WELCOME TO LANIER MIDDLE SCHOOL!

Dear Parents and Students:

Our faculty and staff are pleased to welcome you to Lanier Middle School. We want the next two years with us to be an exciting learning time in preparation for high school. This booklet includes descriptions of both seventh and eighth grade courses, as well as general information about Lanier and the high school program to assist with long-term planning.

At Lanier, students will be part of a team comprised of 125-135 students, along with three team teachers. Each team has an administrator and counselor assigned to assist in the student’s educational process. The middle school team concept provides three core teachers (English, science, and social studies) with a common period to plan, organize instructional activities, and conference with students and parents.

Each student is required to take a full year of English, math, science, social studies, and health and physical education. In addition, seventh grade students choose two (2) full year electives or one (1) full year elective and two (2) semester electives or four (4) semester electives. Eighth grade students choose two periods of electives that can be divided between full year and semester classes.

Students should consider current interests and future goals when selecting courses. Elective courses offer opportunities for enrichment, specialization, and interest exploration. Plan carefully and talk with your counselors and teachers as they can help you make wise decisions about courses to take in middle school.

Parental involvement is essential to achieving and maintaining student success. We encourage and appreciate parents participating in the PTA and/or volunteering to assist with the many initiatives we will plan together for Lanier. It is our desire to forge a lasting partnership, which will ensure your student’s success in middle school. We believe our strength is in our connection with our parents and community.

We look forward to meeting and working with you. Should you have any questions regarding the information presented in this booklet or any other questions regarding the opening of school, please call the Office of School Counseling at (703) 934-2430. We wish you a successful school year.

Lanier Middle School Administrative Team

Scott Poole  Rebecca Aguilar
Principal  Director of Student Services

Diana White  Christopher Smith  Rohini Tohan
Assistant Principal  Assistant Principal  Assistant Principal
VISION STATEMENT

We are a student-centered community that inspires growth and lifelong learning.

MISSION STATEMENT

We nurture growth by educating the whole child in a safe and positive learning environment. We engage students through critical thinking and creativity. We model and teach citizenship, communication skills, and collaboration.

COMMITMENTS

We Commit To:

- Innovate and integrate best practices.
- Support and respect each other by participating and collaborating while adhering to and modeling a positive behavior approach (PBA).
- Presume positive intentions.
- Honor effort.
- Reflect on the effectiveness of our daily interactions and practices.
Lanier Middle School
Office of Professional School Counseling

Statement of Philosophy

Lanier’s Professional School Counselors believe that all students are capable of achieving academic and personal success regardless of their race, ethnicity, gender, and/or socioeconomic status. We are committed to the academic achievement, the social/emotional growth, and the career development of all of our students.

We acknowledge that our students are living in exciting and challenging times. As professional school counselors, we provide instructionally sound, data-driven opportunities for personal exploration and development. These learning activities include prevention-focused classroom guidance lessons, small-group counseling, individual counseling, and parenting workshops and education. These activities are designed to promote and encourage students to become life-long learners and contributing members of society.

We strive in our counseling work to close any minority achievement gaps using best counseling practices. Lanier’s school counselors work collaboratively with parents, teachers, parent liaisons, administrators, professional student support staff, and other members of our community to encourage the success of and to advocate for the developmental needs of all of our students.

Lanier Middle School Counseling Staff

Mitchell Kamins, Counselor
Dayle Ranallo, Counselor
Kathryn Teague, Counselor
Liz Velazco, Counselor
Heather Scott, Transition Counselor
Homework:
All students must do homework on a regular basis. Normally, there will be approximately one to one and a half hours of homework per night. Additionally, students are encouraged to spend a minimum of 30 minutes reading per night.

Pride Time:
Pride Time is a 40-minute block of time Monday – Thursday, which provides support and encourages growth for students academically, socially, emotionally, behaviorally, and physically. Activities include the following: academic assistance/work/assessment, remediation, reading, enrichment, time to work on projects, time for research and opportunity for team sports and individual physical activity. Pride Time addresses the county goals of academic achievement, essential life skills (socialization) and responsibility to community (community service time).

Lockers:
All students will be assigned a hall locker for storing coats, backpacks, books, and school supplies. Backpacks and coats are to be kept in lockers during the school day. Students may visit lockers at the designated times: before school, before and after lunch, and at the end of the school day. Additionally, students need to bring a combination lock from home for their P.E. locker.

After School Activities:
Students may stay after school on late bus days to participate in school activities and to seek educational assistance from their teachers. A list of after school clubs will be published at the beginning of the school year.

Late Buses:
Late buses will be available to take students home approximately one hour to an hour and a half after the regular school day ends. Late bus days and schedules will be determined and publicized at the beginning of the school year.

Grades:
Students will receive report cards four times during the year. Interim progress reports will be sent home at the midpoint of each quarter. Students and parents are encouraged to communicate regularly regarding grades. Parents may call the counselor to schedule a parent-team conference at any time.
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.

Middle School Promotion Policy 2014-2015:
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.

Attendance:
Regular attendance is necessary for success in any school situation. In order to maximize classroom learning, Lanier Middle School requires that students be punctual and regular in school and class attendance. Parents are encouraged to call the school attendance line at 703-934-2424 to report a student absent. Students arriving late must check in and receive a pass from the attendance secretary. Tardy students must have a written excuse from their parent/guardian to receive an excused tardy pass. If a student wishes to be dismissed for a doctor or dental appointment, etc., he/she must bring in a note from the parent/guardian stating the reason and time of dismissal. This note must be presented to the attendance secretary before 9:00 A.M.
SEVENTH GRADE CORE REQUIRED PROGRAMS

Students must pass each of the 4-core classes (English, math, history, & science) in order to be promoted to the next grade level.

ENGLISH

ENGLISH 7 (111000) 36 weeks (year)
Grade: 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 vocabulary building, learning about grammar, and spelling. Through varied and frequent writing assignments, students build on their understanding of writing as a process that includes drafting, revising, editing, proofreading, and publishing. They use writing to develop ideas and learn new concepts. Students also learn discussion skills, research skills, and oral communication skills, and learn to adapt speaking and listening to the audience, topic, purpose, and situation. Reading and writing competencies addressed in the Virginia Standards of Learning are incorporated into the course objectives.

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

MATHEMATICS

MATHEMATICS 7 (311100) 36 weeks (year)
Grade: 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.

SCIENCE

INVESTIGATIONS IN ENVIRONMENTAL SCIENCE (411500) 36 weeks (year)
Grade: 7 Credit: non-credit

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

UNITED STATES HISTORY, 1865 TO THE PRESENT (235500)  36 weeks (year)
Grade:  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. Students are required to take the Standards of Learning End of Course Test.

HEALTH & PHYSICAL EDUCATION

HEALTH AND PHYSICAL EDUCATION 7 (712000)  36 weeks (year)
Grade:  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 movement skill, movement principles and concepts, personal fitness planning, essential life skills, and physically active lifestyle. Health units include alcohol, tobacco, and other drug use prevention; personal health; injury and violence prevention; emotional and social health; and human growth and development.

HONORS 7 PROGRAM

Lanier Middle School offers open enrollment for Honors classes, and all students are eligible for Honors classes in English, math, science, and social studies. You may enroll your child in Honors English, math, science, and/or social studies classes. Decisions regarding placement in Algebra 1 Honors will be made by central office staff. 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.

Honors classes are designed for students who have demonstrated high achievement, interest, and/or potential in one or more academic areas. It is a one-year commitment. The curriculum and instruction in Honors classes extend and enrich the FCPS Program of Studies through research-based practices designed to engage and challenge advanced learners, e.g. problem-based learning, research, and investigations. Honors classes provide opportunities to build on individual academic strengths, develop critical and creative thinking skills, and prepare students for advanced coursework in high school, i.e. Advanced Placement, International Baccalaureate, and/or Thomas Jefferson High School for Science and Technology.

ENGLISH 7 HN (111036)  36 weeks (year)
Grade:  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.
MATHEMATICS 7 HONORS (311136)  36 weeks (year)
Grade:  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.**

ALGEBRA 1 HONORS (313036)  36 weeks (year)
Grade:  7, 8
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.**

INVESTIGATIONS IN ENVIRONMENTAL SCIENCE HN (411536)  36 weeks (year)
Grade:  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.

US HISTORY 7 HN (235536)  36 weeks (year)
Grade:  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. **Students are required to take the Standards of Learning End of Course Test.**
SEVENTH GRADE ELECTIVE PROGRAM

MUSIC

BEGINNING BAND 
(923210)  36 weeks (year) 
Grade:  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 
(923311)  36 weeks (year) 
Level 2 
Grade:  7, 8 
Credit:  one

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)  36 weeks (year) 
Level 1 
Grade:  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.

ADVANCED BAND 
(923411)  36 weeks (year) 
Level 2 
Grade:  7, 8 
Credit:  one

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)  36 weeks (year)
Grade:  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.

WOODWIND ENSEMBLE (925013)  36 weeks (year)
Grade:  7, 8
Credit:  one

Prerequisite:  Successful audition
Corequisite:  May require membership in another music class

This ensemble is designed to meet specific needs and/or interests for woodwind instruments. 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.

MEN'S CHORUS (926012)  36 weeks (year)
Grade:  7, 8
Credit:  non-credit

Prerequisite:  none

Students participate in a choral experience designed to develop skills as individual musicians and as members of a men's ensemble. Emphasis is placed upon vocalization and sight-singing through the use 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.

VOCAL ENSEMBLE (928010)  36 weeks (year)
Grade:  7, 8
Credit:  non-credit

Prerequisite:  Successful audition
Corequisite:  May require membership in another music class

This ensemble is designed to meet specific needs and/or interests for vocalists. Content includes study of appropriate ensemble literature, and rehearsal and performance techniques from the various areas of musical composition. Schools may also require membership in an intermediate or advanced choral class. Voicing 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.
WOMEN'S CHORUS  (926011)  36 weeks (year)
Grade:  7, 8                           Credit:  one

Prerequisite: none

Students participate in a choral experience designed to develop skills as individual musicians and as members of a women's ensemble. Emphasis is placed upon vocalization and sight-singing through the use 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.

BEGINNING ORCHESTRA  (923710)  36 weeks (year)
Grade:  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)  36 weeks (year)
Level 1                                Credit:  non-credit
Grade:  7, 8

Prerequisite: Successful audition

Intermediate level orchestra students will continue to develop skills on violin, viola, cello, and double bass. A variety of musical styles will be studied through the playing of string orchestra literature. Students must meet both the school day and outside of the school day participation requirements to receive credit for this course.

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

STRING ENSEMBLE  (925011)  36 weeks (year)
Grade:  7, 8                           Credit:  one

Prerequisite: Successful audition

Corequisite: May require membership in another music class

This ensemble is designed to meet specific needs and/or interests for string instruments. 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.
ADVANCED ORCHESTRA (923910)  36 weeks (year)
Level 1
Grade:  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 this course. **This course requires a student materials fee as listed in FCPS Notice 5922.**

ADVANCED ORCHESTRA (923911)  36 weeks (year)
Level 2
Grade:  7, 8
Credit:  one

Prerequisite: Successful audition

Advanced level orchestra offers instruction to the experienced player through in-depth study and performance of challenging string orchestra literature, with an emphasis on upper level skills. 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)  18 weeks (semester)
Grade:  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.**

THEATRE ARTS

SPEECH ARTS APPRECIATION (130062)  18 weeks (semester)
Grade:  7, 8
Credit:  non-credit

Students develop an appreciation of speech and multi-media production through an introduction to the basic concepts and skills relating to oral communication, public speaking, acting, broadcasting, and multi-media production. Students begin to develop poise, leadership, and confidence in speaking, and they develop skills in listening, collaborating, and discussing in group situations. **This course requires a student materials fee as listed in FCPS Notice 5922.**

THEATRE ARTS APPRECIATION (139067)  18 weeks (semester)
Grade:  7, 8
Credit:  non-credit

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

ART FOUNDATIONS (910532)  18 weeks (semester)
Grade:  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.

COMPUTERS IN ART (911562)  18 weeks (semester)
Grade:  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.

3D ART EXPLORATION (910632)  18 weeks (semester)
Grade:  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.

WORLD LANGUAGES

CHINESE 1 PART A (581300)  36 weeks (year)
Grade:  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.
FRENCH 1 PART A (511300) 36 weeks (year)
Grade: 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 PART A (551300) 36 weeks (year)
Grade: 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.

BUSINESS & INFORMATION TECHNOLOGY

COMPUTER SOLUTIONS (660932) 18 weeks (semester)
Grade: 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. The above is achieved through meaningful and fun projects that engage all learners.

DIGITAL INPUT TECHNOLOGIES (616032) 18 weeks (semester)
Grade: 7, 8
Credit: non-credit
Prerequisite: Computer Solutions or equivalent skill

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, Smart Pen, Bamboo Drawing Tablet, 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.
TECHNOLOGY & ENGINEERING EDUCATION

TECHNOLOGY EXPLORATION 7  (846432)  18 weeks (semester)
Grade: 7  Credit: non-credit

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

FAMILY AND CONSUMER SCIENCES

FAMILY AND CONSUMER SCIENCES 7  (826332)  18 weeks (semester)
Grade: 7  Credit: non-credit

This semester course uses higher order thinking skills that will help students develop responsible and positive attitudes toward their societal roles. Through lab experiences and simulated activities with peers, students will develop basic skills in sewing, clothing care, food management, care of others, and management of space and self.
This course requires a student materials fee as listed in FCPS Notice 5922.

EIGHTH GRADE CORE REQUIRED PROGRAMS

Students must pass each of the 4-core classes (English, math, history, and science) in order to be promoted to the next grade level.

ENGLISH

ENGLISH 8  (112000)  36 weeks (year)
Grade: 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 vocabulary building, learning about grammar, and spelling. Through varied and frequent writing assignments, students build on their understanding of writing as a process that includes drafting, revising, editing, proofreading, and publishing. Students practice a variety of writing forms including informational/technical and essay writing. All students learn research skills and to adapt speaking and writing skills to the audience, topic, purpose, and situation. Reading and writing competencies addressed in the Virginia Standards of Learning are incorporated into the course objectives.
Students are required to take the Standards of Learning End of Course Test.
MATHEMATICS

Mathematics Prerequisite for Freshman: Applicants to the freshman year must be enrolled in Algebra 1 or higher in eighth grade to be eligible to apply to Thomas Jefferson High School for Science and Technology (TJHSST).

MATHEMATICS 8  (311200)  36 weeks (year)
Grade: 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)  36 weeks (year)
Grade: 8  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.

SCIENCE

INVESTIGATING MATTER AND ENERGY  (412500)  36 weeks (year)
Grade: 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 probe ware, 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.
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.

HEALTH & PHYSICAL EDUCATION

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

HONORS 8 PROGRAM

Lanier Middle School offers open enrollment for Honors classes, and all students are eligible for Honors classes in English, math, science, and social studies. You may enroll your child in Honors English, math, science, and/or social studies classes. 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.

Honors classes are designed for students who have demonstrated high achievement, interest, and/or potential in one or more academic areas. It is a one-year commitment. The curriculum and instruction in Honors classes extend and enrich the FCPS Program of Studies through research-based practices designed to engage and challenge advanced learners, e.g. problem-based learning, research, and investigations. Honors classes provide opportunities to build on individual academic strengths, develop critical and creative thinking skills, and prepare students for advanced coursework in high school, i.e. Advanced Placement, International Baccalaureate, and/or Thomas Jefferson High School for Science and Technology.

ENGLISH 8 HN

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.
ALGEBRA 1 HONORS  
Grade: 7, 8  
Prerequisite: Mathematics 7 and/or Mathematics 8  
The depth and level of understanding expected in Algebra I Honors is beyond the scope of Algebra I. Students are expected to master algebraic mechanics and understand the underlying theory, as well as apply the concepts to real-world situations in a meaningful way. Students extend knowledge and understanding of the real number system and its properties through the study of variables, expressions, equations, inequalities, and the analysis of data from real world phenomena. Emphasis is placed on algebraic connections to arithmetic, geometry, and statistics. Calculators and computer technologies are integral tools. Graphing calculators are an essential tool for every student to explore graphical, numerical, and symbolic relationships.

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

GEOMETRY HONORS  
Grade: 8  
Prerequisite: Algebra 1  
The depth and level of understanding expected in Geometry Honors is beyond the scope of Geometry. This course emphasizes two- and three-dimensional reasoning skills, coordinate and transformational geometry, and the use of geometric models to solve problems. A variety of applications and some general problem-solving techniques, including algebraic skills, will be used to explore geometric relationships. Conjectures about properties and relationships are developed inductively and then verified deductively. Students investigate non-Euclidean geometries, formal logic, and use deductive proofs to verify theorems. Calculators, computers, graphing utilities, dynamic geometry software, and other appropriate technology tools will be used to assist in teaching and learning.

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

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

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

## EIGHTH GRADE ELECTIVE PROGRAM

### MUSIC

<table>
<thead>
<tr>
<th>COURSE</th>
<th>CODE</th>
<th>WEEKS</th>
<th>CREDIT</th>
</tr>
</thead>
<tbody>
<tr>
<td>BEGINNING BAND</td>
<td>923210</td>
<td>36 weeks</td>
<td>non-credit</td>
</tr>
<tr>
<td>Grade: 7, 8</td>
<td></td>
<td>(year)</td>
<td></td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>COURSE</th>
<th>CODE</th>
<th>WEEKS</th>
<th>CREDIT</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTERMEDIATE BAND</td>
<td>923311</td>
<td>36 weeks</td>
<td>one</td>
</tr>
<tr>
<td>Level 2</td>
<td></td>
<td>(year)</td>
<td></td>
</tr>
<tr>
<td>Grade: 7, 8</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>COURSE</th>
<th>CODE</th>
<th>WEEKS</th>
<th>CREDIT</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADVANCED BAND</td>
<td>923410</td>
<td>36 weeks</td>
<td>non-credit</td>
</tr>
<tr>
<td>Level 1</td>
<td></td>
<td>(year)</td>
<td></td>
</tr>
<tr>
<td>Grade: 7, 8</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.
ADVANCED BAND  (923411)  36 weeks (year)
Level 2
Grade: 7, 8
Credit: one

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)  36 weeks (year)
Grade: 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.

WOODWIND ENSEMBLE  (925013)  36 weeks (year)
Grade: 7, 8
Credit: one

Prerequisite: Successful audition

Corequisite: May require membership in another music class

This ensemble is designed to meet specific needs and/or interests for woodwind instruments. 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.

MEN'S CHORUS  (926012)  36 weeks (year)
Grade: 7, 8
Credit: non-credit

Prerequisite: none

Students participate in a choral experience designed to develop skills as individual musicians and as members of a men's ensemble. Emphasis is placed upon vocalization and sight-singing through the use 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.
VOCAL ENSEMBLE  (928010)  36 weeks (year)
Grade:  7, 8
Credit:  non-credit

Prerequisite:  Successful audition
Corequisite:  May require membership in another music class

This ensemble is designed to meet specific needs and/or interests for vocalists. Content includes study of appropriate ensemble literature, and rehearsal and performance techniques from the various areas of musical composition. Schools may also require membership in an intermediate or advanced choral class. Voicing 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.

WOMEN'S CHORUS  (926011)  36 weeks (year)
Grade:  7, 8
Credit:  one

Prerequisite:  none

Students participate in a choral experience designed to develop skills as individual musicians and as members of a women's ensemble. Emphasis is placed upon vocalization and sight-singing through the use 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.

BEGINNING ORCHESTRA  (923710)  36 weeks (year)
Grade:  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)  36 weeks (year)
Level 1
Grade:  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.
STRING ENSEMBLE (925011)  36 weeks (year)
Grade:  7, 8
Credit:  one

Prerequisite:  Successful audition
Corequisite:  May require membership in another music class

This ensemble is designed to meet specific needs and/or interests for string instruments. 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.

ADVANCED ORCHESTRA (923910)  36 weeks (year)
Level 1
Grade:  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 this course.

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

ADVANCED ORCHESTRA (923911)  36 weeks (year)
Level 2
Grade:  7, 8
Credit:  one

Prerequisite:  Successful audition

Advanced level orchestra offers instruction to the experienced player through in-depth study and performance of challenging string orchestra literature, with an emphasis on upper level skills. 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)  18 weeks (semester)
Grade:  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.
THEATRE ARTS

SPEECH ARTS APPRECIATION  (130062)  18 weeks (semester)
Grade:  7, 8
Credit:  non-credit

Students develop an appreciation of speech and multi-media production through an introduction to the basic concepts and skills relating to oral communication, public speaking, acting, broadcasting, and multi-media production. Students begin to develop poise, leadership, and confidence in speaking, and they develop skills in listening, collaborating, and discussing in group situations.

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

THEATRE ARTS APPRECIATION  (139067)  18 weeks (semester)
Grade:  7, 8
Credit:  non-credit

Students develop an appreciation of theatre and the ability to perform through an introduction to the basic concepts and skills of acting. Through viewing and participating in a variety of performance activities, students will enhance imagination, poise, and confidence. Students will use the skills and knowledge acquired to appreciate and understand the purpose of theatre arts in school and in other activities.

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

ADVANCED THEATRE ARTS APPRECIATION  (139568)  36 weeks (year)
Grade:  8
Credit:  non-credit

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

Students who are continuing the study of theatre arts for a second year will be taught to apply and expand the skills developed in the introductory class. They will participate in a variety of dramatic activities and perform for varied audiences. This course is designed for students who are interested in an expanded study of theatre arts and oral communication.

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

VISUAL ARTS

ART FOUNDATIONS  (910532)  18 weeks (semester)
Grade:  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.
COMPUTERS IN ART  
(911562)  18 weeks (semester)
Grade:  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.

3D ART EXPLORATION  
(910632)  18 weeks (semester)
Grade:  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 - FULL YEAR  
(911500)  36 weeks (year)
Grade:  8
Credit:  non-credit

Prerequisite:  Grade 8 with recommendation of teacher

This full-year course offers an opportunity for eighth grade students with interest and above average performance in art to refine artistic skills and techniques. Create advanced level art projects that interpret and express personal feelings, experiences, and observations through the concept of relationships. Work with a variety of media and tools including technological applications in drawing, painting, printmaking, and sculpture. Evaluate and critique own and others artwork. Study art history and culture and analyze the works of artists while making 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.
WORLD LANGUAGES

CHINESE 1 PART B  (581500)  36 weeks (year)
Grade: 8  Credit: one

Prerequisite: Chinese 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 requirement of the high school Advanced Studies diploma. It also counts towards the number of credits required for high school graduation.

FRENCH 1  (511000)  36 weeks (year)
Grade: 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 towards fulfilling the world languages requirement of the high school Advanced Studies diploma. It also counts towards the total number of credits required for graduation.

FRENCH 1 PART B  (511500)  36 weeks (year)
Grade: 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.
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SPANISH 1 PART B (551500)  36 weeks (year)
Grade:  8  
Credit:  one

Prerequisite:  Spanish 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.

BUSINESS & INFORMATION TECHNOLOGY

COMPUTER SOLUTIONS (660932)  18 weeks (semester)
Grade:  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. The above is achieved through meaningful and fun projects that engage all learners.

DIGITAL INPUT TECHNOLOGIES (616032)  18 weeks (semester)
Grade:  7, 8  
Credit:  non-credit

Prerequisite:  Computer Solutions or equivalent skill

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, Smart Pen, Bamboo Drawing Tablet, 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.
TECHNOLOGY AND ENGINEERING EDUCATION

TECHNOLOGY EXPLORATION 8  (846332)  18 weeks (semester)
Grade: 8
Credit: non-credit

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

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

FAMILY AND CONSUMER SCIENCES

FAMILY AND CONSUMER SCIENCES 8  (824432)  18 weeks (semester)
Grade: 8
Credit: non-credit

This semester course uses higher order thinking skills and simulated life experiences that enable the student to meet challenges in clothing and food management, career awareness, fitness and wellness, personal development, and relationships with others. Career exploration activities assist students with high school course selection.

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

PEER HELPING

PEER HELPING  (980717)  18 weeks (semester)
Grade: 8
Credit: non-credit

This is an elective course designed to train and facilitate a peer helper program in the middle school. The course provides an opportunity for students to develop their support and leadership skills in assisting others. Students are taught to help peers by learning to be more effective listeners, developing friendship skills, becoming group leaders, and being positive role models. Course topics may include self-esteem and self-exploration, goal setting, school success skills, effective communication skills, peer refusal skills, substance abuse prevention, and decision-making and problem-solving techniques. Student activities may include mentoring, support to peers, orientation of new students, elementary outreach, and community service programs.
## ADVANCEMENT VIA INDIVIDUAL DETERMINATION (AVID)

**AVID**
Advancement via Individual Determination  
Grade: 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.

## GENERAL EDUCATION SUPPORT CLASSES

Lanier Middle School offers a number of general education support classes to meet individual student needs. Students may be placed in these classes after review of their academic record and consideration of current and former teacher recommendations.

<table>
<thead>
<tr>
<th>Class</th>
<th>Grade</th>
<th>Credit</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ACTION LITERACY 7</strong></td>
<td>7</td>
<td>non-credit</td>
<td>18 weeks (semester)</td>
</tr>
<tr>
<td><strong>ACTION LITERACY 8</strong></td>
<td>8</td>
<td>non-credit</td>
<td>18 weeks (semester)</td>
</tr>
<tr>
<td><strong>READ 180 NEXGEN</strong></td>
<td>8</td>
<td>non-credit</td>
<td>36 weeks (year)</td>
</tr>
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</table>

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

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

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

DOUBLE BLOCK MATH
Grade: 7, 8
Students will be enrolled in both a general education math class as well as a support class. Students will have twice as much time to learn the concepts (and supporting concepts).

ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL)

Students in the ESOL program possess moderate, limited, or no proficiency in English and need varying degrees of English instruction. They are divided into three levels: Level 1 students who take a minimum of four (4) hours of ESOL; Level 2 students who take a minimum of two (2) hours of ESOL; and Levels 3/4 students who take one (1) hour of ESOL.

BEGINNING ESOL ENGLISH (571061)  36 weeks (year)
WIDA ELP Level 1 & 2
Grade:  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)  36 weeks (year)
WIDA ELP 1 & 2 English
Grade:  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)  36 weeks (year)
WIDA ELP LEVEL 1 & 2
Grade:  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.

Students are required to take the Standards of Learning End of Course Test.
**ESOL CIVICS & ECONOMICS 8**  
(571218)  
36 weeks (year)  
WIDA ELP Level 1 & 2  
Grade: 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)  
36 weeks (year)  
WIDA ELP LEVEL 1 & 2  
Grade: 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.**

**DEVELOPING ESOL ENGLISH**  
(572061)  
36 weeks (year)  
WIDA ELP LEVEL 3  
Grade: 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 enrolled in grade level English class. This course may be repeated. **Students are required to take the Standards of Learning End of Course Test.**

**ESOL ACADEMIC LANGUAGE**  
(573061)  
36 weeks (year)  
WIDA ELP LEVEL 4  
Grade: 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.

**READ 180 ESOL NEXG**  
(571094)  
36 weeks (year)  
Grade: 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.
The program for students with special education needs is based on the philosophy that students with disabilities have the right to a free appropriate public education designed to meet their unique needs and learning styles. Lanier Middle school offers a continuum of special education services through programs specifically designed to meet the needs of students with autism, emotional disabilities, specific learning disabilities, hearing, vision, and/or speech and language impairment. Students with disabilities are eligible to participate in courses expressly designed to meet their needs as determined by the student’s Individualized Education Program (IEP). Students may be fully mainstreamed in their academic classes or may receive special education services through a team-taught or self-contained class.

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

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

READING 7 (110780)  36 weeks (year)
Grade:  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).

READING 8 (110880)  36 weeks (year)
Grade:  8
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).
Adapted Health and Physical Education (770016)  36 weeks (year)
Grade:  7, 8  
Credit:  non-credit

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

Adapted health and physical education is a developmental course for general education and/or special education students. This course serves students who are temporarily or permanently physically disabled or have deficiencies in motor coordination and/or physical fitness. This course is individualized and is directed toward improvement of deficiencies. The course includes specifically selected activities that are designed for the student's level of performance and designed to improve deficiencies, and maximize participation. Students in adapted physical education will participate in health education units required of their grade level.

Personal Development (781540)  36 weeks (year)
Grade:  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.

Basic Skills (781980)  36 weeks (year)
Grade:  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 coping 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. The course may be taught as an elective both years, as appropriate.

Work Awareness and Transition (907060)  36 weeks (year)
Grade:  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/co-worker interactions, explore interests related to career options and develop work related skills through a variety of work experiences in the school environment.
Speech and Language Therapy Program

Speech and language therapy is offered to students in accordance with their Individualized Education Plan (IEP) for correcting oral communication difficulties. The speech and language clinician communicates with the general education teacher regarding the students’ needs and progress.

Emotional Disabilities Program

Lanier Middle School offers as part of a continuum of services a school-based program for students with emotional disabilities (ED). Students’ needs are met in a variety of settings that include general and special education classes, depending on the needs of the student.

Additional Programs

Itinerant specialists in these respective programs meet individually with students as often as required by each student’s IEP.

- ESOL Program
- Hearing or Vision Impaired Program
- Occupational Therapy Program
- Physical Therapy Program
Advanced Academic Programs

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

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

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

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

Advanced Academic courses in high school are open to all students. Students have the opportunity to enroll in honors courses as underclassmen and continue in Advanced Placement (AP), International Baccalaureate (IB), and dual enrollment courses. Students may earn college credits based on the results of their examinations (AP or IB) or course grade (dual enrollment). Student transfer applications may be submitted for an AP or IB program if the base school does not offer the desired program of study. For more information on the transfer process, please visit the web site at: http://www.fcps.edu/is/aap/index.shtml.

AP and IB courses are advanced-level courses with external exams. Students who take AP and IB courses are required to complete the examinations.

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

For the most recent information on graduation requirements, please visit the following link:
http://www.fcps.edu/is/schoolcounseling/graduation.shtml


- If there is a placement error (e.g. student has already taken the assigned elective, student is placed in the wrong level) a change will be granted immediately.

- The window for requesting an elective change opens 1 week from the start of the semester and ends after exactly 5 school days. For the 2014-2015 school year, the windows will be 9/9/14 - 9/12/14 & 2/9/2015 - 2/13/2015. Students must have the request form in within that window or the request will not be granted.

- Changes will be made on a space available basis. Elective changes are not guaranteed.

- Forms will not be accepted before the window opens for elective changes

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<thead>
<tr>
<th>Semester Electives</th>
<th>Year-long Electives</th>
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<tr>
<td>Students must have parent permission to change a semester elective.</td>
<td>Requests to drop a year-long elective after the fall window closes will be granted:</td>
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<tr>
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