Dear Students and Parents,

It is with great enthusiasm that we welcome you to Robinson Middle School (RMS). We are excited about a new school year and can’t wait to help students make a seamless transition to grades seven and eight at Robinson Middle School.

To assist you with long-range planning, this course selection guide includes descriptions of the seventh and eighth grade instructional programs and the current high school graduation requirements. Students are required to take courses in each of the four core academic subjects and a full year of health and PE. RMS offers an array of elective courses to include music, art, theater, and computers in addition to numerous after school clubs and activities.

All RMS students are members of a grade level team comprised of approximately 140 students, and an English, math, science, social studies, special education teachers, and a school counselor. Each teaching team has common planning time in order to meet regularly to coordinate curriculum that emphasizes interdisciplinary teaching units, discuss student issues, meet with students and parents, and plan team activities. A counselor and a sub school principal work closely with each team.

It is our desire to forge lasting partnerships with our families and community members and welcome parent involvement, as it is critical for achieving and maintaining student success in school. We encourage and appreciate parents participating in the PTSA and other parent focused groups as well as volunteering to assist with the many activities we will plan for our middle school students at Robinson.

Parents and students should carefully consider current strengths as well as interests and future goals when making course selections. Planning will help students make wise decisions about courses to take in middle school. School counselors are readily available to guide students through the course selection process.

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 student services department at 703-426-2222.

### Middle School Administrative Team and School Counselors

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
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</thead>
<tbody>
<tr>
<td>Matthew W. Eline</td>
<td>Principal</td>
</tr>
<tr>
<td>Tracey Phillips</td>
<td>Associate Principal</td>
</tr>
<tr>
<td>Sharon Newcome</td>
<td>Sub school 7 Principal</td>
</tr>
<tr>
<td>Scott Bergquist</td>
<td>Sub School 8 Principal</td>
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<tr>
<td>Jennifer Miley</td>
<td>Director of Student Services</td>
</tr>
<tr>
<td>Richard Bevilacqua</td>
<td>School Counselor</td>
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<tr>
<td>Jamee Kelley</td>
<td>School Counselor</td>
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<tr>
<td>Dolores Malloy</td>
<td>School Counselor</td>
</tr>
<tr>
<td>Anecia Robinson</td>
<td>School Counselor</td>
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</tbody>
</table>
Mission and Vision Statement

**Mission** – The mission of Robinson Secondary School is to create a culture of confidence in which all students are empowered with academic, social and ethical knowledge and skills, to be global citizens ready for life beyond high school.

**Vision** – The staff of Robinson Secondary School is committed to building an environment where academic, social, and ethical growth is expected and where students share in and accept the responsibility for their learning.

Robinson Secondary School pledges to:

- **Build a culture of confidence** by developing positive relationships, mutual respect, and a variety of learning and assessment opportunities for students to achieve their full academic potential.
- **Use technology**, as appropriate, across the curriculum to promote student learning.
- **Produce frequent and ongoing assessments**, including opportunities to **reflect on learning and develop critical thinking skills**, which are essential for student success.
- **Use collaborative teams** to ensure a standardized curriculum adapted to student needs provided through bell-to-bell instruction.
- **Maintain effective, consistent communication among all stakeholders**: teachers, administrators, parents, students, and community.
What to Expect in Middle School

Teams
Middle School is the critical transitional link between the elementary classroom and the departmental high school structure. Students are randomly assigned to a team which includes four core teachers (English, math (off team), science and social studies) and a school counselor. Teaming is an integral part of the middle school program and allows teams of teachers to collaborate to address the following goals:

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

Classes
Students are enrolled in seven classes to include core academic courses, PE, and electives. Elective courses vary in duration with some being full year courses and others lasting a single semester. Time is provided during the school day for enrichment and intervention. Low enrollment may cause elective courses to be limited or cancelled. When a class is cancelled, in most instances, students will get their next elective choice.

Lunch
Lunch is 30 minutes and there are two lunch shifts. The student’s schedule will determine which lunch shift is assigned.

Lockers
Each student is assigned a hallway locker. Students should not share lockers or tell other students their locker combination.

Late buses
Late buses are scheduled to accommodate after-school activities three days a week.

After School Activities
Teachers are available after school to help students on one of the late bus days. Students are encouraged to take advantage of this opportunity. Extracurricular activities, such as club meetings and special events, are scheduled after school to coincide with the late bus.
Homework
Parents and students should expect homework to be assigned each day. Homework includes reading, studying, practicing, reviewing class notes, and working on long term projects. Students should anticipate spending approximately 90 minutes on homework per night unless enrolled in a high school course.

Student Conduct
FCPS Regulation 2610.21P entitled Students Rights and Responsibilities defines student's rights and responsibilities and establishes the rules to be followed by students within the school system. All students will be given a copy of this document, and students will receive in-school instructions as to its contents. Students and parents should become familiar with the information it contains.

Student Fees
Courses that require a student fee for consumable materials have been designated in this catalog. The schedule of division-wide student fees to be charged for any elective course can be found in Notice 5922 at http://www.fcps.edu/Directives/topicalindexOR.shmtl#REVE. Students eligible for the federal Free and Reduced price meals program may have course and test fees waived. Contact your school counselor for more information.

Student Services Department
Each student is assigned a school counselor. Middle school counselors help students make the transitions from elementary to middle school and from middle to high school. They assist students with their academic, social and emotional development. Counselors help students explore course selections and career options and also give assistance with day-to-day school concerns, arrange parent/team conferences, and serve as a resource to parents and students.

Grades
Students earn the letter grades of: A, A-, B+, B, B-, C+, C, C-, D+, D, and F. Report cards are mailed home every nine weeks. Interims progress reports are sent home with the students approximately 4-1/2 weeks into a grading period. In addition, an electronic progress report is emailed to parents three times each grading period.

Attendance
Regular attendance is required for success in any school situation. In order to maximize classroom learning, RMS requires that students be punctual to school in the morning and to all classes throughout the day. Acceptable excuses for absences or tardiness include: illness, death in family, medical or dental appointments, and religious holidays. Parents should contact their child's sub school secretary regarding pre-arranged absences and must call the school attendance line to report an absence or tardiness.

Agenda Book/Planner
Each student will receive an Agenda Book/Planner at the beginning of the school year to record daily and long term assignments. Students are also required to carry their Agenda Book with them throughout the day as it also functions as a hall pass when students are excused to rest rooms and other places in the school building while classes are in session. The Agenda Book includes many accessible resource materials including the Student Handbook.

FCPS 24-7 Learning
Students are expected to use FCPS 24-7 Learning (Blackboard) to access homework and classroom assignments. Parents are also encouraged to access their children's class sites by registering for their own FCPS 24-7 Learning account.
The seventh and eighth grade programs consist of a combination of required and elective courses. Middle school students will be expected to take seven courses each semester. Students should consider current strengths, interests and future goals when selecting courses. You will want to choose carefully; talk with your parents/guardians, counselors and teachers as they can help you make wise decisions about the courses you will take in middle school.

**Seventh graders will take:** English 7, U.S. History, Investigations in Environmental Science, Mathematics (Mathematics 7, Mathematics 7 Honors, and Algebra 1 Honors), Health & Physical Education 7, and elective courses to complete a schedule of seven courses.

**Eighth graders will take:** English 8, Civics, Investigating Matter & Energy 8, and Mathematics (Mathematics 8, Algebra 1, Algebra 1 Honors, and Geometry Honors), Health and Physical Education, and elective courses to complete a schedule of seven courses.

**Specialized Programs**

**English for Speakers of Other Languages (ESOL):**
ESOL students are placed in Level 1 (very limited or no knowledge of English), Level 2 (limited proficiency in English), or Level 3-4 (proficient in speaking and understanding English but limited in reading and writing skills). The Level 1 students are in ESOL classes four periods each day. Level 2 students have four periods per day, and Level 3-4 students, have one period of ESOL per day. ESOL students are enrolled in mainstream courses for all other classes that are not designated by the ESOL program. If you have any questions regarding ESOL placement, please contact the English for Speakers of Other Languages department coordinator, Sharon Hockenbury at sehockenbury@fcps.edu

**Special Education:**
The Special Education Department provides a continuum of direct and related services to students with exceptional learning needs in both the general and adapted curriculums. Students with exceptional learning needs may receive specially designed instruction in their core courses (English, math, science, and social studies) in the general education (including team taught), and/or special education setting, and enroll in general education and/or special education electives as determined by their Individual Education Plan (IEP) team. If you have any questions regarding the delivery of special education services in middle school, please contact the Special Education Department Chair, Kristen Griggs at kcgriggs@fcps.edu
Enrichment & Intervention Programs: In order to assist students in achieving proficiency on the Standards of Learning (SOL) tests, additional academic support semester courses are available. These courses are designed to provide direct instruction in order to augment knowledge and skills in indicated subject areas. Placement and eligibility is determined through recommendation.

Action Literacy:
Action Literacy 7 or Action Literacy 8 is a one semester SOL support class for the English Reading SOL (not Writing SOL) for 7th grade or 8th grade students reading on or just below grade level. 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 in need of support. This course reinforces vocabulary instruction as well as explicit reading strategy instruction.

Algebra Readiness Incentive (ARI):
This course is designed to augment student abilities in Algebra. Placement and eligibility is determined through assessment.

Read 180 Next Generation:
READ 180 Next Generation 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 materials, and adaptive instructional software. It can be accessed by both seventh and eighth graders. Dependent on their proficiency levels, some students might be enrolled in the course for two years.

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

Advanced Academic Program: Fairfax County Public Schools Advanced Academic Programs provide challenging learning experiences that are 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 courses and the Level IV center program. Students who have demonstrated high achievement, interest, and/or potential in one or more academic areas may enroll in honors courses. Parents should consult with their student’s teachers and counselors when making decisions about honors placement. A partnership of parents, teachers, and counselors working together is the best means of ensuring our student’s success. 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 who seek academic rigor. 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 website at www.fcps.edu/dss/osp/StudentRegistration/student-transfer/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 fulfills 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 designed for students' ages 11-16 (grades 6-10). The program helps students develop the knowledge, understanding, attitudes, and skills necessary to participate actively and responsibly in a changing world. The curriculum is supported by the fundamental concepts of intercultural awareness, holistic learning, and communication. The IBMYP program is available at the following middle and high schools: Glasgow, Holmes, Hughes, Poe, Whitman, Annandale, Mt. Vernon, South Lakes, Lee, Key, Edison, Twain, Robinson and Stuart.

As Robinson Middle continues to implement the International Baccalaureate Middle Years Program (IB MYP), all courses for students in grades 7-10 will be considered MYP courses and increasingly will reflect the aims and goals of the IB program. Students in every class are automatically enrolled in IB MYP and parents need take no additional action. Since the IB MYP is a framework for teaching the Virginia Standards of Learning and the Fairfax County Program of study, the content of the classes will not change. To learn more about the IB MYP program, and the IB Diploma program available to students in grades 11 and 12, please see Robinson's homepage under academics.

Honors Program:
Students who have demonstrated high achievement, interest, and/or potential in one or more academic areas may be ready to take honors classes. At Robinson, honors classes provide an enriched and accelerated curriculum with an emphasis on higher-level critical thinking skills. We encourage parents to evaluate their student's academic strengths, interests, abilities, and SOL achievement, grades, school/teacher recommendation, and related behavioral factors for appropriate placement. There is a strong expectation that students remain in the level (standard or honors) that they started the academic year. This policy is based on instructional best practice and the limitations of the schedule. Schedule changes will NOT be made in order that students may avoid poor or failing grades, nor will students be “moved up” to honors classes mid-year.

Math Honors:
Students who have taken Compacted Math 6 at an FCPS elementary school are automatically enrolled in Math 7 Honors in 7th grade. Students either coming from within or out of FCPS and who did not take Compacted Math 6 will be looked at holistically for placement in Math 7 Honors. Math 7 Honors covers Mathematics Grade 8 Standards and students must take the Math 8 Standards of Learning Standardized Assessment Test at the end of the school year. Careful consideration is encouraged.

High School Options:
World language classes as well as Algebra 1, Algebra 1 Honors, and Geometry Honors are high school credit courses offered to eighth graders. Algebra 1 Honors is also available to 7th grade students who qualify through testing. These courses become part of the high school transcript record, are included in the calculation of high school grade point average (GPA), and count toward credits for high school graduation. It is recommended, but not required, that 8th grade students take Algebra 1 and a world language if they plan to enroll in Advance Placement or International Baccalaureate courses in high school. Admission to Thomas Jefferson High School for Science and Technology (TJHSST) requires the completion of Algebra 1 prior to 9th grade.
**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).

**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: Amharic, Arabic, Bengali, Chinese, Farsi, French, German, Hindi, Japanese, Korean, Nepali, Punjabi, Russian, Somali, Spanish, Tagalog/Pilipino, 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, Advanced Technical, Standard Technical or Standard Diplomas. In addition, middle school students in grades 6-8 enrolled in 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](http://www.fcps.edu/is/worldlanguages/creditexam/index.shtml) or contact the World Languages Team at 571-423-4602.
To qualify for promotion, seventh and eighth grade middle school students must demonstrate knowledge and competency in the four core areas of language arts, mathematics, science, and social studies. To guarantee promotion, students must meet grade level expectations by demonstrating proficiency in the foundational knowledge and skills in each of the four core subject areas and earning a passing final grade.

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.

**GRADING SYSTEM**

<table>
<thead>
<tr>
<th>Letter Grade (Percent)</th>
<th>Point Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>A (93-100)</td>
<td>4.0</td>
</tr>
<tr>
<td>A- (90-92)</td>
<td>3.7</td>
</tr>
<tr>
<td>B+ (87-89)</td>
<td>3.3</td>
</tr>
<tr>
<td>B (83-86)</td>
<td>3.0</td>
</tr>
<tr>
<td>B- (80-82)</td>
<td>2.7</td>
</tr>
<tr>
<td>C+ (77-79)</td>
<td>2.3</td>
</tr>
<tr>
<td>C (73-76)</td>
<td>2.0</td>
</tr>
<tr>
<td>C- (70-72)</td>
<td>1.7</td>
</tr>
<tr>
<td>D+ (67-69)</td>
<td>1.3</td>
</tr>
<tr>
<td>D (64-66)</td>
<td>1.0</td>
</tr>
<tr>
<td>F (below 64)</td>
<td>0.0</td>
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*Effective September 2009*
WITHDRAWAL POLICY

For the first grading period only, a student has five days after the date on which report cards are sent home in which to drop a course without having a grade recorded. Courses dropped are not counted in the grade point average except when an F is received for the course. Middle schools do not calculate grade-point averages; however, if a high school credit course is taken by a middle school student, courses dropped are not counted in the high school grade-point average except when an F is received for the course. Unless the principal approves an exception, a student may not withdraw during the final quarter of a course if he or she is passing the course. If a student drops a course during the:

1st quarter          No penalty--nothing is recorded.
2nd quarter          WP (withdrawn passing) or WF (withdrawn failing) is recorded.
                     Exception: For semester courses a WP or F for failure is recorded.
3rd quarter          WP or WF is recorded.
4th quarter          WP or F for failure is recorded.

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 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.

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.
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.

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.
ENGLISH
MATHEMATICS
SCIENCE
SOCIAL STUDIES
HEALTH and PHYSICAL EDUCATION
ESOL
SPECIAL EDUCATION
BUSINESS and INFORMATION TECHNOLOGY
FAMILY and CONSUMER SCIENCES
FINE ARTS-MUSIC
FINE ARTS-THEATRE ARTS
FINE ARTS-VISUAL ARTS
GENERAL
TECHNOLOGY and ENGINEERING EDUCATION
WORLD LANGUAGES
ENGLISH

ENGLISH 7
Grade: 7
(111000) 36 weeks (year)

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

ENGLISH 7 HN
Grade: 7
(111036) 36 weeks (year)

This course extends the standard program of studies for English 7. As students read and study a variety of fiction and nonfiction, building on an understanding of reading as a process that includes analyzing and interpreting the text, they make connections across time, place, and subject; perform as a practitioner or scholar in a discipline; and self-assess and reflect on their learning and the learning process. Instruction is enriched and extended through research-based practices designed to engage and challenge advanced learners, e.g. problem-based learning, research, and investigations. Students are required to take the Standards of Learning End of Course Test.
ENGLISH 8

Grade: 8

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

ENGLISH 8 HN

Grade: 8

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

MATHEMATICS 7  
(311100) 36 weeks (year)  
Grade: 7  
Prerequisite: Mathematics Grade 6  

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 HN  
(311136) 36 weeks (year)  
Grade: 7  
Prerequisite: Successful Completion of Math 6  

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 8th grade Standards of Learning End of Course Test.**

MATHEMATICS 8  
(311200) 36 weeks (year)  
Grade: 8  
Prerequisite: Mathematics 7  

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

Grade: 8  
Credit: One  
Prerequisite: Successful completion of Math 7  

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**

Grade: 7, 8  
Credit: One/weighted +.5  
Grade 7 Criteria: 91% or higher on IAAT and Pass Advanced Math 7 SOL Test  
Prerequisite: Successful completion of 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  
Credit: one/weighted +.5  
Prerequisite: Successful completion of 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.**
INVESTIGATIONS IN ENVIRONMENTAL SCIENCE
Grade: 7

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

INVESTIGATIONS IN ENVIRONMENTAL SCIENCE HN
Grade: 7

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

INVESTIGATING MATTER AND ENERGY
Grade: 8

Investigating Matter and Energy builds upon the experiences in the physical sciences introduced to students in the upper-elementary grades. Properties of matter, energy forms and their transformations, and forces and motion are content strands developed through a sequence of hands-on investigations. To augment the inquiry-based investigations, computer technologies including graphing calculators, Vernier Lab Quests and probe ware, web quests, and streaming videos are used to build background knowledge and enhance student understanding. Process skills related to scientific investigation, reasoning, and logic 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.
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, investigations, projects and current events. 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 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.

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. There is a focus on formal essay writing and outside reading requirements to enrich the classroom instruction.
CIVICS

CIVICS AND ECONOMICS
Grade: 8

(235700) 36 weeks (year)

The grade eight program is designed to prepare students to be responsible, productive citizens in a democratic republic and an interconnected world. Students will gain an understanding of the concepts and processes of democratic government and the American economic system. Students examine the role that citizens play in the political, governmental, and economic systems in the United States. Students will acquire knowledge of the structure and operation of these systems at the national, state and local levels. A service learning component helps students personalize citizenship education. **Students are required to take the Standards of Learning End of Course Test.**

CIVICS 8 HN
Grade: 8

(235736) 36 weeks (year)

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

HEALTH AND PHYSICAL EDUCATION 7 (712033/34)  36 weeks (year)
Grade:  7

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

HEALTH AND PHYSICAL EDUCATION 8 (720033/34)  36 weeks (year)
Grade:  8

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

ADAPTED PHYSICAL EDUCATION (770016)  36 weeks (year)
Grade:  7, 8
Prerequisite:  Student's I.E.P. designates Adapted Physical Education

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

BEGINNING ESOL ENGLISH (Balance Literacy)
WIDA ELP Level 1 & 2
Grade:  7, 8
(571061) 36 weeks (year)
(571062) 36 weeks (year)

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

ESOL US HISTORY 7
WIDA ELP LEVEL 1 & 2
Grade:  7
(571217) 36 weeks (year)

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

ESOL CIVICS & ECONOMICS 8
WIDA ELP Level 1 & 2
Grade:  8
(571218) 36 weeks (year)

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 may be required to take the Standards of Learning End of Course Test.**
**ESOL FOCUS SCIENCE**
WIDA ELP LEVEL 1 & 2
Grade: 7, 8

This course is the science course for WIDA ELP Level 1 & 2 students. It is designed to develop the academic language of science through scaffold grade level labs. Students explore the scientific process along with key vocabulary and concepts through Life and Physical Science. This course may be repeated. **Eighth grade students are required to take the Standards of Learning End of Course Test.**

**ESOL FAST MATH**
WIDA ELP Level 1 & 2
Grade: 7, 8

This is the course for WIDA ELP Level 1 & 2 students with significant gaps in 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. **Students are required to take the Standards of Learning End of Course Test.**

**DEVELOPING ESOL ENGLISH (Balance Literacy)**
WIDA ELP LEVEL 2 & 3
Grade: 7, 8

This is the English language class in which WIDA ELP Levels 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. This course may be repeated. **Students are required to take the Standards of Learning End of Course Test.**

**ESOL ACADEMIC LANGUAGE**
WIDA ELP LEVEL 4
Grade: 7, 8

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

STRATEGIES FOR SUCCESS  (781980) 36 weeks (year)
Grade: 7, 8

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

LIFE SKILLS  (798816) 36 weeks (year)
Grade: 7, 8

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

PERSONAL DEVELOPMENT  (781540) 36 weeks (year)
Grade: 7, 8

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

WORK AWARENESS AND TRANSITION  (907060) 36 weeks (year)
Grade: 7, 8

This year long course is designed to assist students as they begin to consider high school and post-secondary options through career awareness and career exploration activities. Students learn and practice appropriate interpersonal/co-worker interactions, explore interests related to career options and develop work related skills through a variety of work experiences in the school environment.
READING 7
Grade: 7

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
Grade: 8

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).
ENRICHMENT & INTERVENTION COURSES

ACTION LITERACY 7  
(011047) 18 weeks (semester)  
Grade: 7

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

ACTION LITERACY 8  
(011048) 18 weeks (semester)  
Grade: 8

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

READ 180 Next Generation  
(110850) 36 weeks (year)  
Grade: 7, 8

READ 180 Next Generation 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  
(011049) 18 weeks (semester)  
Grade: 8

Responsive Writing is a one-semester English Writing SOL support class for 8th grade students. This small intervention class will focus on implementing the writing process and applying the Six Traits of Writing. The 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.
The Algebra Readiness Initiative (ARI) provides mathematics intervention resources and services to students and grades 6, 7, and 8 who are at risk of failing the Algebra 1 end-of-course assessment, as demonstrated by their individual performance on diagnostic tests. The ARI consists of two major components: 1) a diagnostic assessment designed to guide instructional decisions for students that may need intervention services and 2) targeted intervention services for students using a school-based curriculum. Individual schools within Fairfax County Public Schools (FCPS) determine which students should be targeted for diagnostic testing and then subsequently for intervention services.

This course is designed for students no more than two years below grade level. Using a school-based curriculum, Power Mathematics supports students' current learning in their core mathematics class. A specific focus is on number and number sense, computation and estimation, and pre-teaching content (front loading) to support student learning in the upcoming units of student in the core mathematics class.
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 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.
ENGLISH ELECTIVES

LITERARY ARTS: JOURNALISM (Newspaper/Yearbook)  
(116168) 18 weeks (semester)  
Grade: 7, 8  
Students learn basic publication and journalism skills focusing on writing articles and designing layouts for a newspaper or a yearbook. Students will write, edit, design, and publish The Medallion, the middle school newspaper as well as contribute to the middle school yearbook.

CREATIVE WRITING  
(110862) 18 weeks (semester)  
Grade: 7, 8  
Students develop their creative writing skills with an emphasis on building skills and expertise as writers. Instruction will focus on the writing of short stories, poetry, and creative projects. Students refine their skills in planning, drafting, revising, and editing written work. Opportunities to expand their writing skills through analyzing and evaluating their own work and that of other writers will help students improve their own writing. Students have great freedom to choose what they wish to write about in this course.

READING  
(110732 & 110832) 18 weeks (semester)  
Grade: 7, 8  
This elective course offers students opportunities for reading improvement and incorporates reading competencies addressed in the Virginia Standards of Learning. Students concentrate on reading for meaning through both fiction and nonfiction materials. (With approval, schools may offer an alternate plan for incorporating reading instruction into other courses.)
FAMILY & CONSUMER SCIENCES

FAMILY AND CONSUMER SCIENCES 7
Grade: 7

(826332) 18 weeks (semester)

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
Grade: 8

(824432) 18 weeks (semester)

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.
BEGINNING BAND (RAM BAND) (923210) 36 weeks (year)
Grade: 7, 8
Prerequisite: none

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

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

INTERMEDIATE BAND (CADET BAND) (923311) 36 weeks (year)
Grade: 7, 8
Prerequisite: Successful audition

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

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

ADVANCED BAND (Concert/Symphonic Band) (923410) 36 weeks (year)
Grade: 7, 8
Prerequisite: Successful audition

Advanced level band offers instruction to the advanced player. In-depth study of musical styles will be realized through challenging band literature. Students must meet both the school day and after-school participation requirements to receive credit for the course.

This course requires a student materials fee as listed in FCPS Notice 5922.
BEGINNING ORCHESTRA  
Grade: 7, 8  
Prerequisite: None

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

INTERMEDIATE ORCHESTRA (String Ensemble)  
Grade: 7, 8  
Prerequisite: Successful audition

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

INTERMEDIATE ORCHESTRA (Concert Orchestra)  
Grade: 7, 8  
Prerequisite: Successful audition

Advanced 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 after-school participation requirements to receive credit for this course. 
This course requires a student materials fee as listed in FCPS Notice 5922.

ADVANCED ORCHESTRA (Sinfonietta)  
Grade: 7, 8  
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.
CHORUS
(926032) 18 weeks (semester)
Grade:    7, 8
Prerequisite: Non-Auditioned

This course provides instruction in proper vocal techniques, music fundamentals, and rehearsal practices. Through a variety of choral literature, students will experience two and/or three-part singing. Types of performances may include concert choral performances, choral choreography, and/or musical dramas. Students must meet before 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
Prerequisite: Non-Auditioned

Students participate in a choral experience designed to develop skills as individual musicians and as members of a women's ensemble. Emphasis is placed on vocalization, basic musicianship and sight-singing through the use of appropriate choral literature. Students must meet both the school day and after-school participation requirements to receive credit for the course.
This course requires a student materials fee as listed in FCPS Notice 5922.

ADVANCED WOMEN'S CHORUS (Adv.Eighth Grade Choir)
(928911)36 weeks (year)
Grade:  8
Prerequisite: Successful audition

This course offers advanced instruction in vocal techniques, music fundamentals, and sight-reading. Through a variety of challenging choral literature, students will experience three and/or four-part singing. This choir is intended for the highly motivated student looking to challenge themselves as a singer and musician. Members of this choir will need to have a solid foundation in proper vocal technique and music reading 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.

MEN'S CHORUS (Men's Chorus)
(926012) 36 weeks (year)
Grade:    7, 8
Prerequisite: Non-Auditioned

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 after-school participation requirements to receive credit for the course.
This course requires a student materials fee as listed in FCPS Notice 5922.
**VOCAL ENSEMBLE (YOUNG WOMEN’S ENSEMBLE)**  
(928010) 36 weeks (year)  
Grade: 7, 8  
Prerequisite: Successful audition  

This course offers advanced instruction in vocal techniques, music fundamentals, and sight-reading. Through a variety of challenging choral literature, students will experience two and three part singing. A basic understanding of proper singing technique and music reading is expected of members. Students must meet both the school day and after-school participation requirements to receive credit for the course. This course requires a student materials fee as listed in FCPS Notice 5922.

**Guitar**  
(924510) 36 weeks (Year)  
Grade: 8  
Prerequisite: none  

Students learn the fundamentals of guitar. Guitar instruction emphasizes basic technique, reading, progressions, and music theory. Instructional literature is selected from classical and contemporary repertoire. Guest artists and field trips to performances and/or seminars may also be part of the curriculum. This course requires a student materials fee as listed in FCPS Notice 5922.

**Piano Lab**  
(925562) 18 weeks (semester)  
Grade: 7, 8  
Prerequisite: none  

Students learn the fundamentals of keyboard instruments. Keyboard instruction includes the study of scale patterns and knowledge of harmonic progressions as well as individual practice on a keyboard instrument. Instrumental literature is selected from classical and contemporary repertoire. Guest artists and field trips to performances and/or seminars may also be part of the curriculum. This course requires a student materials fee as listed in FCPS Notice 5922.
FINE ARTS
THEATRE ARTS

THEATRE ARTS APPRECIATION (139067) 18 weeks (semester)
Grade: 7, 8
Students develop an appreciation of theatre and the ability to perform through an introduction to the basic concepts and skills of acting. Through viewing and participating in a variety of performance activities, students will enhance imagination, poise, and confidence. Students will use the skills and knowledge acquired to appreciate and understand the purpose of theatre arts in school and other activities.

ADVANCED THEATRE ARTS APPRECIATION (139569) 18 weeks (semester)
Grade: 8
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.

ADVANCED THEATRE ARTS APPRECIATION (139568) 36 weeks (year)
Grade: 8
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.
FINE ARTS       VISUAL ARTS

**ART FOUNDATIONS**  
Grade: 7, 8  
(910532) 18 weeks (semester)

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

**3D ART EXPLORATION**  
Grade: 7, 8  
(910632) 18 weeks (semester)

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**  
Grade: 7, 8  
(911532) 18 weeks (semester)

Prerequisite: Art Foundations if in 7th grade (No prerequisite for 8th grade)

Use new materials and techniques to refine art-making skills. Students begin to 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 and make interdisciplinary connections based on the Virginia Standards of Learning for all disciplines. Study great artists from different times and diverse cultures and learn to critique personal artworks and the works of others to inform art-making. **This course requires a student materials fee as listed in FCPS Notice 5922.**
ART EXTENSIONS
Grade: 8  
Prerequisite: 8th grader  

(911500) 36 weeks (year)

This full year course offers an opportunity for eighth grade students with interest and above average performance in art to refine their artistic skills and techniques. Students will create advanced level art projects that interpret and express personal feelings, experiences, and observations through the concept of relationships. Students will work with a variety of media and tools including technological applications in drawing, painting, printmaking, and sculpture. Students will evaluate and critique their own and others artwork. Students will 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.

COMPUTERS IN ART
Grade: 7, 8  

(911562) 18 weeks (semester)

Use the computer as a tool for creating original artwork. Work with a variety of software applications including Adobe Photoshop and Adobe Illustrator or other available software to explore subjects, ideas and themes related to living in the world. Make interdisciplinary connections based on the Virginia Standards of Learning for all disciplines and develop knowledge regarding ethical issues concerning computer generated imagery. Prior computer experience is not required. This course requires a student materials fee as listed in FCPS Notice 5922.
This is an elective course designed to train and facilitate a peer helper program in the middle school. This 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, and orientation of new students, elementary outreach, and community service programs.
ENGINEERING DESIGN AND MODELING  (Formerly Tech Ed 7)  (846432) 18 weeks (semester)
Grade:  7

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

ENGINEERING SIMULATION AND FABRICATION  (Formerly Tech Ed 8)  (846332)18 weeks (semester)
Grade:  8

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

CHINESE 1  
(581000) 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 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 towards the total number of credits required for graduation.

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 contribution and how these elements relate to language. This course does not count as a world languages high school credit.

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

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.

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.
**GERMAN 1**  
(521000) 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 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.

**GERMAN 1 PART A**  
(521300) 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.

**GERMAN 1 PART B**  
(521500) 36 weeks (year)  
Grade 8  
Credit: one  
Prerequisite: German 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.
**LATIN 1**

(531000) 36 weeks (year)

Grade: 8

Credit: one

Prerequisite: none

Students learn basic language structures and essential elements of Latin pronunciation in order to be able to read simple passages in Latin. The relationship of English to Latin is emphasized in vocabulary building, word derivation, and meanings of prefixes and suffixes. Language structures and syntax are developed through the study of literary passages. The geography, history, government and the culture of the Roman Empire are studied. For middle school students, this credit becomes 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.

**LATIN 1 PART A**

(531300) 36 weeks (year)

Grade: 7

Credit: Non-credit

Prerequisite: none

Students begin to learn basic language structures and essential elements of Latin pronunciation in order to be able to read simple passages in Latin. The relationship of English to Latin is emphasized in vocabulary building, word derivation, and meanings of prefixes and suffixes. Language structures and syntax are developed through the study of literary passages. The geography, history, government and the culture of the Roman Empire are studied. This course does not count as a world languages high school credit.

**LATIN 1 PART B**

(531500) 36 weeks (year)

Grade 8

Credit: one

Prerequisite Latin 1, Part A or permission of instructor

Students continue learning basic language structures and essential elements of Latin pronunciation in order to be able to read simple passages in Latin. The relationship of English to Latin is emphasized in vocabulary building, word derivation, and meanings of prefixes and suffixes. Language structures and syntax are developed through the study of literary passages. The geography, history, government and the culture of the Roman Empire are studied. Credit becomes 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.
**SPANISH 1**
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 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.

**SPANISH 1 PART A**
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 B**
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.
SPANISH IMMERSION 1
Grade: 7  
Prerequisite: Participation in the Elementary Partial-Immersion Program in grades 1-6.

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

SPANISH IMMERSION 2
Grade: 8  
Prerequisite: Seventh Grade Immersion 1

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

SPANISH FOR FLUENT SPEAKERS 1
Grade: 8  
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.
SPANISH FOR FLUENT SPEAKERS 1 PART A
Grade: 7 Credit: non-credit
Prerequisite: Spanish Fluent Speaker

In this course, fluent speakers of Spanish begin 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. This course does not count as a world languages high school credit.

SPANISH FOR FLUENT SPEAKERS 1 PART B
Grade: 8 Credit: one
Prerequisite: Spanish for Fluent Speakers 1 Part A or permission of instructor

In this course, fluent speakers of Spanish continue 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. 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.
Middle school is not too early to start thinking about your future educational and career choices. It is our goal at the middle school level to assist you in planning for a successful middle school experience AND to prepare you for the rigor high school courses, as well as your future education and work experiences. At Robinson, you will have many opportunities to explore your strengths and interests, and to plan for your future with counselors, teachers, and the high school career specialist. As a means of assisting you and your family in preparing for your future, we have included the current high school diploma requirements and the sequence of math courses for all Fairfax County Public School (FCPS) students in this section. We hope that this information will assist you in planning for a successful middle school experience and encourage you to think beyond these two years.
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 FCPS Regulation 2408.

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>Standard Credits</th>
<th>Verified Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>Mathematics†</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 Ed¹</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 Credential³</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td>22</td>
<td>6</td>
</tr>
</tbody>
</table>

*Foreign 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.
The requirements for a student to earn a diploma shall be those in effect when the student enters the 9th grade for the first time. The following applies to students who enter 9th grade in 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 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>World Language§</td>
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<tr>
<td>Health and Physical Education</td>
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<tr>
<td>Fine Arts or Career and Technical Ed</td>
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<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>

† Courses completed to satisfy this requirement shall include at least three different course selections from among: Algebra I, Geometry, Algebra II, or other mathematics courses above the level of Algebra II. The Board of Education (Board) shall approve courses to satisfy this requirement.

§ 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.

§ 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.

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

§ 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.

§ 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.
# Mathematics Academic Sequence of Courses K-12

<table>
<thead>
<tr>
<th>Elementary School</th>
<th>Middle School</th>
<th>High School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grades K-6</td>
<td>Grade 7</td>
<td>Grade 9</td>
</tr>
<tr>
<td>Curriculum defined by:</td>
<td>Grade 8</td>
<td>Grade 10</td>
</tr>
<tr>
<td>- Program of Studies (POS) of Fairfax County Public Schools</td>
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<td></td>
</tr>
<tr>
<td>- Standards of Learning (SOL) of Commonwealth of Virginia</td>
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<td></td>
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<tr>
<td>Content includes:</td>
<td>Grade 11</td>
<td>Grade 11</td>
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<tr>
<td>- Numerical Relationships</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Operations</td>
<td></td>
<td></td>
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<tr>
<td>- Measurement</td>
<td></td>
<td></td>
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<tr>
<td>- Geometry</td>
<td></td>
<td></td>
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<tr>
<td>- Data Analysis, Statistics and Probability</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Patterns, Functions, and Algebra</td>
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<td></td>
</tr>
<tr>
<td>Advanced Math Curriculum</td>
<td>Grade 12</td>
<td>Grade 12</td>
</tr>
<tr>
<td><strong>Algebra 1 Honors</strong> or <strong>Geometry Honors</strong></td>
<td><strong>Algebra 2 Honors</strong> or <strong>Algebra 2</strong></td>
<td><strong>AP Calculus BC</strong> or <strong>AP Calculus AB</strong> or <strong>AP Elective</strong></td>
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<tr>
<td>OR</td>
<td></td>
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<tr>
<td><strong>Algebra 2 Honors</strong> or <strong>Geometry</strong></td>
<td><strong>PreCalculus Honors</strong> or <strong>PreCalculus</strong></td>
<td><strong>IB Higher Level Mathematics I</strong> or <strong>IB Standard Level Mathematics I</strong></td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>PreCalculus Honors</strong> or <strong>PreCalculus</strong></td>
<td><strong>IB Higher Level Mathematics I</strong> or <strong>IB Standard Level Mathematics I</strong></td>
<td><strong>IB Higher Level Mathematics I</strong> or <strong>IB Standard Level Mathematics II</strong></td>
</tr>
</tbody>
</table>

| Mathematics 7 Honors or Mathematics 7 | Algebra 1 Honors or Algebra 1 |
| Geometry Honors or Geometry | Algebra 2 Honors or Algebra 2 |
| OR |
| Geometry Honors or Geometry | Algebra 2 Honors or Algebra 2 |
| OR |
| **PreCalculus Honors** or **PreCalculus** | **IB Higher Level Mathematics I** or **IB Standard Level Mathematics I** |
| OR |
| **PreCalculus Honors** or **PreCalculus** | **IB Higher Level Mathematics I** or **IB Standard Level Mathematics II** |

| Mathematics 8 | Algebra 1 or Algebra 1 Honors | Geometry or Geometry Honors |
| Algebra 2 or Algebra 2 Honors | **PreCalculus Honors** or **PreCalculus** |
| OR |
| **PreCalculus Honors** or **PreCalculus** | **IB Mathematical Studies SL** |

**Students enrolling in Algebra 1 Honors in 7th grade must meet placement criteria.**

*PreCalculus includes all the topics of trigonometry*

- Multivariable Calculus is a one semester course followed by Matrix Algebra

**Advanced Placement in High School**

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

**International Baccalaureate in High School**

Annandale, Edison, Lee, Marshall, Mount Vernon, Robinson, South Lakes, and Stuart High Schools offer the International Baccalaureate Diploma Program (IBDP). To qualify for the IB Diploma, students must select at least one subject from each of six IB subject groups including English, world languages, mathematics, science, social studies, and an elective. Students take at least 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.

**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. Additional information: [http://www.fcps.edu/is/onlinecampus/](http://www.fcps.edu/is/onlinecampus/).

The following courses are currently available online for middle school students: Algebra 1, Algebra 1 Honors, Geometry Honors, Algebra 2 Honors, Pre-calculus w/ Trig, Spanish 1, Spanish 2, Korean 1, and Korean 2.
Declaration of Nondiscrimination
No student, employee, or applicant for employment in the Fairfax County Public Schools shall, on the basis of race, color, sex, religion, national origin, marital status, disability, or age (under certain conditions), be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity. Compliance is coordinated by the directors of the following: Office of Design and Construction Services (571-423-2280) regarding access to facilities; Office of Equity and Compliance (571-423-3050 or dial 711 for access to Telecommunications Relay Services (TRS)), regarding equal employment opportunity, discrimination, and sexual harassment issues; Due Process and Eligibility (703-317-3000), Department of Special Services, regarding programs and activities for students with disabilities. Correspondence may be addressed to the above offices and sent to 8115 Gatehouse Road, Falls Church, Virginia 22042.