A Message to Parents and Students

It is with great anticipation and excitement that we welcome the Classes of 2021 and 2022 to Joyce Kilmer Middle School. Our program is designed to meet the challenging educational needs and social changes of the eleven-to-fourteen-year-old student.

Kilmer Middle School students are part of a “House” structure consisting of approximately 300 students. Each house contains two teachers from each of the core disciplines, English, science, mathematics, and social studies who plan and manage students’ instructional activities. Each grade level has an administrator. School counselors are assigned by house to assist students in their academic, personal/social, and career development. School counselors work with students, parents, teachers, and administrators to develop common goals, which are reflected in our school counseling program, to ensure success for every Kilmer student.

This course catalog includes descriptions of all seventh and eighth grade courses offered at Kilmer Middle School. Kilmer students take seven courses a day. At each grade level, the following courses are required: English, mathematics, social studies, science, and health/physical education. Students complete their schedules by selecting year-long or semester electives. Electives offer opportunities for enrichment and interest exploration. Please consider your child’s future goals, strengths, and personal interests when selecting courses for next year. Plan carefully; the selected courses are not able to be changed. School counselors will provide academic advising to help students select their courses based on previous academic performance, teacher recommendations, and course interest.

At Kilmer Middle School, we pride ourselves on meeting the needs of our diverse student population. We believe in developing intellectual curiosity while pursuing personal and academic success for every student. Students who have qualified and are eligible for the Advanced Academic Level IV Program (AAP), Special Education services, and/or English for Speakers of Other Languages (ESOL) services will be registered in those courses. Honors classes are available in all middle schools and are open enrollment to all students who seek increased academic rigor. It is important to select an honors course that matches your child’s academic strength and abilities. Honors courses are a commitment for the school year.

We have created appropriate supports and structures to ensure academic success and have found this approach to be very successful and rewarding for all students. All course offerings are subject to adequate enrollment and staffing. Courses offered at Kilmer Middle School meet requirements of the Fairfax County Public Schools Program of Studies and of the Virginia State Department of Education. All students will participate in required Virginia state-testing at the end of the year.

The Student Services Department looks forward to working with students and parents during these important and formative middle school years. If there are any questions regarding the information presented in this course description catalog, please call us at (703) 846-8806.

Respectfully,

Ronald L. James, Principal

Sarah Fontana, Director of Student Services
At Kilmer, we believe in fostering a love of learning, developing intellectual curiosity, pursuing a passion for personal and academic success for every child, and cultivating and nurturing community.

At Kilmer Middle School, we are committed to providing the knowledge and skills for all learners to achieve lifelong success. We work together to model ownership, respect, positive attitude, and personal responsibility.
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**NOTICE:** All graduation requirements documented in the 2014-2015 Standard Course Offerings Guide reflect Virginia Department of Education and Fairfax County Public Schools’ expectations at the time of publication.
WHAT SHOULD THE MIDDLE SCHOOL STUDENT EXPECT?

TIME
School begins at 7:30 a.m. and ends at 2:15 p.m. Each class will average 48 minutes in length. Students have 5 minutes between classes.

LUNCH
The lunch period is 25 minutes. The student’s schedule will determine the lunch period assigned. Seventh grade students are assigned to A or B lunch and eighth grade students are assigned to C or D lunch.

LOCKERS
Each student is assigned a hall locker. Students will also have a locker assigned in physical education class and certain electives. Locker combinations should not be shared with other students.

CLASSES
Students are enrolled in eight classes each semester. Most classes will be for the entire year; some are only for a semester.

COUGARS PAWS
All students are assigned a fifth period class to complete their 8 period schedules. PAWS is designed to provide opportunities for extending learning - intervention, remediation, and enrichment. This class is 25 minutes in length.

HOUSES
Middle school is the critical transitional link between the self-contained classroom of the elementary school and the departmental structure at the high school level. Our house model is an integral part of the middle school program. There are two houses at each grade level. All required course options are offered on each house. House teachers (8-12) from each content area, collaborate with others in order to address the following goals:

- Create a rigorous academic program and nurturing environment
- Provide positive recognition for all students
- Identify and support diverse characteristics and needs of adolescent students
- Communicate with parents on a regular basis

SCHOOL COUNSELING SERVICES
Middle school counselors support students with the transition from elementary school to middle school and from middle school to high school. Each student is assigned a school counselor based on his/her house assignment. During spring registration, students meet with their school counselor to discuss course options for the upcoming school year. Students are encouraged to select courses based on teacher recommendations, progress in their current courses, academic strengths and personal interests. In addition, school counselors serve a vital role in maximizing student achievement. The school counselors at Kilmer Middle School implement a comprehensive school counseling program to support student needs in the areas of academics, personal/social, and career development. They promote equity and access to opportunities and rigorous educational experiences, advocate for students by implementing appropriate intervention techniques, and connect families to educational and community resources as needed. School counselors provide individual and group counseling, academic advising, crisis intervention, bullying prevention and career awareness programs.
AFTER SCHOOL ACTIVITIES
Late buses are available three days per week for after school activities. Students may stay after school for academic support or other extra-curricular activities.

Curriculum Overview

What subjects do middle school students study?

**Seventh** grade students take the following required full-year courses:

- English
- Mathematics
- Investigations in Environmental Science
- Health/Physical Education
- United States History, 1865 to the Present

**Eighth** grade students take the following required full-year courses:

- English
- Mathematics
- Investigating Matter and Energy
- Health/Physical Education
- Civics and Economics

All students complete their eight period schedules with **PAWS and elective courses**. A schedule is completed by making one of the following choices:

Choice 1: Two full year electives
Choice 2: One full year elective and two semester electives
Choice 3: Four semester electives

**Seventh** grade students can register for the following elective courses:

<table>
<thead>
<tr>
<th>Semester Electives</th>
<th>Full Year Electives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art Foundations</td>
<td>Band</td>
</tr>
<tr>
<td>Engineering Design and Modeling</td>
<td>Chorus</td>
</tr>
<tr>
<td>Computer Solutions</td>
<td>Orchestra</td>
</tr>
<tr>
<td>Creative Writing</td>
<td>AVID</td>
</tr>
<tr>
<td>Family and Consumer Science</td>
<td></td>
</tr>
<tr>
<td>Introduction to Foreign Language</td>
<td></td>
</tr>
<tr>
<td>Speech and Theatre Arts Appreciation</td>
<td></td>
</tr>
<tr>
<td>Engineering Design and Modeling</td>
<td></td>
</tr>
</tbody>
</table>

**Eighth** grade students can register for the following elective courses:

<table>
<thead>
<tr>
<th>Semester Electives</th>
<th>Full Year Electives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced Theatre Arts Appreciation</td>
<td>Band</td>
</tr>
<tr>
<td>Art Foundations</td>
<td>Chorus</td>
</tr>
<tr>
<td>Art Extensions</td>
<td>Orchestra</td>
</tr>
<tr>
<td>Computers in Art</td>
<td>World Language</td>
</tr>
<tr>
<td>Computer Solutions</td>
<td>AVID</td>
</tr>
<tr>
<td>Creative Writing</td>
<td></td>
</tr>
<tr>
<td>Digital Input Technologies</td>
<td></td>
</tr>
<tr>
<td>Family and Consumer Science</td>
<td></td>
</tr>
<tr>
<td>Speech and Theatre Arts Appreciation</td>
<td></td>
</tr>
<tr>
<td>Engineering Simulation and Fabrication</td>
<td></td>
</tr>
</tbody>
</table>
KILMER PROGRAMS

Advanced Academic Programs

Fairfax County Public Schools Advanced Academic Programs (AAP) provide challenging learning experiences that are designed to meet the unique learning profiles 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 opportunities at the middle school level include open-enrollment honors courses and the Advanced Academic Level IV program for eligible students. Students who have demonstrated high achievement, interest, and/or potential in one or more academic areas may enroll in honors courses.

AAP Level IV Program

Fairfax County Public Schools offers a full-time advanced academic program for students found eligible for placement through a central selection process. Kilmer Middle School’s Advanced Academic Level IV Program provides a highly challenging instructional program in the four core subject areas. Please visit http://www.fcps.edu/is/aap/level4.shtml for more information regarding eligibility and placement.

Honors Program

Honors courses in middle school are open enrollment to all students who seek increased academic rigor. Students may enroll in honors courses in any of the four core academic subject areas. Honors classes use a curriculum that extends the Program of Studies in depth and complexity. Honors classes seek to provide opportunities to build on individual student strengths, develop critical and creative thinking skills, and prepare students for advanced coursework in high school. Kilmer Middle School offers open enrollment in honors English, science, history and mathematics at seventh and eighth grade. Math 7 Honors is open enrollment for all students; however, there are specific requirements for enrollment in Algebra 1 Honors in seventh grade. Math 7 Honors covers eighth grade math curriculum. Students selecting this course will miss seventh grade curriculum if they were previously enrolled in Math 6 in sixth grade. Students should consider taking an honors course if they have performed well in previous classes, have performed at high levels on national standardized tests, and show a genuine interest or potential in a specific subject area. Placement in an honors class is a full-year commitment. Schedule changes during the course of the school year will not be possible.

English for Speakers of Other Languages (ESOL)

The academic content of the ESOL curriculum is outlined in the FCPS ESOL Program of Studies and aligned with the Virginia Standards of Learning (SOL). ESOL students are assessed by WIDA* English language proficiency (ELP) levels include: Level 1 (Entering), Level 2 (Beginning), Level 3 (Developing), Level 4 (Expanding), Level 5 (Bridging), and Level 6 (Reaching). Students eligible for ESOL services are those with ELP levels 1, 2, 3, 4 & 5. Level 1-2 students are in self-contained ESOL classes six periods each day; Level 3 and Level 4 students have one self-contained ESOL class and are placed in a general education math and English class with two teachers, one ESOL teacher and one general education teacher to receive additional support. Level 5 students’ academic progress is monitored. All ESOL students are eligible for LEP classroom and testing accommodations.

* The Virginia Department of Education (VDOE) uses the World-Class Instruction, Design and Assessment (WIDA) English language proficiency levels.
Special Education Services

The special education program at Kilmer Middle School offers a continuum of settings and a variety of services. Support for students with Learning Disabilities, Emotional Disabilities, Autism, Intellectual Disabilities, Hearing Impairments, Speech and Language, and Vision Impairments are provided through general education settings, general education settings with special education support, and special education settings. An Individual Education Plan (IEP), developed by the IEP team, determines which settings and services a student needs in order to access the appropriate curriculum.

We offer a variety of special education settings. General education classes with special education support are composed of approximately 28-30 students and a special education teacher. Special education support is provided by a special education teacher, either on a daily basis, or intermittently on a monitor/consult basis.

Self-contained classes are taught by a special education teacher and are smaller classes. Most of the classes are geared to meet Virginia Standards of Learning. Students will be expected to take the Standards of Learning (SOL) tests. Some classes work on the Aligned Standards of Learning, and these students will be expected to participate in the Virginia Alternate Assessment Program (VAAP).

Many special education students receive additional support services to address the specific needs identified in their IEP. Itinerant teachers come to Kilmer to assist students requiring occupational therapy, adapted physical education, vision/hearing services, and physical therapy. Students needing speech and language services are seen individually or through their regular class schedule by our school clinician.

Intervention Support Classes

Kilmer Middle School offers focused intervention classes during the school year to support students not yet demonstrating consistent mastery of grade level skills. The classes provide direct remediation of content skills necessary to understand mathematics, science, social studies, reading, and English. Students are selected for these classes based on their academic progress, end of year grades, SOL scores, and teacher recommendations. Courses are subject to staffing availability. This class will replace one of the student’s elective courses.

Algebra Readiness
Strategies for Success
READ 180 Next Generation
Action Literacy
Responsive Writing

*Course descriptions are listed in the course offerings section of this catalog
**PLANNING AHEAD**

Middle school is not too early to start thinking about your future choices in high school and beyond. At Kilmer Middle School, the school counselors will present classroom lessons to assist students in exploring future choices in a course of study as well as career possibilities. The process of making school and career connections begins with developing a Student Learning Plan that reflects a student’s abilities and interests. The Student Learning Plan, located through your child’s Blackboard account, includes career goals and makes connections between education and the student’s future endeavors. Parents can start by reviewing the promotion policy and graduation requirements.

**High School Level Courses**

Algebra 1, Algebra 1 honors, Geometry honors, and World Languages are high school level courses offered to eighth grade students. Algebra 1 honors is offered to seventh grade students who meet three criteria: completion of advanced math in sixth grade, score in the 91st percentile or above on the IOWA Algebra Aptitude test administered in sixth grade, and score 500 or higher on the end of year math 7 SOL. When middle school students meet the prerequisite and/or select these courses, their final grade is calculated into their high school grade point average and class rank. Upon successful completion of these courses, credit shall be counted for specified subjects and the total number of units required for high school graduation. Parents/guardians and students should begin now to prepare for the academic options available in high school where advanced academic programs are open to all students committed to rigorous academic work. **For all advanced programs (AP, IB, or TJHSST), Algebra 1 and the study of a world language should begin in eighth grade.** Further information about advanced academic programs offered in high school may be obtained by contacting a high school counselor or coordinator at your child’s base high school.
MIDDLE SCHOOL STANDARD AND OPTIONAL COURSE OFFERINGS

2016-17

ALSO INCLUDED INSIDE:
Graduation Requirements,
Advanced Academic Programs,
and Academy Information
Graduation Requirements for Students Entering the 9th Grade for the First Time in 2013-2014 and Beyond

For more information, please visit www.fcps.edu/is/schoolcounseling/graduation.shtml, which includes more detailed information and tutorials about diploma types and graduation requirements.
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 9th grade students who enter high school in 2013-2014 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. 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 PCPS 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</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Laboratory Science</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>History and Social Sciences</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</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Economics &amp; Personal Finance</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Electives</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Student Selected Test</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Career and Technical Education Credential</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Credits</td>
<td>22</td>
<td>6</td>
</tr>
</tbody>
</table>

*aForeign Language is designated World Language in Fairfax County Public Schools.

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 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 of Education 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 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 9th grade students who enter high school in 2013-2014 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 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.

<table>
<thead>
<tr>
<th>Advanced Studies Diploma Course Requirements (8 VAC 20-131-50)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Subject Area</strong></td>
</tr>
<tr>
<td>English</td>
</tr>
<tr>
<td>Mathematics</td>
</tr>
<tr>
<td>Laboratory Science</td>
</tr>
<tr>
<td>History and Social Sciences</td>
</tr>
<tr>
<td><em>World Language</em></td>
</tr>
<tr>
<td>Health and Physical Education</td>
</tr>
<tr>
<td>Fine Arts or Career and Technical Ed</td>
</tr>
<tr>
<td>Economics &amp; Personal Finance</td>
</tr>
<tr>
<td>Electives</td>
</tr>
<tr>
<td>Student Selected Test</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
</tr>
</tbody>
</table>

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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 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 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.

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*Foreign Language is designated World Language in Fairfax County Public Schools.*
POSTSECONDARY PLANNING

Each middle school in Fairfax County Public Schools provides a sequential postsecondary planning program that focuses on the acquisition of knowledge, skills, and self-understanding necessary to achieve postsecondary goals. As part of this planning, students develop and initiate a Student Learning Plan. This plan provides opportunities for students to identify strengths and interests, explore college and career options, and develop postsecondary goals. To assist in the process, information and resources are provided through the school counseling program at your school and are available online.

GRADING SYSTEM

<table>
<thead>
<tr>
<th>Letter</th>
<th>Percentage</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>(93-100)</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>(90-92)</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>(87-89)</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>(83-86)</td>
<td>3.0</td>
</tr>
<tr>
<td>C+</td>
<td>(77-79)</td>
<td>2.3</td>
</tr>
<tr>
<td>C</td>
<td>(73-76)</td>
<td>2.0</td>
</tr>
<tr>
<td>D+</td>
<td>(67-69)</td>
<td>1.3</td>
</tr>
<tr>
<td>D</td>
<td>(64-66)</td>
<td>1.0</td>
</tr>
<tr>
<td>F</td>
<td>(below 64)</td>
<td>0.0</td>
</tr>
</tbody>
</table>

*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: [http://www.fcps.edu/it/forms/is104.pdf](http://www.fcps.edu/it/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 "Pass-Fail Status Request Form" 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:

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st quarter</td>
<td>No penalty—nothing is recorded.</td>
</tr>
<tr>
<td>2nd quarter</td>
<td>WP (withdrawn passing) or WF (withdrawn failing) is recorded. Exception: For semester courses a WP or F for failure is recorded.</td>
</tr>
<tr>
<td>3rd quarter</td>
<td>WP or WF is recorded.</td>
</tr>
<tr>
<td>4th quarter</td>
<td>WP or F for failure is recorded.</td>
</tr>
</tbody>
</table>

PROMOTION POLICY

Middle School

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 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.

Students who earn an “F” in three or four core courses are retained, at the discretion of the principal.

To be placed in grade 9, the student must be promoted from the 8th grade.

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.

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](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.

**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, Holmes, 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 (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 9th and 10th grade. Students may choose to work toward the MYP certificate 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: [http://www.fcps.edu/pla/TJHSST_Admissions/index.html](http://www.fcps.edu/pla/TJHSST_Admissions/index.html)
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

Notes:
BUSINESS & INFORMATION TECHNOLOGY

COMPUTER SOLUTIONS (660932)
Grades: 7, 8  
Credit: non-credit
18 week course Business and Information Technology

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.

DIGITAL INPUT TECHNOLOGIES (616032)
Grades: 7, 8  
Credit: non-credit
Prerequisite: Computer Solutions or equivalent skill
18 week course Business and Information Technology

Digital Input Technologies introduces students to new and emerging technology through hands-on projects. Each student actively uses devices (e.g., iPad, speech-recognition headset/microphone, digital camera, digital video camera, and scanner) to complete small group or individual projects. Students become confident in their ability to adapt to new technology as it changes and are prepared to use tools that are becoming standard in the workplace and in everyday life.

ENGLISH

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 8 HN (112000)
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.

RESPONSIVE WRITING (011049)
Grades: 7  
Credit: non-credit
Responsive Writing is a one-semester English Writing SOL support class for 8th grade students. This 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 conferencing, using mentor text, and supporting real-world writing, this class offers students strategies that enable them to write effectively.

ENGLISH 8 HN (112036)
Grades: 8  
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.

READ 180 NEXGEN (110867)
Grades: 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

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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.

**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.

**CREATIVE WRITING** (110862)  
**Grades:** 6, 7, 8  
**Credit:** non-credit

Students develop their creative writing skills with emphasis on building skills and expertise as writers. Instruction will focus on the writing of poetry, short stories, plays, etc. Students refine their skills using the Six Traits of Writing through planning, drafting, revising, and editing written work. Students expand their writing skills through analyzing and evaluating their own writing and that of others.

## ENGLISH FOR SPEAKERS OF OTHER LANGUAGES

**BEGINNING ESOL ENGLISH** (571061)  
**WIDA ELP Level 1 & 2**  
**Grades:** 7, 8  
**Credit:** non-credit

This is the first of two English classes in which WIDA ELP Levels 1 & 2 students are 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.**

**BEGINNING ESOL ENGLISH** (571062)  
**WIDA ELP 1 & 2 English**  
**Grades:** 7, 8  
**Credit:** non-credit

This is the second of two English classes in which WIDA ELP Levels 1 & 2 students are 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.**

**ESOL US HISTORY 7** (571217)  
**WIDA ELP Level 1 & 2**  
**Grades:** 7  
**Credit:** non-credit

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

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** (571400)  
**WIDA ELP Level 1 & 2**  
**Grades:** 7, 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.  
**Students are required to take the Standards of Learning End of Course Test.**

**ESOL FAST MATH** (571300)  
**WIDA ELP Level 1 & 2**  
**Grades:** 7, 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 mathematical objectives.  
**Students are required to take the Standards of Learning End of Course Test.**

**DEVELOPING ESOL ENGLISH** (572061)  
**WIDA ELP LEVEL 3**  
**Grades:** 7, 8  
**Credit:** one

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 entered in grade level English. This course may be repeated.  
**Students are required to take the Standards of Learning End of Course Test.**
ESOL ACADEMIC LANGUAGE  (573061)
WIDA ELP LEVEL 4
Grades: 6, 7, 8  Credit: one

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.

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. 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  (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 nutrition and wellness practices, apply clothing construction skills and 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: 6, 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
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)
Level 1
Grades: 7, 8  Credit: non-credit
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.

PERCUSSION ENSEMBLE  (925010)
Grades: 6, 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)
Preparatory Orchestra
Grades: 6, 7, 8  Credit: non-credit
Prerequisite: none

Beginning level string classes develop skills on the violin, viola, cello and double bass. Guidance will be given by the instructor in the selection of an instrument. Simple duets, rounds, and other literature will be performed in class. Students must meet both the school day and 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
Concert or String Ensemble
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 the course.

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

ADVANCED ORCHESTRA  (923910)
Level 1
Symphonic or Chamber Orchestra
Grades: 7, 8  Credit: non-credit
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 the course.

This course requires a student materials fee as listed in FCPS Notice 5922.
BEGINNING CHORUS (926010)  
**Men's Chorus or Women's Chorus**  
*Grades: 6, 7, 8*  
*Credit: non-credit*  
*Prerequisite: none*  
This course provides instruction in proper vocal techniques, music fundamentals, and sight reading. 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.

INTERMEDIATE CHORUS (928510)  
**Women's Intermediate Chorus**  
*Grades: 7, 8*  
*Credit: non-credit*  
*Prerequisite: Beginning Chorus or successful audition*  
Intermediate level chorus will provide for the continued study of correct vocal production and development of musicianship through the study of appropriate choral literature. Students must meet both the school day and outside of the school day participation requirements to receive credit for the course. This course requires a student materials fee as listed in FCPS Notice 5922.

ADVANCED CHORUS (928910)  
**Advanced Men's Chorus or Women's Select Choir**  
*Grades: 7, 8*  
*Credit: non-credit*  
*Prerequisite: Successful audition*  
This course offers advanced instruction in vocal techniques, music fundamentals, and sight reading. Through a variety of challenging choral literature, students will experience three and/or four-part singing. Types of performances may include concert choral performances, choral choreography, and/or musical dramas. Students must meet both the school day and outside of the school day participation requirements to receive credit for the course. This course requires a student materials fee as listed in FCPS Notice 5922.

MUSIC PARTICIPATION LAB 1 (921132)  
*Grades: 7*  
*Credit: non-credit*  
*Prerequisite: none*  
This course provides students an opportunity to examine many kinds of music. Students will be actively involved in music through singing, listening, playing instruments, moving, and improvising. Other experiences may include vocal and instrumental ensembles, musical dramatizations, contemporary music, computer music, guitar, piano, and/or recorder. This course requires a student materials fee as listed in FCPS Notice 5922. Not offered at Kilmer Middle School.

FINE ARTS

THEATRE ARTS

THEATRE ARTS APPRECIATION (139067)  
*Grades: 6, 7, 8*  
*Credit: non-credit*  
Students will develop an appreciation of theatre and the ability to perform through an introduction to the basic concepts of acting, performance and teamwork. Through observing and participating in a variety of performance activities, students will enhance creativity, confidence and communication. Students will use skills and knowledge acquired to appreciate and understand the purpose of theatre arts in their immediate and global communities. This course requires a student materials fee as listed in FCPS Notice 5922.

ADVANCED THEATRE ARTS APPRECIATION (139560)  
*Grades: 8*  
*Credit: non-credit*  

Prerequisite: Theatre Arts Course in Grades 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 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 theatre performances may be required. This course is designed for students who are interested in an expanded study of theatre arts, oral composition and production. This course requires a student materials fee as listed in FCPS Notice 5922.

FINE ARTS

VISUAL ARTS

ART FOUNDATIONS (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.

ART EXTENSIONS (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 (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 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.

GENERAL

STRATEGIES FOR SUCCESS (781900)  
*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: 6, 7, 8  Credit: non-credit
Prerequisite: Participants selected through application and interview process.
Corequisite: Concurrent enrollment in either algebra or a world language.

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

ADAPTED HEALTH AND PHYSICAL EDUCATION (770017)
Grades: 6, 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 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.

HEALTH AND PHYSICAL EDUCATION 7 (712000)
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; injury and violence prevention; emotional and social health; and human growth and development.

HEALTH AND PHYSICAL EDUCATION 8 (720000)
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; injury and violence prevention; emotional and social health; and human growth and development.

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.

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

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, 9, 10, 11  Credit: one
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 (313036)
Grades: 7, 8, 9  Credit: one weighted +.5
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 (314336)
Grades: 8, 9, 10
Credit: one/weighted +.5
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.

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. 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 (412536)
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 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 HN (235536)
Grades: 7
Credit: non-credit

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.

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.
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)**

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. 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.

**PERSONAL DEVELOPMENT (781540)**

Grades: 7, 8  Credit: non-credit

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)**

Grades: 7, 8  Credit: non-credit

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/worker interactions, explore interests related to career options and develop work related skills through a variety of work experiences in the school environment.

**READING 7 (110780)**

Grades: 7  Credit: non-credit

This course is designed to provide direct, explicit and intensive reading instruction to students with disabilities who are reading significantly below grade level. Basic objectives of the reading courses are focused on closing the gap between the student’s present level of performance and the level of performance needed to successfully access the general curriculum. Instruction focuses on increasing student’s decoding, fluency and comprehension skills of fiction and nonfiction materials, which is based on the diagnosis of each student’s needs as outlined through the student’s Individual Education Program (IEP).

**TECHNOLOGY AND ENGINEERING EDUCATION**

**ENGINEERING DESIGN AND MODELING (84632)**

Grades: 7  Credit: non-credit

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 teamwork 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 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.

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

**TECHNOLOGY EDUCATION**

Grade: 7  Duration: 18 weeks (semester)  Prerequisite: Placement in the AAP Level IV program

This course provides opportunities for students to apply technology to real world situations. The academic subjects becomes relevant through simulations of the professional and technical worlds of technology. The state of the art technologies and processes will be available as students investigate, collect, organize, analyze, interpret and present their results. Students will be encouraged to use creative and critical thinking to acquire skills to be independent learners and decision makers as they rotate through content organizers of communication, transportation and manufacturing.
WORLD LANGUAGES

FRENCH 1 (511000)
Grades: 8, 9, 10, 11, 12
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.

INTRODUCTION TO FOREIGN LANGUAGE (IFL) (570032)
Grades: 7
Credit: non-credit
Prerequisite: none

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

IFL is a semester elective for seventh grade students only.

SPANISH 1 (551000)
Grades: 8, 9, 10, 11, 12
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. 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.

CHINESE 1 (581000)
Grades: 8, 9, 10, 11, 12
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 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 A (581300)
Grades: 7
Credit: non-credit
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.

SPANISH FOR FLUENT SPEAKERS 1 (551100)
Grades: 8, 9, 10, 11, 12
Credit: one
Prerequisite: Permission from instructor

This course offers fluent speakers of Spanish the opportunity to strengthen their basic skills in reading and writing Spanish. The students learn about the Hispanic contributions to the English language and American culture. The students also study the major historical figures and events of Spanish-speaking countries. The course is conducted in Spanish and counts toward fulfilling the world languages requirement. Middle School: 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.