Welcome to Langston Hughes Middle School
The course description guide is designed to provide information on course offerings and to assist students and their parents with course selections. The course offerings at Hughes adhere to the guidelines and requirements of the Fairfax County School Board and the Virginia State Board of Education. Parents, students, teachers, and counselors work together to help select appropriate classes for students.

The middle school educational program at Hughes strives to provide a bridge between the elementary program and high school program. A major goal is to meet the academic needs of all students, while encouraging them to develop responsible habits and appropriate behavior with their peers and adults. The 7th and 8th grade curricula place strong emphasis on a basic academic program. Students are encouraged to explore the many diverse offerings in the elective program. Individual needs are accommodated through the special education program, ESOL program, and the Honors/Advanced Academic program.

### Langston Hughes Middle School Directory

**Administration**
- Aimee Monticchio – Principal
- Davina R. Johnson - Director of Student Services
- Jon Kemmerer - Assistant Principal
- Brian Plancich - Assistant Principal

**School Counselors**
- Mark Blocker
- Marissa Brooks
- Phyllis DeGraffenried
- Tanipa Thomas

**Support Staff**
- Franklin Kyle- After School Specialist
- Melinda Rivas- Parent Liaison
- Carmen Roman- Student Services Assistant

**School Counseling Mission Statement**

The Hughes Middle School Counseling Program facilitates academic, personal, social/emotional, and career development for all students. Counselors work with each student in developing an understanding of themselves, resolving conflict, and defining individual goals that reflect his or her interests, abilities, and aptitudes. Working as advocates and in partnership with each student’s support system, counselors ensure that all students are prepared with knowledge and skills to contribute to their full potential as lifelong learners and productive citizens in a diverse society.

### The Middle School Schedule
This guide contains descriptions for all 7th and 8th grade courses. All students are required to register for seven (7) courses. The bolded courses are year-long courses that all students are required to take. Some electives, including World Languages and music are also year-long. There are some electives that are semester courses, meaning that they last for half the school year.

1. English  
2. Math  
3. Social Studies  
4. Science  
5. Health and PE  
6. Elective #1  
7. Elective #2

Please consider your course selections carefully. Think about your interests and future goals. Once courses are selected they may not be changed. All course offerings are subject to adequate enrollment and staffing.

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**Student Life at Hughes**

**Time:** School begins at 7:30 am and ends at 2:15 pm.

**Schedule:** Hughes follows a block schedule with blue and grey days. Students will attend periods 1, 3, 5, 7 on blue days and periods 2, 3, 4, 6 on grey days. Class periods are 90 minutes; 3rd period is 45 minutes since it meets every day. Students have 3 minutes between each class.

**Lunch:** The lunch period is 30 minutes. A student's lunch period is determined by his or her class schedule.

**Lockers:** Each student is assigned a locker. They will have another locker for PE class in the gym locker room. Students should never share their locker combinations.

**Connections** (10th period): Students will spend 45 minutes in their Connections class following their 3rd period class. This is an opportunity for students to read and/or complete work based on individual needs.

**Approaches to Learning** (ATL): Students will receive their ATL lesson at a specified time during each month. This time provides students with opportunities to learn about the IB/MYP program.

**After school activities:** Teachers are available to work with students after school. Students can make-up tests, get extra help, and complete homework during this time. There are also a variety of clubs that students can join through the Hughes Afterschool program. Late buses are available to take students home at 4:30 pm three days a week.

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**GRADING SYSTEM**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>(93-100) = 4.0</td>
</tr>
<tr>
<td>B-</td>
<td>(80-82) = 2.7</td>
</tr>
<tr>
<td>D+</td>
<td>(67-69) = 1.3</td>
</tr>
</tbody>
</table>

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  

*Effective September 2009

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 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.

EXPUNGING HIGH SCHOOL COURSES TAKEN IN MIDDLE SCHOOL

In accordance with Virginia state 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: 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 standard and verified credit requirements.

PASS-FAIL

The Fairfax County School Board policy permits students to take certain high school courses on a pass-fail basis. With parental/guardian approval, middle and high school students are given the option of taking one high school elective credit per school year 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 requiring parent/guardian approval requiring parent 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. This decision may not be reversed. If a student drops a class being taken on a pass-fail basis and transfers to a new class, the student shall have 10 school days to make a decision as to whether the new class will be taken on a pass-fail basis, provided it is a high school world language or ESOL course.

Grades are determined as follows:

- "P" for an A, A-, B+, B, B-, C+, C, C-, D+, 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.

COURSES TAKEN OUTSIDE OF FCPS

Currently enrolled FCPS students who wish to take a course outside of FCPS and transfer back the credit must have
written approval from their school prior to enrolling in the course. The course must meet the requirements outlined in the current version of FCPS regulation 2408 and Virginia state regulations. For additional information about pursuing coursework outside of FCPS for credit, please contact your school counselor.

**WITHDRAW 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. 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. 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.

**PROMOTION POLICY**

To qualify for promotion, seventh and eighth 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 of and explanation to the student’s parents or guardians; however, the decision shall rest with the base school principal.

However, students who earn an “F” as a final grade in one or two core subjects are retained, at the discretion of the principal, and encouraged to participate in an intervention program. Based upon the extent to which a student demonstrates knowledge and competency of identified standards of achievement in an intervention program, he/she is promoted or retained. Students who are promoted may receive continued intervention throughout the following school year. If students do not participate in an intervention program, they are retained at the discretion of the principal.

**WORLD LANGUAGES PROFICIENCY CREDIT**

The Credit Exam for World Languages is given in each fall and winter 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, Pashto, Punjabi, Russian, Sanskrit, Somali, Spanish, Tagalog/Pilipino, Tamil, Telugu, Tigrinia, 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:
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.

**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. 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 website at: [https://www.fcps.edu/registration/advanced-academics-identification-and-placement/high-school](https://www.fcps.edu/registration/advanced-academics-identification-and-placement/high-school)

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.

**International Baccalaureate Middle Years Program**

The International Baccalaureate Middle Years Program (IBMYP) is a program designed for students in grades 6-10 and is available to 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. 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. The IBMYP program is available at the following middle and high schools: Annandale, Poe, Stuart, Glasgow, South Lakes, Hughes, Mount Vernon, Whitman, Lee, Key, Edison, Twain, and Robinson.

**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.

**International Baccalaureate in High School**

Annandale, Edison, Lee, Marshall, Mount Vernon, Robinson, South Lakes, and Stuart 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 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.

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 Approaches to Learning 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, Lee, Mount Vernon, Robinson, South Lakes, and Stuart 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 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://www.fcps.edu/registration/thomas-jefferson-admissions.

**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: http://www.fcps.edu/is/onlinecampus/.

The following courses are currently available online for middle school students:
Algebra 1, Algebra 1 Honors, Geometry, Geometry Honors, Algebra 2, Algebra 2 Honors, Precalculus
Korean 1, Korean 2, Spanish 1, Spanish 2

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 http://www.boarddocs.com/vsba/fairfax/Board.nsf/files/8VTGQIE4E4FE/$file/R5922.pdf. 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 9th grade for the first time. The following applies to students who enter 9th grade in 2016-2017 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. 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.

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>Standard Credits</th>
<th>Verified Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>Mathematics(^1)</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Laboratory Science(^2,(^4))</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>History and Social Sciences(^5,(^6))</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>Health and Physical Education</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>World Language, Fine Arts or Career and Technical Ed(^7)</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Economics &amp; Personal Finance</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Electives(^8)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Student Selected Test(^9)</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Career and Technical Education Credential(^9)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>First Aid/CPR/AED Training(^8)</td>
<td></td>
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</tbody>
</table>

Total Credits\(^{10}\) 22 6

\(^1\) 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 above the level of Algebra II. 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. 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.

\(^5\) A student may utilize additional tests for earning verified credit in computer science, technology, career and technical education, economics, or other areas as prescribed by the Board in 8 VAC 20-131-110.

\(^6\) Students who complete a career and technical education program sequence and pass an examination or occupational competency assessment in a career and technical education field that confers certification or an occupational competency credential from a recognized industry, or trade or professional association, or acquires a professional license in a career and technical education field from the Commonwealth of Virginia may substitute the certification, competency credential, or license for (i) the student selected verified credit and (ii) either a science or history and social science verified credit when the certification, license, or credential confers more than one verified credit. The examination or occupational competency assessment must be approved by the Board as an additional test to verify student achievement.

\(^7\) 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.

\(^8\) Students shall earn a career and technical education credential approved by the Board that could include, but not be limited to, the successful completion of an industry certification, a state licensure examination, a national occupational competency assessment, or the Virginia Workplace Readiness Assessment.

\(^9\) 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.

\(^10\) Students shall successfully complete one virtual course, which may be a noncredit-bearing course or elective credit bearing course that is offered online.

**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 9th grade for the first time. The following applies to students who enter 9th grade in 2016-2017 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, 9 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 in 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 sequence 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)

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<tr>
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</tr>
<tr>
<td>Total Credits</td>
<td>26</td>
<td>9</td>
</tr>
</tbody>
</table>

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. 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 A student may utilize additional tests for earning verified credit in computer science, technology, career or technical education, economics, or other areas as prescribed by the Board in 8 VAC 20-131-110.

6 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.

7 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.

### BUSINESS & INFORMATION TECHNOLOGY

**COMPUTER SOLUTIONS (660932)**  
Grades: 7, 8  
Credit: non-credit

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.
readiness. The above is achieved through meaningful and fun projects that engage all learners.

**CODING AND INNOVATIVE TECHNOLOGIES (616032)**
Grades: 7, 8  
Credit: non-credit  
Prerequisite: Computer Solutions or equivalent skill

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.

**ENGLISH**

**ACTION LITERACY 7 (011047)**
Grades: 7  
Credit: non-credit

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 acquisition 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 (011048)**
Grades: 8  
Credit: non-credit

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 acquisition 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.

**READ 180 NEXGEN (110867)**
Grades: 7, 8  
Credit: non-credit

READ 180 is a full year reading intervention course designed to meet the needs of students whose reading achievement is well below the proficient level. The course addresses individual needs through direct teacher instruction, high-interest reading material, and adaptive instructional software. Because it is an intervention course, READ 180 is capped at 15 students. It can be accessed by both seventh and eighth graders from ESOL, general, and special education populations. Depending on their proficiency level, some students might be in the course for two years.

**READING 7 (110700)**
Grades: 7  
Credit: non-credit

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.)

**READING 8 (110800)**
Grades: 8  
Credit: non-credit

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.)

**ENGLISH 7 (111000)**
Grades: 7  
Credit: non-credit

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 building vocabulary, 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 HN/AA (111036/02)**
Grades: 7  
Credit: non-credit

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.**

**ENGLISH 8 (112000)**
Grades: 8  
Credit: non-credit

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 building vocabulary, 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 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 HN/AA (112036/02)**
Grades: 8  
Credit: non-credit

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.**

**ENGLISH FOR SPEAKERS OF OTHER LANGUAGES**

**BEGINNING ENGLISH 7 FOR ELS (571063)**
WIDA ELP LEVEL 1&2  
Grades: 7  
Credit: non-credit

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,
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 ELD 7 FOR ELS (571064)**
**WIDA ELP LEVEL 1&2**
Grades: 7
Credit: non-credit

**BEGINNING ENGLISH 8 FOR ELS (571065)**
**WIDA ELP LEVEL 1&2**
Grades: 8
Credit: non-credit

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.

**DEVELOPING ELD 7 FOR ELS (572064)**
**WIDA ELP Level 3**
Grades: 7
Credit: one

**DEVELOPING ELD 8 FOR ELS (572065)**
**WIDA ELP Level 3**
Grades: 8
Credit: non-credit

**ESOL ACADEMIC LANGUAGE (573061)**
**WIDA ELP LEVEL 4**
Grades: 7, 8
Credit: one

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 (571218)**
**WIDA ELP Level 1 & 2**
Grades: 8
Credit: non-credit

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.

**ESOL CIVICS & ECONOMICS 8 (571218)**
**WIDA ELP Level 1 & 2**
Grades: 8
Credit: non-credit

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.

**ESOL FOCUS SCIENCE (571400)**
**WIDA ELP LEVEL 1 & 2**
Grades: 7, 8
Credit: non-credit

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

**FAST MATH 7 FOR ELS (571300)**
**WIDA ELP Level 1 & 2**
Grades: 7
Credit: non-credit

Students are required to take the Standards of Learning End of Course Test.
FAST MATH 8 FOR ELS  (571390)
WIDA ELP LEVEL 1 & 2
Grades: 8  Credit: non-credit
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.

STRATS FOR SUCCESS  (781992)
Grades: 7, 8  Credit: non-credit
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.

FAMILY & CONSUMER SCIENCES
FAMILY AND CONSUMER SCIENCES 7  (826332)
Grades: 7  Credit: non-credit
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. Instruction is also provided in 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  (824432)
Grades: 8  Credit: non-credit
This course simulates life experiences that provide a foundation for managing individual, family, career, and community roles and responsibilities. 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 the background on the stages of early childhood development as related to childcare. Time is provided for career exploration that will assist students in high school course selection. 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.

FINE ARTS
MUSIC
BEGINNING BAND  (923210)
Grades: 7, 8  Credit: non-credit
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  (923310)
Level 1
Cadet Band
Grades: 7, 8  Credit: non-credit
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  (923410/11)
Level 1
Concert and Symphonic Bands
Grades: 7, 8  Credit: non-credit
Prerequisite: Successful audition
Advanced level band offers instruction to the advanced player. In-depth study of musical concepts will be conceptualized 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.

PERCUSSION ENSEMBLE  (925010)
Grades: 7, 8  Credit: non-credit
Prerequisite: Successful audition
Corequisite: May require membership in another music class
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.

BEGINNING ORCHESTRA  (923710)
Grades: 7, 8  Credit: non-credit
Prerequisite: none
Beginning level orchestra 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 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 ORCHESTRA  (923810)
Level 1
Grades: 7, 8  Credit: non-credit
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  (923910/11)
Level 1
Grades: 7, 8 Credit: non-credit
Prerequisite: Successful audition

This course is intended for developing Sopranos and Altos. This course requires a student materials fee as listed in FCPS Notice 5922.

ADVANCED ORCHESTRA  (923910/11)
Level 2
Grades: 8 Credit: non-credit
Prerequisite: Successful audition

Students who are continuing the study of theatre arts for a second year will be taught to analyze, apply and expand the skills developed in the introductory class. They will participate in a variety of dramatic activities and perform for varied audiences. Participation in co-curricular activities and performances may be required to receive credit for this course. This course is designed for students who are interested in an expanded study of theatre arts, oral communication and production. This course requires a student materials fee as listed in FCPS Notice 5922.

FINE ARTS
THEATRE ARTS

SPEECH AND THEATRE ARTS APPRECIATION  (139063)
Grades: 7 Credit: non-credit

Students will develop an appreciation of speech and theatre through an introduction to the basic concepts and skills related to oral communication, acting and performance. Through observing and participating in a variety of speech and performance activities, students will enhance creativity, confidence and communication. Students will use skills and knowledge acquired to appreciate and understand the purpose of speech and theatre arts in their immediate and global communities.

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

THEATRE ARTS APPRECIATION SEMESTER  (139067)
Grades: 8 Credit: non-credit

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

FINE ARTS
ART FOUNDATIONS SEMESTER  (910532)
Grades: 7, 8 Credit: non-credit

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.

3D ART EXPLORATION SEMESTER  (910632)
Grades: 7, 8 Credit: non-credit

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 SEMESTER (911532)**
Grades: 7, 8 Credit: non-credit
Prerequisite: Art Foundations

Use new materials and techniques to refine artmaking skills. Develop a personal style and attain a high level of quality and craftsmanship in drawing, painting, printmaking, sculpture, ceramics and crafts. Interpret and express feelings and ideas related to the concept of relationships in innovative ways. Study artists from different times and diverse cultures. Learn to critique personal artworks and the works of others to inform art-making. 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 (911562)**
Grades: 7, 8 Credit: non-credit
Prerequisite: Art Foundations or eighth grade standing

Integrate the computer and associated technology with traditional art media and practices to create original work. 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.

**GENERAL**

**STRATEGIES FOR SUCCESS SEMESTER (781933/34)**
Grades: 7, 8 Credit: non-credit

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.

**AVID (982816)**
Advancement via Individual Determination
Grades: 7, 8 Credit: non-credit
Prerequisite: Participants selected through application and interview process.
Corequisite: Concurrent enrollment in either algebra or a world language and one honor level course.

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.

**HEALTH and PHYSICAL EDUCATION**

**HEALTH AND PHYSICAL EDUCATION 7 (FALL/SRING SEMESTER) (712033/34)**
Grades: 7 Credit: non-credit

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 skilled movement, anatomical basis of movement, personal fitness planning, social development, and energy balance. Health units include alcohol, tobacco, and other drug use prevention; personal health; mental health and wellness; injury and violence prevention; emotional and social health; and human growth and development.

**HEALTH AND PHYSICAL EDUCATION 8 (FALL/SPRING SEMESTER) (720033/34)**
Grades: 8 Credit: non-credit

Students continue to strengthen and/or master basic skills, participate in wellness activities, and analyze wellness data through fitness planning. Content knowledge includes skilled movement, anatomical basis of movement, personal fitness planning, social development, and energy balance. Health units include alcohol, tobacco, and other drug use prevention; personal health; mental health and wellness; injury and violence prevention; emotional and social health; and human growth and development.

**ADAPTED HEALTH AND PHYSICAL EDUCATION (770017)**
Grades: 7, 8 Credit: non-credit
Prerequisite: Student's I.E.P. designates Adapted Health and 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 students' 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.

**MATHEMATICS**

**MATHEMATICS 7 (311100)**
Grades: 7 Credit: non-credit
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.

**MATHEMATICS 7 HONORS (311136)**
Grades: 7 Credit: non-credit
Prerequisite: 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 End of Course Test.**

**MATHEMATICS 8 (311200)**

**Grades:** 8  
**Credit:** non-credit

**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 (313000)**

**Grades:** 8  
**Credit:** one

**Prerequisite:** Mathematics 7 or Mathematics 7 HN

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. 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.**

**ALGEBRA 1 HONORS (313036)**

**Grades:** 7, 8  
**Credit:** one/weighted +.5

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

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. Topics include linear equations and inequalities, systems of linear equations, relations, functions, polynomials, and statistics. Students entering 7th grade must meet the county requirements for placement.

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

**GEOMETRY HONORS (314336)**

**Grades:** 8  
**Credit:** one/weighted +.5

**Prerequisite:** Algebra 1 HN

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.**

**ALGEBRA READINESS 7 (011043/44 SEM)**

**Grades:** 7  
**Credit:** non-credit

The Algebra Readiness Initiative (ARI) provides mathematics intervention resources and services to students in grades 6, 7, and 8 who are at risk of failing the Algebra I end-of-course assessment, as demonstrated by their individual performance on diagnostic tests. The ARI consists of two major components: 1) a diagnostic assessment designed to guide instructional decisions for students that may need intervention services and 2) targeted intervention services for students using a school-based curriculum. Individual schools within Fairfax County Public Schools (FCPS) determine which students should be targeted for diagnostic testing and then subsequently for intervention services.

**ALGEBRA READINESS 8 (011010 or 011013/14)**

**Grades:** 8  
**Credit:** non-credit

The Algebra Readiness Initiative (ARI) provides mathematics intervention resources and services to students in grades 6, 7, and 8 who are at risk of failing the Algebra I end-of-course assessment, as demonstrated by their individual performance on diagnostic tests. The ARI consists of two major components: 1) a diagnostic assessment designed to guide instructional decisions for students that may need intervention services and 2) targeted intervention services for students using a school-based curriculum. Individual schools within Fairfax County Public Schools (FCPS) determine which students should be targeted for diagnostic testing and then subsequently for intervention services.

**SCIENCE**

**INVESTIGATIONS IN ENVIRONMENTAL SCIENCE (411500)**

**Grades:** 7  
**Credit:** non-credit

Investigations in Environmental Science builds upon the experiences in the life sciences introduced to students in the 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 probeware, geographic information systems, 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 HN/AA (411536/02)**

**Grades:** 7  
**Credit:** non-credit

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.
INVESTIGATING MATTER AND ENERGY (412500)
Grades: 8 Credit: non-credit

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 probeware 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 HN/AA (412536/02)
Grades: 8 Credit: non-credit

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.

SOCIAL STUDIES

UNITED STATES HISTORY, 1865 TO THE PRESENT (235500)
Grades: 7 Credit: non-credit

The grade seven course provides a survey of the political, economic, and social challenges facing the United States from the Reconstruction Era to the present day. Students will use historical thinking skills required for geographic analysis, economic decision making, and responsible citizenship. Students will understand how the role of the American experience influenced world affairs.

US HISTORY 7 HN/AA (235536/02)
Grades: 7 Credit: non-credit

This course extends the standard program of studies for US History in grade 7. It’s a survey of American history since 1865. Instruction is enriched and extended through research-based practices designed to engage and challenge advanced learners. Students will think conceptually; make connections across time, place and subject areas; and perform as a practitioner or scholar in a discipline.

CIVICS AND ECONOMICS (235700)
Grades: 8 Credit: non-credit

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 8 HN/AA (235736/02)
Grades: 8 Credit: non-credit

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.

SPECIAL EDUCATION

STRATEGIES FOR SUCCESS (781980) Credit: non-credit
Grades: 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.

LIFE SKILLS (798816) Credit: non-credit
Grades: 7, 8

Designed to prepare students for managing life after graduation with the maximum of independent functioning. Instruction is individualized to meet the needs of the students in the areas of life skills and work skills such as managing personal care, home care, community living, and interpersonal relationships.

PERSONAL DEVELOPMENT (781540) Credit: non-credit
Grades: 7, 8

This course is designed to provide instruction to enhance personal development and interpersonal skills for students with disabilities. In addition, this course will provide social and/or emotional support in order to progress in the general education curriculum. Students who participate in the course have documented social and/or emotional goals in their Individualized Education Program (IEP) and/or have a Behavior Intervention Plan (BIP). The areas of instruction for this course include peer relations, self-management, academic skills, compliance skills, and assertion skills.

WORK AWARENESS AND TRANSITION (907060) Credit: non-credit
Grades: 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.

TECHNOLOGY AND ENGINEERING EDUCATION

ENGINEERING DESIGN AND MODELING (846432) Credit: non-credit
Grades: 7

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.

This course is designed to provide instruction to enhance personal development and interpersonal skills for students with disabilities. In addition, this course will provide social and/or emotional support in order to progress in the general education curriculum. Students who participate in the course have documented social and/or emotional goals in their Individualized Education Program (IEP) and/or have a Behavior Intervention Plan (BIP). The areas of instruction for this course include peer relations, self-management, academic skills, compliance skills, and assertion skills.
Students apply the engineering design process to solve real world problems and understand the influence of creativity and innovation in their lives. This course challenges students 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.

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

**ENGINEERING SIMULATION AND FABRICATION (846332)**

**Grades:** 8  
**Credit:** non-credit

In this course students 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 workplace 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.

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

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**WORLD LANGUAGES**

**FRENCH 1 PART A (511300)**

**Grades:** 7  
**Credit:** non-credit  
**Prerequisite:** none

In this course, students begin to develop the ability to communicate about themselves and their immediate environment using simple sentences containing basic language structures. These language structures include subject pronouns; the verbs to be, to have and basic regular verbs; subject-verb agreement; and expressions of likes and dislikes. Students begin to study the POS themes and topics of 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 (511500)**

**Grades:** 8  
**Credit:** one  
**Prerequisite:** French 1 Part A or permission of instructor

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.

**FRENCH 1 (511000)**

**Grades:** 8  
**Credit:** one  
**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 1 PART A (551300)**

**Grades:** 7  
**Credit:** non-credit  
**Prerequisite:** none

In this course, students begin to develop the ability to communicate about themselves and their immediate environment using simple sentences containing basic language structures. These language structures include subject pronouns; the verbs to be, to have and basic regular verbs; subject-verb agreement; and expressions of likes and dislikes. Students begin to study the POS themes and topics of 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 (551000)**

**Grades:** 8  
**Credit:** one

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. 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 1 (551067)**

**Grades:** 7  
**Credit:** one  
**Prerequisite:** Participation in the Immersion Program in grades 1-6.

This course serves as a transition from elementary immersion program 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.
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.

Hughes After-School Program

There are a variety of clubs and activities that Hughes student can participate in after school. Clubs, meeting dates, and late-bus days vary each year. Here is a sample of the activities available this year.
Langston Hughes Middle School offers open enrollment for Honors classes and all students are eligible for Honors classes in science, English, math, and social studies. Decisions regarding placement in the 7th grade Algebra I Honors classes will be made by the staff at the central office. A variety of criteria, including a student’s prior coursework, grades, ability test scores, and achievement test scores will be considered in order to determine the most appropriate mathematics placement.
The following information is included in order to assist parents in determining whether their child is prepared for an honors-level course:

- Skills that students should demonstrate prior to enrolling in an honors course:
- Higher level critical thinking
- Active listening and participation during discussions
- Ability to read above grade level
- Ability to write using correct grammar with expression and creativity
- Self-motivated, well organized and willing to work independently for long periods of time
- Ability to participate in small groups and whole class activities with appropriate peer interaction
- Demonstrates maturity and strong work habits
- Ability to self-monitor
- Advocate for themselves
- Focused and have a desire to do well
- Consistently complete and turn in assignments on time

*Registering for Honors courses is a firm commitment for the school year.

**Please note: The Math 7 Honors course will be covering the Fairfax County Public Schools (FCPS) 8th grade math curriculum. It is strongly recommended that any student enrolling in Math 7 Honors should have completed an accelerated 6th grade math program in which they were exposed to the 7th grade curriculum. Additional information on the FCPS math program can be found at: http://www.fcps.edu/DIS/OMSI/mathematics/fcpspos.html. You may contact your child’s school counselor if you have any additional questions or concerns.

Practice Course Planner

Required year-long courses

1. English
2. Math
3. Science
4. Social Studies
5. Health and PE

Two year-long electives

6. _________________________________ *We strongly recommend students select a World Language
7. _________________________________

OR one year-long elective and two semester electives

6. _________________________________
7. _________________________________ (Semester 1)
   _________________________________ (Semester 2)

OR four semester electives

6. _________________________________ (Semester 1)
   _________________________________ (Semester 2)
7. _________________________________ (Semester 1)
   _________________________________ (Semester 2)

Alternative elective choices (Sometimes due to schedule conflicts we are unable to give students their first choice of electives. Be sure to select back-up choices.)

Alternate 1: _________________________________
Alternate 2: _________________________________

NOTES

__________________________________________________________________
__________________________________________________________________
__________________________________________________________________