will also have a locker assigned in physical education class. Locker combinations should not be shared with other students.

**STUDENT SERVICES:** Each student is assigned a counselor who provides student support in the areas of academic achievement, career awareness, and social/emotional development. The counselors also serve as referral resource persons and arrange parent conferences. Students can find the name of the counselor at the bottom of their schedule in Period 9. Student schedules are available through StudentVUE and ParentVUE.

## **GRADING SCALE PER FCPS GUIDELINES**

A (93-100)

A- (90-92)

B+ (87-89)

B- (83-86)

B (80-82)

C+ (77-79)

C (73-76)

C- (70-72)

D+ (67-69)

D (64-66)

## **GRADEBOOK ACCESS**

Students and parents are given access to student information systems (SIS) accounts where they can view student's grades and attendance in real time. Parents new to FCPS will receive access following registration, returning FCPS parents who do not have access can contact Student Services.

## **EXPUNGE POLICY**

High school credit courses taken in grades 7 and 8 become part of the student's high school transcript and are included in the calculation of the high school Grade Point Average (GPA) and weighted as such. Courses for high school credit taken by middle school students during summer school are included in the calculation of grade point average.

Virginia state and FCPS regulations permit parents/guardians of a middle school student who has completed a high school credit course to have that course expunged from the student's record.

The request to remove a course from the transcript must be made in writing to the middle or high school that the student will attend the following year and prior to the end of the first nine weeks of the school year.

Courses taken in the summer session following student promotion from the eighth grade are ineligible for removal from the high school transcript. Once deleted, the course cannot be reinstated.

# SEVENTH GRADE PROGRAM REQUIRED COURSES

English 7

United States History, 1865 to Present

Investigations in Environmental Science

Mathematics (Mathematics 7, Mathematics 7 Honors, or Algebra 1 Honors \*\*)

Health and Physical Education 7

## ELECTIVE COURSES

Mark Twain Middle School is committed to meeting the elective course preferences of our students to the best of our ability. While we cannot guarantee placement in courses beyond the required offerings, we will work to honor the preferences of students as best we can. The IBMYP programme recommends (but does not require) that students take a full year world language **each** year they are in middle school and that students take a visual **and** a performing art by the completion of their middle school experience.

FULL YEAR	HALF YEAR
<p><b>Performing Arts:</b>                      Intermediate Chorus                      Advanced Chorus*                      Beginning Band                      Intermediate Band (Woodwinds and Brass) *                      Advanced Band*                      Intermediate Orchestra*                      Advanced Orchestra*</p>	<p><b>Performing Arts:</b>                      Speech and Theatre Arts Appreciation                      Advanced Theatre Arts Appreciation*                      Technical Theatre Arts Appreciation</p>
<p><b>World Language:</b>                      Spanish 1 Part A<sup>+</sup>                      French 1 Part A<sup>+</sup>                      Chinese 1 Part A<sup>+</sup>                      Spanish Immersion 1<sup>**+</sup></p>	<p><b>Design:</b>                      Computer Solutions                      Coding and Innovative Technologies*                      Engineering Design and Modeling                      Family and Consumer Sciences 7</p>
<p><b>Additional Options:</b>                      Advancement Via Individual Determination (A.V.I.D.) *</p>	<p><b>Visual Arts:</b>                      Art Foundations                      3D Art Explorations*                      Computers in Art*                      Art Extensions*</p>

### Elective Choice Options:

1	2	3
<b><u>TWO</u></b> Full-Year Courses	<b><u>ONE</u></b> Full-Year Course <b>and</b> <b><u>TWO</u></b> Half-Year Courses	<b><u>FOUR</u></b> Half-Year Courses

\*Has prerequisite. See course description for more information

<sup>+</sup> High school credit course



## **REQUIRED COURSE DESCRIPTIONS**

### **ENGLISH 7**

**Full Year      Grade: 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**

**Full Year      Grade: 7**

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.**

### **UNITED STATES HISTORY, 1865 TO THE PRESENT**      **Full Year      Grade: 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****Full Year****Grade: 7**

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.

**INVESTIGATIONS IN ENVIRONMENTAL SCIENCE****Full Year****Grade: 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.

**INVESTIGATIONS IN ENVIRONMENTAL SCIENCE HONORS****Full Year****Grade: 7**

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

**MATHEMATICS 7****Full Year****Grade: 7**

**Prerequisite:** Grade 6 mathematics

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

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

## **MATHEMATICS 7 HONORS**

**Full Year**

**Grade: 7**

**Prerequisite:** Grade 6 mathematics (**It is recommended that students have successfully completed Advanced Grade 6 mathematics.**)

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

**Students are required to take the Standards of Learning 8 End of Course Test.**

## **HEALTH AND PHYSICAL EDUCATION 7**

**Full Year**

**Grade: 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

## **ADAPTED HEALTH AND PHYSICAL EDUCATION**

**Full Year**

**Grade: 7**

**Prerequisite:** Student's I.E.P. designates Adapted Physical Education

The adapted health and physical education course is a modified version of the general health and physical education course and is designed for students who have IEPs indicating adapted physical education services in a special education setting. Students strengthen and/or master basic skills developed at the elementary level. Emphasis is on organized lead-up activities, modified games, and fitness and wellness activities. Content areas include tumbling, rhythmic activities and dance, physical fitness, wellness-related testing, and application of skills in selected games and sports. Activities are designed for the student's present level of performance and directed to improve deficit areas and maximize participation. Students will participate in modified health education units required of their grade level.

# **EIGHTH GRADE PROGRAM REQUIRED COURSES**

English 8

Civics and Economics

Mathematics (Pre-Algebra, Algebra 1\*\*, Algebra 1 Honors\*\*, Geometry Honors\*\*)

Investigating Matter and Energy

Health and Physical Education 8

## **ELECTIVE COURSES**

Mark Twain Middle School is committed to meeting the elective course preferences of our students to the best of our ability. While we cannot guarantee placement in courses beyond the required offerings, Mark Twain Middle Schools will work to honor the preferences of students as best we can. The IBMYP programme recommends students take a full year world language and that students take a visual **and** a performing art by the completion of their middle school experience.

<b>FULL YEAR</b>	<b>HALF YEAR</b>
<b>Performing Arts:</b> Intermediate Chorus Advanced Chorus Beginning Band Intermediate Band (Percussion)* Intermediate Band (Woodwinds and Brass) * Advanced Band* Intermediate Orchestra* Advanced Orchestra* Advanced Theatre Arts Appreciation*	<b>Performing Arts:</b> Speech and Theatre Arts Appreciation Advanced Theatre Arts Appreciation* Technical Theatre Arts Appreciation
<b>World Language:</b> French 1+ Spanish 1+ Chinese 1 Part B** French 1 Part B** Spanish Immersion II**+	<b>Design:</b> Computer Solutions Coding and Innovative Technologies Engineering Simulation and Fabrication Family and Consumer Sciences 8
<b>Design &amp; Additional Options:</b> Engineering Simulation and Fabrication Advancement Via Individual Determination (A.V.I.D.) *	<b>Visual Arts:</b> Art Foundations 3D Art Explorations* Computers in Art* Art Extensions*

### **Elective Choice Options:**

<b>1</b>	<b>2</b>	<b>3</b>
<b><u>TWO</u></b> Full-Year Courses	<b><u>ONE</u></b> Full-Year Course <b>and</b> <b><u>TWO</u></b> Half-Year Courses	<b><u>FOUR</u></b> Half-Year Courses

\*Has prerequisite. See course description for more information

+ High school credit course

## REQUIRED COURSE DESCRIPTIONS

### **ENGLISH 8**

**Full Year**

**Grade: 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**

**Full Year**

**Grade: 8**

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.**

### **CIVICS AND ECONOMICS**

**Full Year**

**Grade: 8**

The grade eight program is designed to prepare students to be responsible, productive citizens in a democratic republic and an interconnected world. Students will gain an understanding of the concepts and processes of democratic government and the American economic system. Students examine the role that citizens play in the political, governmental, and economic systems in the United States. Students will acquire knowledge of the structure and operation of these systems at the national, state and local levels. 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 HONORS**

**Full Year**

**Grade: 8**

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.**

### **PRE-ALGEBRA**

**Full Year**

**Grade: 8**

**Prerequisite:** Mathematics 7

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

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

### **ALGEBRA 1**

**Full Year**

**Grade: 8**

**Prerequisite:** Mathematics 7 and/or Mathematics 8

This course extends students' knowledge and understanding of the real number system and its properties through the study of variables, expressions, equations, inequalities, and analysis of data derived from real-world phenomena. Emphasis is placed on making connections in algebra to geometry and statistics. 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**

**Full Year**

**Grade: 7 - 8**

**Prerequisite:** Mathematics 7 and/or Mathematics 8

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

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

**GEOMETRY HONORS****Full Year****Grade: 8****Prerequisite:** Algebra 1

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

**Students are required to take the Standards of Learning End of Course Test.****INVESTIGATING MATTER AND ENERGY****Full Year****Grade: 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 HONORS****Full Year****Grade: 8**

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.**

**HEALTH AND PHYSICAL EDUCATION 8****Full Year****Grade: 8**

Students continue to strengthen and/or master basic skills, participate in wellness activities, and analyze wellness data through 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.

**ADAPTED HEALTH AND PHYSICAL EDUCATION****Full Year****Grade: 7-8**

**Prerequisite:** Student's I.E.P. designates Adapted Physical Education

The adapted health and physical education course is a modified version of the general health and physical education course and is designed for students who have IEPs indicating adapted physical education services in a special education setting. Students strengthen and/or master basic skills developed at the elementary level. Emphasis is on organized lead-up activities, modified games, and fitness and wellness activities. Content areas include tumbling, rhythmic activities and dance, physical fitness, wellness-related testing, and application of skills in selected games and sports. Activities are designed for the student's present level of performance and directed to improve deficit areas and maximize participation. Students will participate in modified health education units required of their grade level.

**ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL)****BEGINNING ESOL ENGLISH****Full Year****Grade: 7- 8**

This is one of two English classes in which WIDA ELP Level 1 & 2 students may be enrolled. This class is designed to support the development of academic language and skills through alignment with the grade level Language Arts standards. It maintains a focus on vocabulary development, literacy skills and the writing process. This course may be repeated.

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

*Students enrolled in this course will take two periods of BEGINNING ESOL ENGLISH.*

**ESOL US HISTORY 7****Full Year****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.

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



**ESOL CIVICS AND ECONOMICS 8****Full Year****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.**

**DEVELOPING ESOL ENGLISH****Full Year****Grade: 7 – 8**

This is the English language class in which WIDA ELP Level 3 students may be enrolled. This class is designed to support the development of academic language and skills through alignment with the grade level Language Arts standards. It maintains a focus on vocabulary development, literacy skills and the writing process. When appropriate, Level 3 ESOL students may also be enrolled in grade level English class. This course may be repeated.

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

**ESOL 2 LEVEL U.S. HISTORY 7****Full Year****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.

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

**ESOL LEVEL 2 CIVICS 8****Full Year****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.**

**ESOL FOCUS SCIENCE****Full Year****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.

**8<sup>th</sup> grade students are required to take the Standards of Learning End of Course Test.**

## **ESOL ACADEMIC LANGUAGE**

**Full Year**

**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.

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## **ELECTIVE COURSES**

### **ART FOUNDATIONS**

**Half Year**

**Grade: 7 – 8**

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**

**Half Year**

**Grade: 7 - 8**

**Prerequisite:** Art Foundations or eighth grade standing

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

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

*Computer-generated art will be produced as well as traditional studio art.*

### **3D ART EXPLORATION**

**Half Year**

**Grade: 7 – 8**

**Prerequisite:** Art Foundations or eighth grade standing

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

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

**ART EXTENSIONS**

**Half Year**

**Grade: 7 – 8**

**Prerequisite:** Art Foundations or eighth grade standing

Use new materials and techniques, refine artmaking skills, and interpret and express ideas related to the theme of relationships. Developing a personal style and a high level of quality and craftsmanship in drawing, painting, printmaking, sculpture, ceramics and crafts. Expand the use of problem-solving approaches to explore concepts, analyze, respond to, and produce innovative and meaningful artworks. Study historical and contemporary artists from different times and diverse cultures and learn to critique personal artworks and the works of others to inform personal artmaking.

**BEGINNING BAND**

**Full Year**

**Grade: 7–8**

**Prerequisite:** none

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

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

**INTERMEDIATE BAND**

**Full Year**

**Grade: 7–8**

*(Woodwinds and Brass or Percussion)*

**Prerequisite:** Successful audition

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

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

**ADVANCED BAND**

**Full 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. 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 CHORUS**

**Full Year**

**Grade: 7–8**

This course provides instruction in proper vocal techniques, music fundamentals, and rehearsal practices. Through a variety of choral literature, students will experience two and/or three-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.**

**ADVANCED CHORUS**

**Full Year**

**Grade: 7–8**

**Prerequisite:** Placements are determined after completion of a successful audition.

This course provides instruction in proper vocal techniques, music fundamentals, and rehearsal practices. Through a variety of choral literature, students will experience two and/or three-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. Options for the Advanced Chorus classes include Advanced Mixed Chorus and Advanced Treble Chorus.

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

**INTERMEDIATE ORCHESTRA**

**Full 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 outside of the school day participation requirements to receive credit for this course.

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

**ADVANCED ORCHESTRA**

**Full 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 outside of the school day participation requirements to receive credit for this course.

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

**SPEECH AND THEATRE ARTS APPRECIATION**

**Half Year**

**Grade: 7 – 8**

Students develop an appreciation of speech and theatre arts through an introduction to the basic concepts and skills relating to oral communication and acting. They begin to develop poise and confidence in speaking, and they develop skills in listening, collaborating, and discussing in group situations. They participate in a variety of dramatic activities by exploring improvisation and dramatic interpretation. Course may consist of speech topics, drama topics, or a combination of both.

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

**ADVANCED THEATRE ARTS APPRECIATION**      **Half Year or Full Year**      **Grade: 7-8**

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

Students who are continuing the study of theatre arts for a second year will be taught to apply and expand the skills developed in the introductory class. They will participate in a variety of dramatic activities and perform for varied 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.**

**TECHNICAL THEATRE ARTS APPRECIATION**      **Half Year**      **Grade: 7 – 8**

Students develop an appreciation of technical theatre, including lighting, sound, scenery, costumes, and stage management. Students will develop skills in listening, collaborating, and discussing in group situations. Students will explore and design technical theatre elements.

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

**FAMILY AND CONSUMER SCIENCES 7**      **Half Year**      **Grade: 7**

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

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

**FAMILY AND CONSUMER SCIENCES 8**      **Half Year**      **Grade: 8**

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

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

**COMPUTER SOLUTIONS**      **Half Year**      **Grade: 7 – 8**

Computer Solutions uses project based learning to teach practical computer skills that can be applied to all courses across the curriculum. Instruction includes units in proper keyboarding technique, computer components, operating systems, presentation tools, spreadsheets and charting, databases, word processing, integration, internet research tools, and computer ethics. This course

extends student expertise in the 16 Career Clusters and develops an understanding of career pathways with an emphasis on career and college readiness. The above is achieved through meaningful and fun projects that engage all learners.

### **CODING AND INNOVATIVE TECHNOLOGIES**

**Half Year**

**Grade: 7 – 8**

**Prerequisite:** Computer Solutions

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.

### **ENGINEERING DESIGN & MODELING**

**Half Year**

**Grade: 7**

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 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** **Half Year or Full Year** **Grade: 8**

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.**

**A.V.I.D. (Advancement Via Individual Determination)**      **Full Year**      **Grade: 7 – 8**

**Prerequisite:** Participants selected through teacher recommendation, application, and interview process.

**Corequisite:** *Seventh grade students must be concurrently enrolled in at least one honors course or Language Part A course. Concurrent enrollment in either Algebra or a world language is required for 8<sup>th</sup> graders.*

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

**WORLD LANGUAGES**

**SPANISH 1 PART A**      **Full Year**      **Grade: 7**

**Prerequisite:** None

Students begin to develop the ability to communicate about themselves and their immediate environment using simple sentences containing basic language structures. This communication is evidenced in all four language skills - listening, speaking, reading and writing - with emphasis on the ability to communicate orally and in writing. Students begin to explore and study the POS themes and topics of Spanish Level 1. Students also explore traditions, customs, beliefs, and cultural contributions and how these elements relate to language. This course does not count as a world languages high school credit.

**SPANISH 1 PART B**      **Full Year**      **Grade: 8**

**Prerequisite:** Spanish 1 Part A

Students continue to develop the ability to communicate about themselves and their immediate environment using simple sentences containing basic language structures. This communication is evidenced in all four language skills - listening, speaking, reading and writing - with emphasis on the ability to communicate orally and in writing. Students continue to explore and study the POS themes of Personal and Family Life, School Life, Social Life, and Community Life. Credit becomes a part of the high school transcript, is included in the determination of the high school grade point average (GPA), and counts towards fulfilling the world languages requirements of the high school Advanced Studies diploma. It also counts towards the number of credits required for high school graduation.

**CHINESE 1 PART A****Full Year****Grade: 7****Prerequisite:** None

Students begin to develop the ability to communicate about themselves and their immediate environment using simple sentences containing basic language structures. This communication is evidenced in all four language skills - listening, speaking, reading and writing - with emphasis on the ability to communicate orally and in writing. Students begin to explore and study the POS themes and topics of Chinese Level 1. Students also explore traditions, customs, beliefs, and cultural contributions and how these elements relate to language. This course does not count as a world languages high school credit.

**CHINESE 1 PART B****Full Year****Grade: 8****Prerequisite:** Chinese 1 Part A

Students continue to develop the ability to communicate about themselves and their immediate environment using simple sentences containing basic language structures. This communication is evidenced in all four language skills - listening, speaking, reading and writing - with emphasis on the ability to communicate orally and in writing. Students continue to explore and study the POS themes of Personal and Family Life, School Life, Social Life, and Community Life. Credit becomes a part of the high school transcript, is included in the determination of the high school grade point average (GPA), and counts towards fulfilling the world languages requirement of the high school Advanced Studies diploma. It also counts towards the number of credits required for high school graduation.

**FRENCH 1 PART A****Full Year****Grade: 7****Prerequisite:** None

Students begin to develop the ability to communicate about themselves and their immediate environment using simple sentences containing basic language structures. This communication is evidenced in all four language skills - listening, speaking, reading and writing - with emphasis on the ability to communicate orally and in writing. Students begin to explore and study the POS themes and topics of French Level 1. Students also explore traditions, customs, beliefs, and cultural contributions and how these elements relate to language. This course does not count as a world languages high school credit.

**FRENCH 1 PART B****Full Year****Grade: 8****Prerequisite:** French 1 Part A

Students continue to develop the ability to communicate about themselves and their immediate environment using simple sentences containing basic language structures. This communication is evidenced in all four language skills - listening, speaking, reading and writing - with emphasis on the ability to communicate orally and in writing. Students continue to explore and study the POS themes of Personal and Family Life, School Life, Social Life, and Community Life. Credit becomes a part of the high school transcript, is included in the determination of the high school grade point average (GPA), and counts towards fulfilling the world languages requirements of the high school Advanced Studies diploma. It also counts towards the number of credits required for high school graduation.



**SPANISH 1****Full Year****Grade: 8****Prerequisite:** None

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

**FRENCH 1****Full Year****Grade: 8****Prerequisite:** none

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

**SPANISH IMMERSION 1****Full Year****Grade: 7****Prerequisite:** Participation in the Elementary Partial-Immersion Program in grades 1-6.

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

**SPANISH IMMERSION 2****Full Year****Grade: 8****Prerequisite:** Seventh Grade Immersion 1

This course is designed to meet the needs of the immersion students in regard to their second language development. Students continue their development of language proficiency in all four skills: listening, speaking, reading, and writing. They read material on familiar topics and produce short writing samples while studying the themes and topics of Home Life, Student Life, Leisure Time, and Vacation and Travel. The content of this course is aligned with the Level 2 POS. Credit becomes part of the high school transcript, is included in the determination of the high school grade point average (GPA), and counts towards fulfilling the world languages requirements of the Advanced Studies diploma. This course counts toward the number of credits required for graduation.

**ACADEMIC SUPPORT****STRATEGIES FOR SUCCESS****Full 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. While students may receive assistance on core curricular assignments, the course is not designed to serve as a study hall and is meant to support the development of academic habits necessary for academic success. Students may enroll in this course multiple years as appropriate.

**PERSONAL DEVELOPMENT****Full Year****Grade: 7 – 8**

Designed for students whose social/emotional needs affect their school performance. Instructional 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 Educational Program (IEP).

**WORK AWARENESS AND TRANSITION****Full****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.

**ACTION LITERACY 7****Half Year****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**

**Half Year**

**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.

**LEARNING THROUGH ACTIVE PARTICIPATION**

**Full Year**

**Grade: 7-8**

This year-long intervention course is designed to meet the needs of students whose literacy is below grade level expectations. This is a blended learning course that addresses individual student needs through a combination of direct teacher instruction using high-interest texts, choice reading, and individualized software. 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.

**RESPONSIVE WRITING**

**Half Year**

**Grade: 8**

Responsive Writing is a one-semester English Writing SOL support class for 8th grade students. This small intervention class will focus on implementing the writing process and applying the Six Traits of Writing. These classes are capped at 15 students. Built around best practices in writing such as conferring, using mentor text, and supporting real-world writing, this class offers students strategies that enable them to write effectively.

**POWER MATHEMATICS 8**

**Full Year**

**Grade: 8**

Power Mathematics is a one-semester course that focuses on fundamental skills with ratios and proportions, measurement in two and three dimensions and statistics, along with heavy emphasis on algebraic thinking and equations. Additionally, the class includes direct instruction in science concepts including scientific investigation, living systems, ecosystems, heredity, and diversity. *Students who master content 1<sup>st</sup> semester may transition to a new elective 2<sup>nd</sup> semester.*

**ALGEBRA READINESS (ARI)**

**Full Year**

**Grade: 7-8**

Algebra Readiness Initiative (ARI) is a focused intervention class designed to assist students taking Algebra I. The Standards of Learning (SOL) for Algebra 1 are the focus of the course. Student's strengths and weaknesses in these mathematics standards are identified utilizing the on-line Algebra Readiness Diagnostic Test (ARDT). The class will focus on strengthening the individual student's SOL-related weaknesses and reinforcing SOL strengths.

**LITERACY 7****Full Year****Grade: 7**

This elective course offers students opportunities for reading improvement and incorporates reading competencies addressed in the Virginia Standards of Learning. Students concentrate on reading for meaning through both fiction and nonfiction materials. (With approval, schools may offer an alternate plan for incorporating reading instruction into other courses).

**LITERACY 8****Full Year****Grade: 8**

This elective course offers students opportunities for reading improvement and incorporates reading competencies addressed in the Virginia Standards of Learning. Students concentrate on reading for meaning through both fiction and nonfiction materials. (With approval, schools may offer an alternate plan for incorporating reading instruction into other courses).

**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), and dual enrollment courses. Students may earn college credits based on the results of their examinations (AP or IB) or course grade (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: <http://www.fcps.edu/is/aap/index.shtml>. AP and IB courses are advanced-level courses with external exams. Students who take AP and IB courses are required to complete the examinations.

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

### **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 several languages: American Sign Language, Amharic, Arabic, Bengali/Bangla, Chinese/Mandarin, Farsi/Persian, French, German, Hindi, Italian, Japanese, Korean, Nepali, Punjabi, Russian, Somali, Spanish, Tagalog/Pilipino, Tamil, Telugu, Twi, Urdu, or Vietnamese. Students who are successful on the exam receive two world languages credits which may be used to fulfill the world languages requirements/electives of the Advanced Studies or Standard Diplomas. In addition, middle school students in grades 6-8 enrolled in certain ESOL 5720-5730 courses may receive up to two world languages credits towards high school graduation requirements in the two-plus-two option for fulfilling the world languages requirement. High school students enrolled in ESOL 5720 courses may receive elective or up to two world languages credits toward high school graduation requirements in the two-plus-two option for fulfilling the world languages requirement. For more information on the exam, go to: <http://www.fcps.edu/is/worldlanguages/creditexam/index.shtml> or contact the World Languages Team at 571-423-4602.

### **INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME IN HIGH SCHOOL**

Annandale, Edison, Lee, Marshall, Mount Vernon, Robinson, South Lakes, and Stuart High Schools offer the International Baccalaureate (IB) Diploma Program. 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 3 and not more than 4 of these subjects at higher level (HL), the others at standard level (SL). All students enrolled in an IB course are required to complete the end-of-course IB exams. IB diploma candidates must complete 150 hours of extracurricular activities and community service, take the Theory of Knowledge course, and write a 4000 word essay on a topic of their choice. Students in IB schools may also take IB courses in areas of academic strength and interest. IB diploma course students take one or more IB courses and the associated exam(s) and receive recognition for each IB exam with a score of "4" or better. 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, South Lakes, Mount Vernon, and Stuart High Schools implement the IB Middle Years Program in 9<sup>th</sup> and 10<sup>th</sup> grade. Students may choose to work toward the MYP certificate which requires the completion of a personal project at the end of 10<sup>th</sup> grade and success on the MYP 10<sup>th</sup> grade assessments.

### **ADVANCED PLACEMENT IN HIGH SCHOOL**

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

### **THOMAS JEFFERSON HIGH SCHOOL FOR SCIENCE AND TECHNOLOGY**

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

### **FCPS ONLINE COURSES**

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

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

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

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

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### **STUDENT FEES**

Courses that require a student fee for consumable materials have been designated in this catalog. The schedule of divisionwide student fees to be charged for any elective course can be found in Notice 5922 at <https://www.fcps.edu/about-fcps/policies-regulations-and-notice>. Students eligible for the federal Free and Reduced-Price meals program may have course and test fees waived. For more information, see your school counselor.

## STANDARD DIPLOMA

### 22 CREDIT DIPLOMA REQUIREMENTS FOR GRADUATION

The requirements for a student to earn a diploma shall be those in effect when the student enters the 9<sup>th</sup> grade for the first time. The following applies to students who enter 9<sup>th</sup> grade in 2020-2021 and beyond.

To graduate from high school, students shall meet the minimum requirements for the Standard Diploma as outlined below, including 22 standard credits, 6 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 the associated end-of-course SOL test. In some cases, students may utilize substitute tests, certifications, or the appeal process to earn verified credits. State guidelines prescribe the number of verified credits required for graduation for students entering a Virginia public high school for the first time during the tenth grade or after. In 2013, the Virginia Board of Education (Board) voted to amend the graduation requirements for students with disabilities. The changes in graduation requirements provide eligible students with disabilities 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 20-131-50)		
Subject Area	Standard Credits	Verified Credits
English	4	2
Mathematics <sup>1</sup>	3	1
Laboratory Science <sup>2</sup>	3	1
History and Social Sciences <sup>3</sup>	4	1
World Language, Fine Arts or CTE	2	
Health and Physical Education	2	
Economics & Personal Finance	1	
Electives	3	
<b>Total Credits<sup>6</sup></b>	<b>22</b>	<b>5</b>

*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. The Board of Education (Board) shall approve additional courses to satisfy this requirement.*

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

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

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

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

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

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

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

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

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



## ADVANCED STUDIES DIPLOMA 26 CREDIT DIPLOMA REQUIREMENTS FOR GRADUATION

The requirements for a student to earn a diploma shall be those in effect when the student enters the 9<sup>th</sup> grade for the first time. The following applies to students who enter 9<sup>th</sup> grade in 2020-2021 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 the associated end-of-course SOL test. In some cases, students may utilize substitute tests or certifications 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 tenth grade or after. Consult your school counselor for specific information.

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

Advanced Studies Diploma Course Requirements (8 VAC 20-131-50)		
Subject Area	Standard Credits	Verified Credits
English	4	2
Mathematics <sup>1</sup>	4	1
Laboratory Science <sup>2</sup>	4	1
History and Social Sciences <sup>3</sup>	4	1
World Language <sup>4</sup>	3	
Health and Physical Education	2	
Economics & Personal Finance	1	
Fine Arts or Career and Technical Ed	1	
Electives	3	
<b>Total Credits<sup>6</sup></b>	<b>26</b>	<b>5</b>

*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. The Board of Education (Board) shall approve additional courses to satisfy this requirement.*

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

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

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*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.*

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