

# ARLINGTON PUBLIC SCHOOLS

## Middle School Program of Studies

2025-2026



703-228-8000



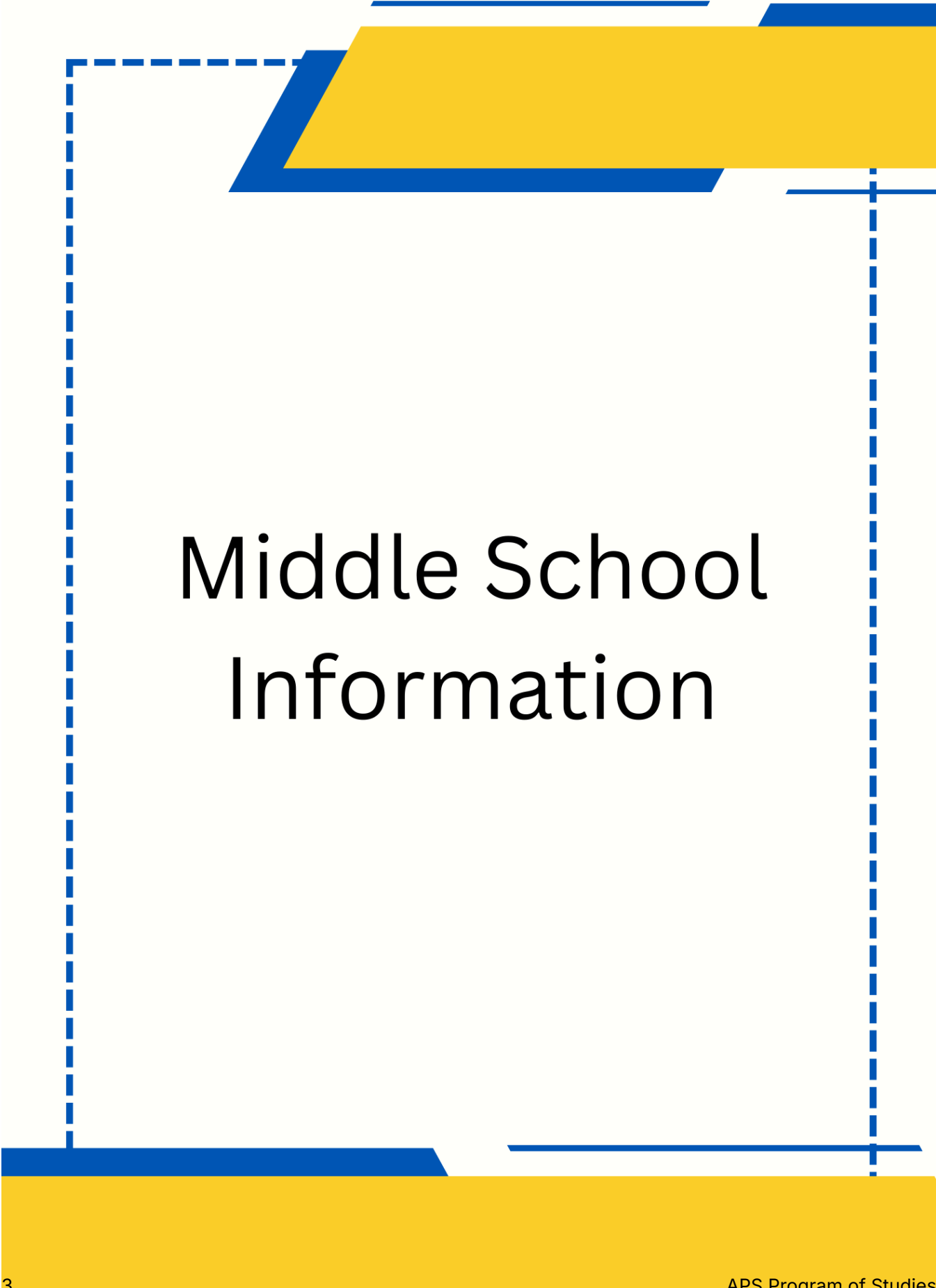
officeofacademics@apsva.us



www.catalog.apsva.us

# Table of Contents

<b>Middle School</b> .....	4	Standardized Testing in the Middle School .....	14
<b>Contact Information</b> .....	4	Courses for High School Credit at the Middle School .....	14
Instructional Areas of Study .....	4	School Options for High School .....	15
School Locations .....	4	<b>Grade-Level Course Information</b> .....	16
<b>Middle School Program of Studies</b> .....	5	Grade 6 Course Information .....	16
Preface .....	5	Grade 7 Course Information .....	16
Statement of Purpose .....	5	Grade 8 Course Information .....	17
Intellectual Growth .....	5	<b>Courses</b> .....	18
Social Emotional Growth .....	6	Arts Education .....	18
<b>Curriculum Information</b> .....	6	Business & Information Technology (IT) .....	31
Core Curriculum .....	6	English .....	34
Exploratory/Electives Program .....	6	English Language Arts .....	35
Act II .....	6	English Language Development .....	39
Teacher Advisor Program .....	7	Family & Consumer Sciences .....	41
Advanced Academic Services .....	7	Four Rotation Elective .....	42
Special Populations .....	7	Health & Physical Education .....	43
<b>Supplemental Courses/Programs</b> .....	8	Mathematics .....	45
Gunston Middle School .....	8	Montessori .....	52
Thomas Jefferson Middle School .....	9	Office of Special Education .....	53
Kenmore Middle School .....	11	Science .....	53
<b>General Information</b> .....	11	Social Studies .....	56
Differentiation Guidelines .....	11	Special Education .....	59
Library Services .....	12	Student Support .....	60
Extracurricular Athletic Program .....	12	Technology Education .....	61
Student Activities .....	13	World Language Elective .....	63
Preparation for Rigorous Courses .....	13	World Languages .....	64
Homebound Instruction .....	13	<b>Sequence of Study</b> .....	75
Home/School Partnership and Cooperation .....	14	Mathematics .....	75



# Middle School Information

# Middle School

---

## Contact Information

### Instructional Areas of Study

The following pages outline major skills and content which students are expected to learn at each of the middle school grade levels while enrolled in specific courses. **This display is not to be considered a complete listing of what students are taught and expected to achieve.** Parents who desire to review the full range of grade level objectives or program descriptions are encouraged to review local and state curriculum guides and text materials available in each school and/or contact the supervisor of the instructional area.

Course	Contact/Title	Phone Number
ADVANCED ACADEMICS & TALENT DEVELOPMENT (Gifted Services)	Cheryl McCullough, Director	703-228-6160
ARTS EDUCATION	Pam Farrell, Supervisor	703-228-6169
BUSINESS & INFORMATION TECHNOLOGY, COMPUTER SCIENCE & MARKETING, TECHNOLOGY EDUCATION & FAMILY & CONSUMER SCIENCES	Phyllis Gandy, Supervisor	703-228-7213
CAREER, TECHNICAL, & ADULT EDUCATION	Kris Martini, Director	703-228-7207
CURRICULUM & INSTRUCTION	Sarah Putnam, Executive Director	703-228-2879
ENGLISH LANGUAGE ARTS	Sarah Cruz, Supervisor	703-228-8045
ENGLISH LEARNERS	Terri Murphy, Director	703-228-6091
HEALTH & PHYSICAL EDUCATION	Christian Willmore, Supervisor	703-228-6165
MATHEMATICS	Carl W. Seward, Supervisor	703-228-6135
SCIENCE	Dat Le, Supervisor	703-228-6166
SOCIAL STUDIES	Christine Joy, Supervisor	703-228-6140
SECONDARY SPECIAL EDUCATION	Kenneth Brown, Secondary Director	703-228-6055
WORLD LANGUAGES	Chloé Duchaj, Supervisor	703-228-6097

### School Locations

#### **GUNSTON MIDDLE SCHOOL**

2700 South Lang Street  
Arlington, VA 22206  
(703) 228-6900

#### **SWANSON MIDDLE SCHOOL**

5800 North Washington Blvd.  
Arlington, VA 22205  
(703) 228-5500

#### **KENMORE MIDDLE SCHOOL**

200 South Carlin Springs Road  
Arlington, VA 22204  
(703) 228-6800

**THOMAS JEFFERSON MIDDLE SCHOOL**

125 South Old Glebe Road  
Arlington, VA 22204  
(703) 228-5900

**DOROTHY HAMM MIDDLE SCHOOL**

4100 Vacation Lane  
Arlington, VA 22207  
(703) 228-2910

**WILLIAMSBURG MIDDLE SCHOOL**

3600 North Harrison Street  
Arlington, VA 22207  
(703) 228-5450

## Middle School Program of Studies

### Preface

Each individual Arlington middle school is organized to promote the intellectual, physical, social, and emotional growth of each child. The Program of Studies describes the academic programs, services, and activities the middle schools offer in each of these areas for students in Grades 6, 7, and 8.

In addition to local standards, the Virginia State Board of Education establish accreditation standards designed to provide a foundation for quality education. Accreditation standards give schools guidance and direction in their continuing efforts to offer educational programs to meet the needs, interests, and aspirations of all students. The accreditation standards are designed to achieve the following objectives:

1. Seek to ensure that schools provide educational programs of high quality for all students.
2. Encourage continuous appraisal and improvement of the school program.
3. Foster public confidence
4. Assure recognition by other institutions of learning.

### Statement of Purpose

Arlington Middle Schools will ensure a child-centered approach to continuous learning, social development, emotional growth, and physical well-being of young adolescents from ten to fourteen years of age. Middle school, with the active support of teachers, staff, parents, community, and students, will provide an atmosphere of acceptance, understanding, and respect for a diverse population.

Arlington Middle Schools, Grades 6-8, will provide early adolescents with an equitable learning environment in which to learn and grow during the transitional years between elementary and high school. The intellectual, social, emotional, and physical growth of middle school children will be the focus of curriculum and staff development. Interdisciplinary teacher teaming, flexible block scheduling, teacher advisor programs, exploratory options, and an extensive after-school activity program will be integral parts of the middle schools. Through effective and comprehensive academic learning in a caring environment, students will have the opportunity to become thoughtful, productive, and contributing members of society.

### Intellectual Growth

A primary task of education is to foster intellectual growth through the learning activities which staff members design and direct for students. In the middle school, students in Grades 6, 7, and 8 pursue a core curriculum of academic subjects (English, Mathematics, Science, Social Studies, Health & Physical Education, with Disciplinary Literacy at Grade 6) during a prescribed block of time and then study and exploratory/electives during the rest of the day.

## Social Emotional Growth

Each middle school promotes the social and emotional growth of the early adolescent through specific activities as well as available services, instructional practices, and organization. When possible, students are assigned to teams (within grades, grade-, or program-level) in order to minimize the feeling of anonymity a large school may create. These smaller “communities” give students a sense of belonging and greater self-confidence, allowing them to grow academically as well as socially and emotionally. Teachers also consider the social and emotional needs of the early adolescent in planning their learning activities. Students have many opportunities to work in small groups, to cooperate and collaborate, and to select assignments which develop their interests and abilities. Such attention to the nature of the middle school student allows each to grow emotionally and socially even as he or she works academically.

## Curriculum Information

### Core Curriculum

When possible, students are assigned in groups to teams for their core subjects. This means that approximately one hundred and thirty students of a single grade level are assigned to a single team of two to five teachers who teach the core subjects. These teachers cooperate by meeting during a team planning period when they discuss students’ instructional needs, plan upcoming activities, divide the core block of time according to subject needs, and integrate the curricular areas. Teacher teams integrate subjects when appropriate by designing learning experiences which emphasize the interdependence of curricula, perhaps through projects, common skill instruction, related concepts, or thematic units. Although students are assigned to specific teams, teachers within the team regroup students as appropriate for particular instructional activities. Teachers make such regrouping decisions during team meetings, basing their decisions on the needs and progress of individual students. Students who need remediation in particular skill areas receive remediation during the core period of time or through other courses and/or programs.

### Exploratory/Electives Program

Middle school provides a variety of learning experiences through the exploratory/electives courses. Through these courses, students have opportunities to develop new interests and discover new abilities with the specialized staff and facilities of the middle school. Elective course offerings depend on sufficient student enrollment. Exploratory and elective classes vary in their meeting schedules and in the amount of curriculum they cover.

All courses listed in the Program of Studies are available for student requests. When completing the final course schedules, courses that have fewer than 15 students may not be offered based on student interest and budget considerations. Therefore, proper planning also includes consideration of alternative course selections. Scheduling conflicts may necessitate scheduling alternative course selections. If a course is cancelled at the home school, a student may enroll in the course at another school in the county provided space is available. Transportation may need to be provided by the parent. Every effort will be made to accommodate student interests and needs when courses are canceled, or conflicts occur. In some cases, additional budget considerations may require that courses may not be offered in a given year and impacted students should select an alternative course. Additionally, courses with insufficient enrollment **may** be offered through distance or online learning.

## Act II

Act II provides students an opportunity to take additional elective courses after school. Classes offered through Act II are electives in the Program of Studies and vary at each school based on student interest and scheduling. Classes are taught on an alternative schedule (i.e., 2 days per week but for a longer class time or with other variations) with the same rigor as classes held earlier in the day. Attendance is mandatory and grades are earned. Transportation is provided using the existing late bus schedule.

Look for opportunities to indicate interest in Act II classes during the course scheduling process or check with your grade level counselor concerning the Act II opportunities offered at your school each semester.

## Teacher Advisor Program

Every middle school student is assigned to a Teacher Advisor (T/A) group. These small groups of students meet frequently each week during the school day with their assigned staff member who works with them on topics and activities related to social and emotional development and adjustment to school and its demands. Units may include orientation to a new school (from how to open a locker to how to find the gym), new and old friendships, study skills, character education and preparation for high school. Most importantly, the Teacher Advisor is an adult in the school who knows the student/advisee well and to whom the student can turn with a question or a problem. T/A groups give students a small group as a "home base" within the larger context of the middle school.

## Advanced Academic Services

The collaboration cluster model is the service delivery model for gifted services. Students who are identified as gifted are clustered in groups of 5 – 8 based on their area of identification within heterogeneous classes in English language arts, science, and social studies. Each middle school has a full-time resource teacher for the gifted (RTG). Within the collaborative cluster model, the RTG and cluster teachers regularly plan for daily differentiation in a variety of ways: implementing the curricular resources outlined in the Best Practices for Advanced Learners Handbook; infusing strategies identified on the Critical and Creative Thinking Framework for ongoing rigor, depth and complexity to units and lessons; differentiating lessons using pre-assessments and curriculum compacting, flexible grouping, student voice and choice, tiered assignments, problem and project based learning, personalized learning, independent study and/or research projects.

There are additional opportunities for content differentiation through advanced or high school credit bearing courses in mathematics for students who demonstrate readiness. A team of experienced math educators meets to determine mathematics course recommendations for all students. The team considers multiple measures linked to students' knowledge of content, reasoning ability, and readiness for instruction. This data is considered in conjunction with a course recommendation from their current math teacher. Students identified as gifted may be recommended for acceleration into Pre-Algebra for 6th graders in sixth grade, Pre-Algebra for 7th Graders in seventh grade, Algebra Intensified in seventh or eighth grade, or Geometry Intensified in eighth grade. All students may accelerate as they are ready to do so.

Other high school credit-bearing courses available to identified gifted and highly able middle school students include World Geography, Latin I and II, Spanish I and II, and French I and II and Investigating Computer Science. Eighth-grade students may apply for freshman admission to Arlington Tech at the Career Center. They may also apply for freshman admission to the regional academic-year Virginia Governor's School (Thomas Jefferson High School for Science and Technology, located in Annandale, VA, and operated by Fairfax County Public Schools, VA).

Art and music teachers work directly with the students to provide appropriate differentiation for their students. Eligible students may take intensified options in the areas of band, chorus, and orchestra. Each middle school holds a Gifted Services Information session(s) for parents sharing how services are implemented and/or the screening and referral process.

## Special Populations

### Students Who Access Special Education Services

The instruction of students with disabilities in the middle school is in accordance with federal and state regulations. Special Education consists of services for students who require specially designed instruction as the result of a disability. Students with disabilities access services in the least restrictive environment based on their Individualized Education Program (IEP). An IEP outlines required services, accommodations and/or modifications and placement of identified students with disabilities.

## Students Who Receive English Learner (EL) Services

English Learner (EL) Services provide instruction for students who have been identified as ELs. The English Language Development (ELD) curriculum is aligned with the WIDA English Language Proficiency Standards and Virginia Standards of Learning.

Students identified as English language proficiency (ELP) Level 1 or Level 2 study reading/language arts (a two-period block) with a certified ESL teacher. Students study science and social studies with either a certified ESL teacher or in a co-taught classroom and participate in general education electives and physical education. Students are recommended for mathematics courses based on readiness.

Students identified as ELP Level 3 or Level 4 study reading/language arts (a two-period block) with a certified ESL teacher. Students study science and social studies with a general education teacher or in a co-taught classroom and participate in general education electives and physical education. Students are recommended for mathematics courses based on readiness.

Students identified as English Learners (ELs) move on to the next proficiency level based on WIDA ACCESS for ELLs assessment scores. Additional consideration for moving students forward may be given such as Reading Inventory, SOL scores, writing samples and/or teacher input.

## Supplemental Courses/Programs

### Gunston Middle School

#### Spanish Immersion Program

Spanish immersion students study Spanish Language Arts, Social Studies and Science (see Science and Social Studies curriculum description) in Spanish for Grades 6, 7, and 8.

#### Spanish Language Arts

The Spanish Language Arts program provides immersion students with opportunities to refine their listening comprehension, speaking, reading, and writing abilities in Spanish. Emphasis is placed on developing an understanding of cultural practices and perspectives.

The Spanish Language Arts program requires that students follow a process that includes:

1. Gathering information
2. Engaging in projects
3. Working in small groups
4. Giving oral presentations
5. Reflecting on and self-assessing work

In Grade 6 students will:

- Engage in conversations which cover different topics.
- Employ appropriate reading strategies for comprehension.
- Read for recreation and participate in literature groups.
- Write in different genres.
- Compare and contrast language, lifestyles, and values of the target culture with his/her own.
- Recognize that cultural diversity is an integral feature of society.

In Grade 7 students will:

- Engage in conversations which cover a wide range of topics.
- Employ appropriate reading strategies for comprehension.
- Read for recreation and participate in literature groups.
- Write in different genres.
- Synthesize information through writing.
- Relate language study to experiences in other academic and non-academic areas.



- Develop basic understanding of the influence of the Hispanic culture on the American heritage.
- Acquire information about the Hispanic culture through authentic sources.

In Grade 8 students will:

- Understand complex discourse with a variety of grammatical structures and vocabulary.
- Engage in conversations which cover a wide range of topics.
- Employ appropriate reading strategies for comprehension.
- Read for information and recreation.
- Relate readings to historical and cultural influences.
- Develop expository writing.
- Be expected to use the target language outside the classroom.
- Acquire information about the traditions in different countries where the target language is spoken.

*Note: This course carries high school credit for students enrolled in Grades 7 and 8 and will apply to high school graduation requirements. Please see page 56 for more information.*

### Montessori

The Montessori Middle School Program at Gunston promotes interdisciplinary learning experiences through blocks of time in multi-age classrooms. Grade 6 and 7 students learn English Language Arts, Science, Math, and History in the Montessori community, while electives are taught by teachers in the traditional Gunston program. Grade 8 Montessori students transition to traditional classes for Geography and Math while staying in the Montessori program for Science and English.

In addition to academics, the program is designed to support students' academic, physical, social, and emotional development. These domains are inseparable in a Montessori education. The Montessori middle years' program is designed to support the growth of effective communication, compassion and care for others and the environment, skills in conflict resolution, openness to new experiences, and a warm, caring, positive outlook on life. As middle grade students strive for independence and autonomy, the classroom offers freedom of choice in an atmosphere of social responsibility and self-discipline. Teachers act as mentors and guides to encouraging inquiry, creative problem solving, cooperation, and social interaction through learning.

## Thomas Jefferson Middle School

An International Baccalaureate World School Offering the Middle Years Programme

The International Baccalaureate Middle Years Programme (IBMYP) is designed to help students develop the knowledge, attitudes, and skills they need to participate actively and responsibly in a changing and increasingly interrelated world. This means interacting with a curriculum that calls for more than "knowing." It involves reflective thinking, both critical and creative problem solving, analysis and discussion of personal opinions.

Three fundamental concepts form the philosophical foundation for all Middle Years Programs around the world: intercultural understanding, communication, and holistic learning. *Intercultural understanding* is best represented by respect, acceptance, and appreciation of all people as consideration of multiple perspectives is vital to participation in our local, national and global communities. *Communication* is central to a young person's ability to be successful. The IBMYP considers all educators as teachers of communication-emphasizing the important role every subject area teacher has in developing students' communication skills. Being able to communicate in another language is important as well, thus every IBMYP student learns a second language. *Holistic learning* represents the idea that all knowledge is interrelated, and that the curriculum should cater to the needs of the whole student. Holistic learning is facilitated as students are asked to apply the skills and knowledge they learn to new and relevant situations. Also, teachers of different subject areas plan instruction around common concepts and themes to promote an understanding of connectedness across disciplines. Thomas Jefferson teachers strive to help students develop transferable work habits, skills, and attitudes for success across all subject areas and beyond the classroom.

All IB programs focus on students adopting the IB learner profile traits as part of their character. These traits are essentially ten characteristics and attitudes for developing lifelong learners of a global community.

Knowledgeable	Reflective	Open-Minded	Communicator	Inquirer
Thinkers	Balanced	Principled	Risk-Taker	Caring

## Inquiry

At TJMS, our goal is to have inquiry-based classrooms of learning in which students are always actively engaged. The structured inquiry approach will allow students to explore and develop as critical thinkers while also ensuring that core concepts of the subjects are addressed, and requisite skills are mastered. The MYP requires a collaborative approach to planning instruction so that students all have an equitable learning experience while also having their individual needs met. Units of instruction and related assessment tasks are planned by teams of teachers. Teachers also collaborate on how to differentiate instruction. While teachers plan instruction, the classroom is an environment in which teachers and students are partners in the teaching and learning process.

## Action

Students in MYP classrooms take action through active classroom involvement. Their engagement is focused on the exploration of real-world issues with consideration for options for responsible choices. Action can include advocating for or educating ourselves and others. Action can also take the form of service learning. All students are expected to participate in service activities over the course of their years at Thomas Jefferson. Students can collect service hours through weekly activities including those provided by the school such as learning and working in the Thomas Jefferson Community Garden. Other opportunities for service may be the direct result of a curriculum related inquiry. As students pursue service opportunities, they are encouraged to support issues or causes. Their learning and engagement in particular areas of interest will likely evolve as the topic of interest for their required 8th Community Project, the MYP culminating action task for middle schools.

## Reflection

Students in MYP classrooms are involved in critical reflection, giving thought to how they use evidence, how they employ various methods and how and why they arrive at particular conclusions. Students are also challenged to analyze their own thinking, to be conscious of their potential biases and to look for inaccuracy in their own and others' work.

Finally, students will build an IBMYP portfolio over the course of their 3 years at Jefferson. This portfolio reflects the work students have done to achieve the mission of Jefferson Middle School: becoming global citizens who are active participants in their communities.

## Grade 6 IBMYP Four Rotation Elective

Thomas Jefferson Middle School is an International Baccalaureate World School offering the Middle Years Programme (MYP). IB requires that each student have an annual minimum of 50 hours in each of the following subject areas: Science, Design Technology, Humanities, Fine Arts, Mathematics, Language A, Language B and Physical Education. Grade 6 students participate in a Four Rotation Elective program to meet the requisites of the MYP.

All students will take Physical Education every other day for a full year. In addition, they will choose classes that balance Design Technology and Fine Arts. The Fine Arts classes are Drama, Chorus (semester) and Visual Arts. The Design Technology classes are Computers, Family and Consumer Science, and Technology Education. These classes meet every other day for a semester. Full year Band, Orchestra, and Choral music meet daily and are considered both Fine Arts and Design Technology classes.

Grade 6 students are also required to take a full-year World Language class that meets every other day. The World Languages offered are American Sign Language (ASL), Arabic, Chinese, French, Latin, Spanish, and Spanish for Fluent Speakers. Please note that American Sign Language (ASL) is not an International

Baccalaureate, (IB), language and it meets public Virginia university and community entrance requirements as a world language. Some out-of-state and private post-secondary institutions do not recognize ASL as a world language.

## **Kenmore Middle School**

### **Arts & Communications Technology Focus Program**

Kenmore Middle School is entering its 24th year as an arts and communications technology focus school. The middle school curriculum is taught through the arts as well as communications technology. Students at Kenmore inquire, connect, create and communicate. Throughout the school day they are actively engaged in learning activities that integrate communications technology, visual art, drama, music, and movement. Students from throughout Arlington may apply to attend Kenmore. Bus transportation is provided for those living outside the neighborhood attendance zone.

The school's art and technology focus provide student with alternative ways of learning. This approach is based on Howard Gardner's Theory of Multiple Intelligences and seeks to encourage students to use eight intelligences: musical, visual, verbal, logical, kinesthetic, interpersonal, intrapersonal, and environmental. Students are challenged to think critically and to work collaboratively through classroom instruction. Learning is active and engaging. Social and emotional development is supported through the Positive Behavior Interventions and Supports (PBIS) framework which is aligned with the Arlington Tiered System of Support (ATSS) model. Academic intervention is augmented by flexible teacher advisory groupings as well as extra electives and after school support. Kenmore offers elective courses through the after-school ACT II program on Tuesdays and Thursdays.

The school has a tradition of supporting the art and has a longstanding relationship with The Kennedy Center for the Performing Arts. Kenmore offers multiple performances throughout the year for the theater arts, chorus, orchestra, and band programs. Students at Kenmore may also take Dance PE, which also includes performances for the community. Teachers receive professional development for integrating the arts into their content. Tableau, readers' theater, visual art, and other techniques are integrated with the curriculum throughout the year.

Creative applications of technology are a hallmark of the school's instructional practice. Students have access to iPads, SMART boards, interactive response systems, a television studio and a variety of software applications that support learning. Students attending Kenmore have an opportunity to take Robotics as well as Design Thinking as an elective. These courses support the integration of science, technology, engineering, art, and math (STEAM). Students also may elect to participate in a certification program offered by the school to recognize successful completion of a series of STEAM-related courses and experiences. The school has a multi-use fabrication lab (STEAM room) as well as technology-enhanced classrooms. All classrooms have SMART boards. One classroom is outfitted with multiple SMART boards and the other has an interactive wall.

Following the middle school model, students are divided into grade level teams for core classes. Student are assigned to a group of five or six teachers who work together to provide the students on their team with a challenging and supportive academic experience. Faculty and staff members regularly participate in professional development for the integration of arts and technology. Additionally, teachers meet routinely in collaborative learning teams to discuss and monitor student academic progress to ensure that the needs of all students are met.

## **General Information**

### **Differentiation Guidelines**

Differentiation is the process of teaching and learning that begins with the premise that not all children learn in the same ways. It is based on:

- Readiness (a student's prior mastery of knowledge, understanding, and skill)

- Interest (a student's curiosity and passion that "hooks" the learner into wanting to know more)
- Learning profile (how a student prefers to learn)

When differentiating instruction, teachers plan and carry out various instructional approaches that:

- Assess student's readiness, interest, and/or learning profile
- Scaffold student learning in order to support student's success at complex tasks
- Modify content (what a student learns), process (activities by which a student learns), or product (demonstration of what a student learns)

Students of varying achievement levels are assigned to teacher advisor, health and physical education, elective, and exploratory courses. Students of varying achievement levels are assigned to teams for instruction in the core academic subjects. Teachers accommodate their instructional needs through differentiation, which may include the use of flexible instructional groups.

Teachers base flexible group decisions on skill levels as determined by various instructional approaches, achievement tests such as the previous Standards of Learning assessments, subject-specific diagnostic tests, student performance in current and past classes, and teacher knowledge of special characteristics of students.

## Library Services

The school library is at the center of teaching and learning within the school community. The librarian curates print and digital resources for learning and independent reading fostering the intellectual, emotional, and social development of all students. Students are taught critical and creative thinking, communication, and collaboration skills so that they may become successful lifelong users of information. The librarian maintains an up-to-date collection which may be accessed both at school and at home and reflects the curricular needs, developmental needs, and the social, cultural, and ethnic diversity of all students.

School librarians instruct students in finding, evaluating, and integrating information into a variety of learning experiences across all content areas in collaboration with content area teachers.

Students use print and digital library materials to retrieve, organize, document, analyze, evaluate, synthesize, and present information. Students are also taught to adhere to the Code of Ethics and Acceptable Use of policies for appropriate use of information. Librarians also collaborate with staff to build curricular units and special programs. School libraries have extended hours to enhance learning opportunities for students.

Students and their families are encouraged to use the resources of the library both at school and at home by accessing the school library webpage and through the APS Library Services resource in Canvas.

## Extracurricular Athletic Program

The intramural and interscholastic sports programs are an integral part of the educational program. These programs serve as an outgrowth of the physical education program. They contribute to the physical, mental, emotional, and social needs of students by helping them realize their potential as valued members of their school and community.

Intramurals are conducted after school on Monday, Tuesday, Wednesday, and Thursday from 2:50 p.m. to 4:00 p.m. Schoolwide participation is the main objective; therefore, all students are eligible to participate in a wide variety of intramural activities.

The middle school interscholastic sports program offers students an opportunity to participate in competitions in swim and dive, boys' and girls' soccer, tennis and basketball, wrestling, ultimate, and track and field. A current physical examination and completed Arlington Public Schools Athletic Agreement is required for participation.

# Student Activities

Clubs, student government, and other organizations provide many opportunities for students to develop socially and emotionally. Usually, these groups meet after school. Students are encouraged to participate, and membership is not restrictive.

# Preparation for Rigorous Courses

Arlington Public Schools encourages all students to enroll and succeed in advanced courses. Successful participation in advanced courses instills in students a sense of accomplishment, increased self-esteem, improved study skills, and a greater foundation for success in subsequent advanced courses and for life beyond school. It is not however, enough for students to simply desire to enroll in advanced courses. A solid foundation of knowledge and skills is necessary and serves as a good predictor of success in advanced courses.

Therefore, it is important that students strive to do their very best in all courses in order to build a solid foundation for academic success. This includes developing effective study habits, completing assignments, meeting deadlines, asking for help or putting in extra time when it is needed, and being successful in fundamental courses that serve as the foundation for advanced courses. Doing one's best also includes doing more than the minimal requirements for classes by completing projects or other enriching or skill building activities. Students and parents are encouraged to work closely with teachers and counselors to build, support, and promote these skills in order to maximize opportunities for enrolling in and being successful in advanced courses. All Grade 6 students in consultation with counselors and parents are required to complete a Six-Year Academic Plan and to update and refine that plan as they progress through each middle school grade. By Grade 9, the six-year plan has been replaced with a four-year plan, which is also updated and refined each year as students' progress through high school.

Advanced courses may be defined by when a student takes a course as well as by enriched or accelerated content and might be labeled "advanced" or "intensified." For example, Geometry in Grade 8 would be considered an advanced course whereas Geometry in Grade 10 would not. In middle school, advanced courses are considered those courses that allow selected students to earn high school credits in middle school such as in World Language, Algebra I, or Geometry (Geography, taken for high school credit by all Grade 8 students, is not considered an advanced course). These courses also serve as gateways for courses in high school. The table below presents two examples of how rigorous course selections in middle school might impact students' later high school course options and opportunities.

Course:	Implication:
Algebra I	The sequence of mathematics courses is Algebra I, Geometry, and Algebra II. A student interested in rigorous science courses in high school would take Intensified Chemistry in Grade 10. (Advanced Placement courses allow students to earn college credits while in high school.) Algebra II is a co-requisite for Intensified Chemistry. Also, because Algebra I is a high school course, successful completion of Algebra I by Grade 8 enables a student to earn credits toward graduation early.
Spanish I & II	Taking Spanish II in Grade 9 enables a student to take Spanish III, IV, and even V in Grades 10, 11, and/or 12 or to take at least two years of another language in high school. Note that for an advanced studies diploma, a diploma more favorable for college admission, three years of one or two years each of two different foreign languages is required.

# Homebound Instruction

Students who are unable to attend school for medical reasons, to include psychiatric conditions, may be eligible to receive homebound instruction. The application for homebound instruction is posted on the APS website, <https://www.apsva.us/homebound-instruction/resources/>. Copies of the application may also be requested at any APS school. Applications are submitted to the student's school for review before being forwarded to the Office of Special Education. An IEP team meeting will be held subsequent to approve homebound instruction, in order to determine the level of service required. In all cases, eligibility for homebound instruction is reviewed every nine weeks.

# Home/School Partnership and Cooperation

In order for the middle school student to grow intellectually, socially, emotionally, and physically, home and school must cooperate in the student's best interests. In order to cooperate, parents/guardians, teachers, and staff members must communicate. Many methods of communication exist, both formal and informal.

## Reporting to Parents/Guardians

Students receive a report card at the end of each nine-week grading period according to a schedule published and distributed to parents in September. Each week during the grading periods, each student receives an emailed interim report indicating the student's current progress for all enrolled courses. In addition to these formal methods of reporting to parents, many teams and individual teachers communicate through newsletters, notes, and student work, which are sent home.

## Conferences

All families are invited to confer with representative teachers on a designated non-student day in the fall and in the spring. In addition, a parent/guardian or a teacher may request a conference to discuss a child's progress at any time. A parent/guardian may meet with a student's core team to discuss a student. Frequently, the counselor organizes parent/guardian/teacher conferences.

## Telephone Calls and Notes

A parent/guardian may contact through email or leave a telephone message for a teacher (who is generally in the classroom during most of the school day) or send a note regarding academic progress. Teachers will make every effort to respond as soon as possible. Counseling staff are also available to answer any questions or concerns regarding student academic progress and/or facilitate contact between the parent/guardian and teaching staff.

## Visits and Volunteering

Parents/guardians can become more involved with the school and thus more aware of the student's environment through a number of avenues. The Parent Teacher Association (PTA) and volunteer services are two ways parents demonstrate interest and commitment. Students especially appreciate it when their parents or guardians attend student performances, athletic events, or particular meetings because such attendance demonstrates personal support.

# Standardized Testing in the Middle School

The Virginia Board of Education requires that students take Standards of Learning (SOL) assessments in reading, mathematics, and history and social sciences in Grades 6, 7, and 8. Students in Grade 8 also test in writing and science. Students enrolled in Algebra or Geometry, or World Geography will take the SOL end-of-course test in that subject. The SOL tests are criterion-referenced tests designed to match Virginia's SOLs.

All high school students will be required to pass a minimum of five high school End-of-Course (EOC) tests to qualify for a diploma. For more detail, please see the Graduation Requirements located at the end of this document and speak to your student's counselor.

## Assessment Results

Results from tests taken by students will be mailed to parents or shared in the ParentVUE Portal after each test administration period. Overall results for schools and Arlington will be posted on the APS web site at <http://www.apsva.us>.

# Courses for High School Credit at the Middle School

When a student takes a course at the middle school level that carries high school credit (e.g., Algebra, Geometry, Arabic I/II, Chinese I/II, French I/II, Latin I/II, Spanish I/II, World Geography, or Investigating Computer Science), the parent/guardian of that student has the following choices.

- Count the credit (if earned) and course toward high school graduation requirements and include the course final grade in the student's grade point average (GPA) when computed at the high school level.
- Do not count the course final grade in the student's grade point average when computed at the high school level, and do not count the credit (if earned) and course toward high school graduation requirements.

Parents will receive a notification of this option with their child's final report card. If the middle school staff does not receive the parent request to omit the course by the specified date, any credit earned, and grade will be included in the student's high school records (based on Virginia Standards of Accreditation).

A parent/guardian may request the omission of high school credit bearing courses taken during middle school from their final transcript until the end of the student's junior year of high school.

## School Options for High School

The high schools of Arlington Public Schools offer a comprehensive program to meet the intellectual and social/emotional needs of students. In addition to comprehensive high schools, Arlington Public Schools has a number of other options which families may wish to explore. These optional programs include the H-B Woodlawn Program, the International Baccalaureate Program, the Foundation Program for Academic Excellence, and the Thomas Jefferson High School for Science and Technology. STEM career, and technical courses are also available to Arlington high school students through the Career Center.

Students who are interested in pursuing an International Baccalaureate Diploma in high school are encouraged to take Spanish, French, Chinese or Latin I at Grade 7 and Spanish, French, Chinese or Latin II at Grade 8. They are also required to enroll in Algebra I in Grade 8. Accommodations through summer school may also be made.

For further information about high school options, please contact the Counseling Services offices in the middle schools or the Office of Academics.

<b>High School Options</b> <b>Note: Transportation is provided for all of these options.</b>		
Program	Location	Admissions Policy
Arlington Tech	Arlington Career Center	<ul style="list-style-type: none"> <li>• Any APS student presently enrolled in Grades 8 or 9 may submit a transfer form to participate in a countywide lottery.</li> <li>• Before enrolling in Arlington Tech, 9th grade applicants must have earned a verified credit in Algebra I and 10th applicants must have earned a verified credit in Geometry.</li> <li>• For more information about the program, visit the website at <a href="#">Arlington Tech Program</a></li> </ul>
Foundation Program for Academic Excellence	Wakefield High School	<ul style="list-style-type: none"> <li>• Any APS student presently enrolled in Grade 8 may submit a transfer form to enroll.</li> <li>• For more information about the program and the transfer process, visit the Web site at <a href="#">Freshman Foundations at Wakefield</a></li> </ul>
H-B Woodlawn	H-B Woodlawn	<ul style="list-style-type: none"> <li>• Any APS student presently enrolled in Grade 8 may submit a transfer form to participate in a countywide lottery.</li> <li>• For more information about the program and the transfer process, visit the Web site at <a href="#">H-B Woodlawn Program</a></li> </ul>
International Baccalaureate Program	Washington-Liberty High School	<p><b>Prerequisites for W-L Pre-IB</b></p> <ul style="list-style-type: none"> <li>• Algebra I or greater in Grade 8 or Geometry or greater in Grade 9</li> <li>• Arabic II, Chinese II, French II, Latin II or Spanish II in Grade 8 or Arabic III, Chinese III, French III, Latin III or Spanish III in Grade 9</li> <li>• A's and B's in all subjects</li> <li>• Short answer/essay questions <ul style="list-style-type: none"> <li>◦ Students not living in the Washington-Liberty attendance area will need to submit the transfer application in addition to the IB application.</li> </ul> </li> </ul>

<b>High School Options</b> <b>Note: Transportation is provided for all of these options.</b>		
		<ul style="list-style-type: none"> <li>For more information about the program and the transfer process, visit the website at <a href="#">IB Program at Washington-Liberty</a></li> </ul>
Spanish Immersion Program	Wakefield High School	<ul style="list-style-type: none"> <li>Students in the school attendance area, students who attended the Immersion program at Gunston, and students who show appropriate proficiency in Spanish may enroll.</li> <li>Students not living in the Wakefield attendance area will also need to submit the transfer application.</li> <li>For more information about the program and the transfer process, visit the website at <a href="#">Spanish Immersion Program at Wakefield</a></li> </ul>
Thomas Jefferson High School for Science and Technology	Thomas Jefferson High School for Science and Technology, Fairfax County Public Schools	<ul style="list-style-type: none"> <li>Any APS student presently enrolled in Grade 8 and enrolled in Algebra I (or a higher-level math course) may apply for admission.</li> <li>All applicants must take the Thomas Jefferson Admission Test</li> <li>For more information about the school and its admission process, visit the admissions Web site at <a href="#">TJHSST Admissions</a></li> </ul>

## Grade-Level Course Information

### Grade 6 Course Information

#### Core Curriculum

Grade 6 students study the following subjects during the core block of time. Within each subject area students receive remediation and enrichment as appropriate. (See page 6 for differentiation information.)

*Note: Courses that have fewer than 15 students may not be offered based on student interest and budget considerations. In some cases, additional budget considerations may require that courses may not be offered in a given year and impacted students should select an alternative course. Additionally, courses with insufficient enrollment may be offered through distance or online learning.*

#### Exploratory Program

The Exploratory Wheel is designed to provide Grade 6 students the opportunity to sample a variety of the electives offered at the middle school level. Students in the Exploratory Wheel will rotate through classes which reflect the fine arts, the practical arts and/or linguistics. The students travel as a group and rotate through the various classes offered. The possible combinations of offerings vary with the individual school's schedule. Students may also participate in elective courses if they are offered through the after-school ACT II program.

Grade 6 students who elect instrumental music and those students who are required to take Instructional Studies or opt to take another skill building course will participate in those classes on a daily basis instead of the Exploratory Wheel.

#### Semester or Year-Long Non-Core Classes

### Grade 7 Course Information

#### Core Curriculum

Grade 7 students study the following subjects during the core block of time. Within each subject area students receive remediation and enrichment as appropriate.



Note: Courses that have fewer than 15 students may not be offered based on student interest and budget considerations. In some cases, additional budget considerations may require that courses may not be offered in a given year and impacted students should select an alternative course. Additionally, courses with insufficient enrollment may be offered through distance or online learning.

#### Elective and Non-Core Courses

Grade 7 students have a variety of elective courses available to them. The possible combinations of courses vary with the individual school's schedule. Students may also participate in elective courses if they are offered through the after-school Act II program.

## **Grade 8 Course Information**

#### Core Curriculum

*Note: Courses that have fewer than 15 students may not be offered based on student interest and budget considerations. In some cases, additional budget considerations may require that courses may not be offered in a given year and impacted students should select an alternative course. Additionally, courses with insufficient enrollment may be offered through distance or online learning.*

#### Elective and Non-Core Courses

Having experienced a variety of exploratory and elective courses during sixth and seventh grades, Grade 8 students have two or more elective periods to study subjects which particularly interest them. The possible combinations of courses vary with the individual school's schedule. Students may also participate in elective courses if they are offered through the after-school Act II program.

# Courses

## Arts Education

### Advanced Band

Full Year (19228)

#### Content Area

Arts Education

<p>Students will:</p>

<ul>

<li>Enter with the skill set established in Grade 7 Intermediate Band.</li>

<li>Understand and respond to music notation, including other subdivisions (triplets, duplets, syncopation), expression marks in other languages.</li>

<li>Develop the skill to play a range of one and half octaves or the complete set of rudiments (percussion), demonstrating these skills with sensitivity to blend and balance, as a member of the ensemble.</li>

<li>Identify key signatures and play the corresponding scale in key signatures up to 4 sharps or flats.</li>

<li>Create rhythmic or melodic improvisations, 2-4 measures in length.</li>

<li>Demonstrate learning through performances and presentations of Grade I and II literature, including solo performance as appropriate.</li>

<li>Sight Read two grade levels below concert literature.</li></ul>

**Grade(s) 7**

#### Schools

Gunston Middle School

Kenmore Middle School

Dorothy Hamm Middle School

Swanson Middle School

Thomas Jefferson Middle School

Williamsburg Middle School

HB Woodlawn Secondary Program

### Advanced Band

Full Year (19228)

#### Content Area

Arts Education

<p>Students will:</p>

<ul>

<li>Enter with the skill set established in Intermediate Band.</li>

<li>Understand and respond to music notation, with special attention to phrasing.</li>

<li>Develop the skill to play a range of two octaves and a variety of rudiments (percussion),

demonstrate these skills with sensitivity to blend and balance as a member of the ensemble.</li>

<li>Identify key signatures and play the corresponding scale in selected major and minor keys.</li>

<li>Develop more advanced playing techniques as appropriate to include multiple mallets, multiple tonguing, and alternate fingering/positions.</li>

<li>Create rhythmic or melodic improvisations, 4-8 measures in length.</li>

<li>Demonstrate learning through performances and presentations in a wide variety of styles.</li>

<li>Sight Read two grade levels below concert repertoire.</li>

</ul>

**Grade(s) 8**

#### Schools

Gunston Middle School

Kenmore Middle School

Dorothy Hamm Middle School

Swanson Middle School

Thomas Jefferson Middle School

Williamsburg Middle School

HB Woodlawn Secondary Program

### Advanced Chorus

Full Year (19285)

#### Content Area

Arts Education

<p>Students will:</p>

<ul>

<li>Understand and respond to music notation, in both treble and bass clef.</li>

<li>Develop the skill to sing an extended range, and with greater part independence, demonstrating these skills as a member of the ensemble.</li>

<li>Develop the ability to make refined pitch matching adjustments in a cappella singing of three and four-part literature.</li>

<li>Create simple rhythmic or melodic improvisations, 4-8 measures in length.</li>

<li>Respond to conducting gestures involving changes of tempo, articulation, and style.</li>

<li>Demonstrate learning through appropriate performances and presentations of Grade III-IV literature, including solo performance as appropriate.</li>

<li>Sight Read two grade levels below concert literature.</li>

</ul>

**Grade(s) 7**

#### Schools

Gunston Middle School

Kenmore Middle School

Dorothy Hamm Middle School

Swanson Middle School

Thomas Jefferson Middle School

## Advanced Chorus

Full Year (19285)

### Content Area

Arts Education

<p>Students will:</p>

<ul>

<li>Understand and respond to music notation, in both treble and bass clef.</li>

<li>Develop the skill to sing an extended range, and with greater part independence, demonstrating these skills as a member of the ensemble.</li>

<li>Develop the ability to make refined pitch matching adjustments in a cappella singing of three and four art literature.</li>

<li>Create simple rhythmic or melodic improvisations, 4-8 measures in length.</li>

<li>Respond to conducting gestures involving changes of tempo, articulation, and style.</li>

<li>Demonstrate learning through appropriate performances and presentations of Grade III-IV literature, including solo performance as appropriate.</li>

<li>Sight Read two grade levels below concert literature.</li>

</ul>

**Grade(s) 8**

### Schools

Gunston Middle School

Kenmore Middle School

Dorothy Hamm Middle School

Swanson Middle School

Thomas Jefferson Middle School

Williamsburg Middle School

## Advanced Orchestra

Full Year (19243)

### Content Area

Arts Education

<p>Students will:</p>

<ul>

<li>Enter with the skill set established in Intermediate Orchestra Grade 7.</li>

<li>Understand and respond to music notation, including other subdivisions (triplets, duplets, syncopation), slurs of multiple notes, expression marks in other languages.</li>

<li>Develop the skill to play a range of one and half octaves, utilizing extensions, and demonstrate these skills with sensitivity to blend and balance, as a member of the ensemble.</li>

<li>Identify key signatures and play the corresponding scale in key signatures up to 2 sharps and 1 flat.</li>

<li>Create rhythmic or melodic improvisations, 2-4

measures in length.</li>

<li>Demonstrate learning through performances and presentations, including solo performance as appropriate.</li>

<li>Sight Read two grade levels below concert literature.</li>

</ul>

**Grade(s) 7**

### Schools

Gunston Middle School

Kenmore Middle School

Dorothy Hamm Middle School

Swanson Middle School

Thomas Jefferson Middle School

Williamsburg Middle School

HB Woodlawn Secondary Program

## Advanced Orchestra

Full Year (19243)

### Content Area

Arts Education

<p>Students will:</p>

<ul>

<li>Enter with the skill set established in Intermediate Orchestra Grade 8.</li>

<li>Understand and respond to music notation, with special attention to phrasing.</li>

<li>Develop the skill to play a range of two octaves, refining facility in shifting and demonstrate these skills as a member of the ensemble.</li>

<li>Identify key signatures and play the corresponding scale in selected major and minor keys.</li>

<li>Develop more advanced playing techniques as appropriate to include vibrato, parallel bowing, spiccato.</li>

<li>Create rhythmic or melodic improvisations, 4-8 measures in length.</li>

<li>Demonstrate learning through performances and presentations in a wide variety of styles.</li>

<li>Sight Read two grade levels below concert repertoire.</li>

</ul>

**Grade(s) 8**

### Schools

Gunston Middle School

Kenmore Middle School

Dorothy Hamm Middle School

Swanson Middle School

Thomas Jefferson Middle School

Williamsburg Middle School

HB Woodlawn Secondary Program

## Beginning Band

Full Year (19232)

### Content Area

## Arts Education

<p>Students will:</p>

<ul>

<li>Demonstrate proper care and holding position for a musical instrument.</li>

<li>Demonstrate correct playing technique to produce a characteristic sound.</li>

<li>Understand the basics of reading music and corresponding musical interpretation for accurate performance of pitch, rhythm, time signature, key signature, tempo, and expressive markings.</li>

<li>Develop the skill to play a range of one octave or beginning rudiments (percussion) and use these skills as a member of the ensemble.</li>

<li>Develop the ability to tune the instrument using a tuner.</li>

<li>Create simple rhythmic or melodic improvisations, 1 to 2 measures in length.</li>

<li>Play ensemble music with a steady beat using a metronome and in response to conducting gestures.</li>

<li>Demonstrate learning through appropriate performances and presentations.</li>

</ul>

### Grade(s) 7

#### Schools

Gunston Middle School

Kenmore Middle School

Dorothy Hamm Middle School

Swanson Middle School

Thomas Jefferson Middle School

Williamsburg Middle School

HB Woodlawn Secondary Program

## Beginning Band Brass & Percussion

Full Year (19233)

### Content Area

Arts Education

<p>Students will:</p>

<ul>

<li>Demonstrate proper care and holding position for a musical instrument.</li>

<li>Demonstrate correct playing technique to produce a characteristic sound.</li>

<li>Understand the basics of reading music and corresponding musical interpretation for accurate performance of pitch, rhythm, time signature, key signature, tempo, and expressive markings.</li>

<li>Develop the skill to play a range of one octave or beginning rudiments (percussion) and use these skills as a member of the ensemble.</li>

<li>Develop the ability to tune the instrument using a tuner.</li>

<li>Create simple rhythmic or melodic improvisations, 1 to 2 measures in length.</li>

<li>Play ensemble music with a steady beat using a metronome and in response to conducting

gestures.</li>

<li>Demonstrate learning through appropriate performances and presentations.</li>

</ul>

### Grade(s) 6

#### Schools

Gunston Middle School

Kenmore Middle School

Dorothy Hamm Middle School

Swanson Middle School

Thomas Jefferson Middle School

Williamsburg Middle School

## Beginning Band Woodwinds

Full Year (19234)

### Content Area

Arts Education

<p>Students will:</p>

<ul>

<li>Demonstrate proper care and holding position for a musical instrument.</li>

<li>Demonstrate correct playing technique to produce a characteristic sound.</li>

<li>Understand the basics of reading music and corresponding musical interpretation for accurate performance of pitch, rhythm, time signature, key signature, tempo, and expressive markings.</li>

<li>Develop the skill to play a range of one octave or beginning rudiments (percussion) and use these skills as a member of the ensemble.</li>

<li>Develop the ability to tune the instrument using a tuner.</li>

<li>Create simple rhythmic or melodic improvisations, 1 to 2 measures in length.</li>

<li>Play ensemble music with a steady beat using a metronome and in response to conducting gestures.</li>

<li>Demonstrate learning through appropriate performances and presentations.</li>

</ul>

### Grade(s) 6

#### Schools

Gunston Middle School

Kenmore Middle School

Dorothy Hamm Middle School

Swanson Middle School

Thomas Jefferson Middle School

Williamsburg Middle School

## Beginning Chorus

Full Year (19261)

Semester (19264)

### Content Area

Arts Education

<p>Students will:</p>

<ul>

- <li>Demonstrate proper posture, breath control, and mouth shape for good tone.</li>
- <li>Understand the basics of reading music and corresponding musical interpretation for accurate performance of pitch, rhythm, time signature, key signature, tempo and expressive markings.</li>
- <li>Develop the ability to match pitch accurately using a diatonic pitch system and maintain a part within the ensemble.</li>
- <li>Create simple rhythmic or melodic improvisations, 1 to 2 measures in length.</li>
- <li>Respond to conducting gestures.</li>
- <li>Demonstrate learning through appropriate performances and presentations.</li>

**Grade(s) 6**

#### **Schools**

Gunston Middle School  
Kenmore Middle School  
Dorothy Hamm Middle School  
Swanson Middle School  
Thomas Jefferson Middle School  
Williamsburg Middle School

## **Beginning Chorus**

Full Year (19261)  
Semester (19264)

#### **Content Area**

Arts Education

<p>Students will:</p>

<ul>

- <li>Demonstrate proper posture, breath control, and mouth shape for good tone.</li>
- <li>Understand the basics of reading music and corresponding musical interpretation for accurate performance of pitch, rhythm, time signature, key signature, tempo, and expressive markings.</li>
- <li>Develop the ability to match pitch accurately using a diatonic pitch system and maintain a part within the ensemble.</li>
- <li>Create simple rhythmic or melodic improvisations, 1 to 2 measures in length.</li>
- <li>Respond to conducting gestures.</li>
- <li>Demonstrate learning through appropriate performances and presentations at the level of Grade I or II.</li>

</ul>

**Grade(s) 7**

#### **Schools**

Gunston Middle School  
Kenmore Middle School  
Dorothy Hamm Middle School  
Swanson Middle School  
Thomas Jefferson Middle School  
Williamsburg Middle School

## **Beginning Chorus**

Full Year (19261)  
Semester (19264)

#### **Content Area**

Arts Education

<p>Students will:</p>

<ul>

- <li>Demonstrate proper posture, breath control, and mouth shape for good tone.</li>
- <li>Understand the basics of reading music and corresponding musical interpretation for accurate performance of pitch, rhythm, time signature, key signature, tempo, and expressive markings.</li>
- <li>Develop the ability to match pitch accurately using a diatonic pitch system and maintain a part within the ensemble.</li>
- <li>Create simple rhythmic or melodic improvisations, 1 to 2 measures in length.</li>
- <li>Respond to conducting gestures.</li>
- <li>Demonstrate learning through appropriate performances and presentations at the level of Grade I or II.</li>

</ul>

**Grade(s) 8**

#### **Schools**

Gunston Middle School  
Kenmore Middle School  
Dorothy Hamm Middle School  
Swanson Middle School  
Thomas Jefferson Middle School  
Williamsburg Middle School

## **Beginning Music -Piano Keyboarding**

Semester (19252)

#### **Content Area**

Arts Education

<p>This semester course is designed to introduce basic piano skills to students. Students will cover the beginning level SOL performance music standards and include a few of the investigate standards as well. Students will not be required to purchase a piano or keyboard. Electronic keyboards will be provided by the school and remain at the school.</p>

<p>Students will</p>

<ul>

- <li>Learn basic piano skills.</li>
- <li>Learn to read and play simple melodies and tunes.</li>
- <li>Learn to play scales and read musical symbols.</li>
- <li>Learn to recognize and perform various

rhythmic patterns.</li>  
<li>Learn basic pedaling technique.</li>  
</ul>

**Grade(s) 7**

**Schools**

Gunston Middle School  
Kenmore Middle School  
Dorothy Hamm Middle School  
Swanson Middle School  
Thomas Jefferson Middle School  
Williamsburg Middle School

## Beginning Music -Piano Keyboarding

Semester (19252)

**Content Area**

Arts Education

<p>This semester course is designed to introduce basic piano skills to students. Students will cover the beginning level SOL performance music standards and include a few of the investigate standards as well. Students will not be required to purchase a piano or keyboard. Electronic keyboards will be provided by the school and remain at the school.</p>

<p>Students will</p>

<ul>

<li>Learn basic piano skills.</li>

<li>Learn to read and play simple melodies and tunes.</li>

<li>Learn to play scales and read musical symbols.</li>

<li>Learn to recognize and perform various rhythmic patterns.</li>

<li>Learn basic pedaling technique.</li>

</ul>

**Grade(s) 8**

**Schools**

Gunston Middle School  
Kenmore Middle School  
Dorothy Hamm Middle School  
Swanson Middle School  
Thomas Jefferson Middle School  
Williamsburg Middle School

## Beginning Music -Piano Keyboarding Semester

Semester (19252)

**Content Area**

Arts Education

This semester course is designed to introduce basic piano skills to students. Students will cover the beginning level SOL performance music standards and include a few of the investigate standards as

well. Students will not be required to purchase a piano or keyboard. Electronic keyboards will be provided by the school and remain at the school.

Students will

- Learn basic piano skills.
- Learn to read and play simple melodies and tunes.
- Learn to play scales and read musical symbols.
- Learn to recognize and perform various rhythmic patterns.
- Learn basic pedaling technique.

**Grade(s) 6**

**Schools**

Dorothy Hamm Middle School  
Gunston Middle School  
Kenmore Middle School  
Swanson Middle School  
Thomas Jefferson Middle School  
Williamsburg Middle School

## Beginning Orchestra

Full Year (19237)

**Content Area**

Arts Education

<p>Students will:</p>

<ul>

<li>Demonstrate proper care and holding position for a musical instrument and bow.</li>

<li>Demonstrate correct playing technique to produce a characteristic sound, including pizzicato and basic bowing techniques.</li>

<li>Understand the basics of reading music and their corresponding musical interpretation for accurate performance of pitch, rhythm, time signature, key signature, tempo, and expressive markings.</li>

<li>Develop the skill to play a range of one octave (first position) and double stops on open strings and use these skills as a member of the ensemble.</li>

<li>Develop the ability to tune the instrument using a tuner.</li>

<li>Create simple rhythmic or melodic improvisations, 1 to 2 measures in length.</li>

<li>Play with a steady beat using a metronome and in response to conducting gestures.</li>

<li>Demonstrate learning through appropriate performances and presentations.</li>

</ul>

**Grade(s) 6**

**Schools**

Gunston Middle School  
Kenmore Middle School  
Dorothy Hamm Middle School  
Swanson Middle School

Thomas Jefferson Middle School  
Williamsburg Middle School

## Beginning Orchestra

Full Year (19237)

### Content Area

Arts Education

<p>Students will:</p>

<ul>

<li>Demonstrate proper care and holding position for a musical instrument and bow.</li>

<li>Demonstrate correct playing technique to produce a characteristic sound, including pizzicato and basic bowing techniques.</li>

<li>Understand the basics of reading music and corresponding musical interpretation for accurate performance of pitch, rhythm, time signature, key signature, tempo, and expressive markings.</li>

<li>Develop the skill to play a range of one octave (first position) and double stops on open strings and use these skills as a member of the ensemble.</li>

<li>Develop the ability to tune the instrument using a tuner.</li>

<li>Create simple rhythmic or melodic improvisations, 1 to 2 measures in length.</li>

<li>Play with a steady beat using a metronome and in response to conducting gestures.</li>

<li>Demonstrate learning through appropriate performances and presentations.</li>

</ul>

### Grade(s) 7

#### Schools

Gunston Middle School

Kenmore Middle School

Dorothy Hamm Middle School

Swanson Middle School

Thomas Jefferson Middle School

Williamsburg Middle School

## Beginning Orchestra

Full Year (19237)

### Content Area

Arts Education

<p>Students will:</p>

<ul>

<li>Demonstrate proper care and holding position for a musical instrument and bow.</li>

<li>Demonstrate correct playing technique to produce a characteristic sound, including pizzicato and basic bowing techniques.</li>

<li>Understand the basics of reading music and corresponding musical interpretation for accurate performance of pitch, rhythm, time signature, key signature, tempo, and expressive markings.</li>

<li>Develop the skill to play a range of one octave

(first position) and double stops on open strings and use these skills as a member of the ensemble.</li>

<li>Develop the ability to tune the instrument using a tuner.</li>

<li>Create simple rhythmic or melodic

improvisations, 1 to 2 measures in length.</li>

<li>Play with a steady beat using a metronome and in response to conducting gestures.</li>

<li>Demonstrate learning through appropriate performances and presentations.</li>

</ul>

### Grade(s) 8

#### Schools

Gunston Middle School

Kenmore Middle School

Dorothy Hamm Middle School

Swanson Middle School

Thomas Jefferson Middle School

Williamsburg Middle School

## Exploring Chorus 6

Quarter (19000)

### Content Area

Arts Education

The Exploratory Wheel is designed to provide Grade 6 students the opportunity to sample a variety of the electives offered at the middle school level. Students in the Exploratory Wheel will rotate through classes which reflect the fine arts, the practical arts and/or linguistics. The students travel as a group and rotate through the various classes offered. The possible combinations of offerings vary with the individual school's schedule. Students may also participate in elective courses if they are offered through the after-school ACT II program. (See page 6.)

Grade 6 students who elect instrumental music and those students who are required to take Instructional Studies or opt to take another skill building course will participate in those classes on a daily basis instead of the Exploratory Wheel.

Visual Art, Music, and Theatre Arts classes all use an experiential approach to the creative process. Students in arts classes develop and refine the attitude, discipline, and necessary skills to produce visual art works and musical theatrical performances.

Students will:

- Demonstrate proper posture, breath control, and mouth shape for good tone.
- Understand the basics of reading music and corresponding musical interpretation for

accurate performance of pitch, rhythm, time signature, key signature, tempo, and expressive markings.

- Develop the ability to match pitch accurately using a diatonic pitch system and maintain a part within the ensemble.
- Create simple rhythmic or melodic improvisations, 1 to 2 measures in length.
- Respond to conducting gestures.
- Demonstrate learning through appropriate performances and presentations.

#### **Grade(s) 6**

##### **Schools**

Dorothy Hamm Middle School  
Gunston Middle School  
Kenmore Middle School  
Swanson Middle School  
Thomas Jefferson Middle School  
Williamsburg Middle School

## **Exploring Theatre Arts**

Quarter (19000)

### **Content Area**

Arts Education

The Exploratory Wheel is designed to provide Grade 6 students the opportunity to sample a variety of the electives offered at the middle school level. Students in the Exploratory Wheel will rotate through classes which reflect the fine arts, the practical arts and/or linguistics. The students travel as a group and rotate through the various classes offered. The possible combinations of offerings vary with the individual school's schedule. Students may also participate in elective courses if they are offered through the after-school ACT II program. (See page 6.)

Grade 6 students who elect instrumental music and those students who are required to take Instructional Studies or opt to take another skill building course will participate in those classes on a daily basis instead of the Exploratory Wheel.

Visual Art, Music, and Theatre Arts classes all use an experiential approach to the creative process. Students in arts classes develop and refine the attitude, discipline, and necessary skills to produce visual art works and musical theatrical performances.

Students will:

- Demonstrate effective communication, techniques in formal and informal settings.
- Develop and critique scripted scenes.
- Discover and explore themes in drama/theatre.

- Use improvisation to create a character, explore ideas, and develop a progressive chain of events.
- Understand and respond to elements of technical theatre as they affect the audience.
- Improve understanding of self and others through role-playing.

#### **Grade(s) 6**

##### **Schools**

Dorothy Hamm Middle School  
Gunston Middle School  
Kenmore Middle School  
Swanson Middle School  
Thomas Jefferson Middle School  
Williamsburg Middle School

## **Exploring Visual Arts**

Quarter (19000)

### **Content Area**

Arts Education

The Exploratory Wheel is designed to provide Grade 6 students the opportunity to sample a variety of the electives offered at the middle school level. Students in the Exploratory Wheel will rotate through classes which reflect the fine arts, the practical arts and/or linguistics. The students travel as a group and rotate through the various classes offered. The possible combinations of offerings vary with the individual school's schedule. Students may also participate in elective courses if they are offered through the after-school ACT II program. (See page 6.)

Grade 6 students who elect instrumental music and those students who are required to take Instructional Studies or opt to take another skill building course will participate in those classes on a daily basis instead of the Exploratory Wheel.

Visual Art, Music, and Theatre Arts classes all use an experiential approach to the creative process. Students in arts classes develop and refine the attitude, discipline, and necessary skills to produce visual art works and musical theatrical performances.

Students will:

- Apply the elements of art and the principles of design in both two and three-dimensional works of art.
- Explore a variety of techniques and materials in their works of art.
- Communicate personal ideas and concerns in works of art while solving problems through a creative process.



- Experience painting, drawing, mixed media, and sculpture using various techniques.
- Utilize linear perspective in their drawings and works of art.

### **Grade(s) 6**

#### **Schools**

Dorothy Hamm Middle School  
Gunston Middle School  
Kenmore Middle School  
Swanson Middle School  
Thomas Jefferson Middle School  
Williamsburg Middle School

## **Guitar**

Full Year (19246)

Semester (19245)

### **Content Area**

Arts Education

<p>Students will:</p>

<ul>

<li>Demonstrate proper care and holding position for a musical instrument.</li>

<li>Demonstrate correct playing technique to produce a characteristic sound.</li>

<li>Develop the ability to tune the instrument using a tuner.</li>

<li>Receive an introduction to guitar fundamentals and reading standard music notation.</li>

<li>Play primary chord structures and harmony.</li>

<li>Play basic right-hand techniques and melodic presentation styles.</li>

<li>Demonstrate learning through performances and presentations, with an emphasis on playing together in small groups or guitar ensemble.</li>

</ul>

<p>Students must purchase instructional books and have an acoustic (folk or classical) guitar. A limited number of school owned instruments are available for rent.</p>

### **Grade(s) 7**

#### **Schools**

Gunston Middle School  
Kenmore Middle School  
Dorothy Hamm Middle School  
Swanson Middle School  
Thomas Jefferson Middle School  
Williamsburg Middle School

## **Guitar**

Full Year (19246)

### **Content Area**

Arts Education

<p>Students will</p>

<ul>

<li>Demonstrate proper care and holding position for a musical instrument.</li>

<li>Demonstrate correct playing technique to produce a characteristic sound.</li>

<li>Develop the ability to tune the instrument using a tuner.</li>

<li>Receive an introduction to guitar fundamentals and reading standard music notation.</li>

<li>Play primary chord structures and harmony.</li>

<li>Play basic right-hand techniques and melodic presentation styles.</li>

<li>Demonstrate learning through performances and presentations, with an emphasis on playing together in small groups or guitar ensemble.</li>

</ul>

<p>Students must purchase instructional books and have an acoustic (folk or classical) guitar. A limited number of school owned instruments are available for rent.</p>

### **Grade(s) 8**

#### **Schools**

Gunston Middle School  
Kenmore Middle School  
Dorothy Hamm Middle School  
Swanson Middle School  
Thomas Jefferson Middle School  
Williamsburg Middle School

## **Intermediate Band**

Full Year (19201)

### **Content Area**

Arts Education

<p>Students will:</p>

<ul>

<li>Enter with the skill set required to meet the criteria for intermediate band.</li>

<li>Understand and respond to music notation, including articulations, compound meters, even subdivisions and key signatures with several accidentals.</li>

<li>Develop the skill to play a range of one and half octaves and basic rudiments (percussion), demonstrating these skills as a member of the ensemble.</li>

<li>Develop the ability to tune the instrument by ear.</li>

<li>Create rhythmic or melodic improvisations, 2-4 measures in length.</li>

<li>Respond to conducting gestures involving changes of tempo, articulation, and style.</li>

<li>Demonstrate learning through performances and presentations of Grade I literature, including solo performance as appropriate.</li>

<li>Sight Read two grade levels below concert literature.</li>

</ul>

### **Grade(s) 6**

#### **Schools**

Gunston Middle School

Kenmore Middle School  
Dorothy Hamm Middle School  
Swanson Middle School  
Thomas Jefferson Middle School  
Williamsburg Middle School

## Intermediate Band

Full Year (19201)

### Content Area

Arts Education

<p>Students will:</p>

<ul>

<li>Enter with the skill set established in Grade 7 Beginning Band and or meet the criteria for intermediate band.</li>

<li>Understand and respond to music notation, including articulations, compound meters, even subdivisions and key signatures with several accidentals.</li>

<li>Develop the skill to play a range of one and half octaves and basic rudiments (percussion), demonstrating these skills as a member of the ensemble.</li>

<li>Develop the ability to tune the instrument by ear.</li>

<li>Create rhythmic or melodic improvisations, 2-4 measures in length.</li>

<li>Respond to conducting gestures involving changes of tempo, articulation, and style.</li>

<li>Demonstrate learning through performances and presentations of Grade I literature, including solo performance as appropriate.</li>

<li>Sight Read two grade levels below concert literature.</li>

</ul>

### Grade(s) 7

#### Schools

Gunston Middle School  
Kenmore Middle School  
Dorothy Hamm Middle School  
Swanson Middle School  
Thomas Jefferson Middle School  
Williamsburg Middle School

## Intermediate Band

Full Year (19201)

### Content Area

Arts Education

<p>Students will:</p>

<ul>

<li>Enter with the skill set established in Beginning Band (Elementary School or Grade 6 Beginning Band).</li>

<li>Understand and respond to music notation, including articulations, compound meters, even subdivisions and key signatures with several

accidentals.</li>

<li>Develop the skill to play a range of one and half octaves and basic rudiments (percussion), demonstrating these skills as a member of the ensemble.</li>

<li>Develop the ability to tune the instrument by ear.</li>

<li>Create rhythmic or melodic improvisations, 2-4 measures in length.</li>

<li>Respond to conducting gestures involving changes of tempo, articulation, and style.</li>

<li>Demonstrate learning through performances and presentations of Grade I literature, including solo performance as appropriate.</li>

<li>Sight Read two grade levels below concert literature.</li>

</ul>

### Grade(s) 8

#### Schools

Gunston Middle School  
Kenmore Middle School  
Dorothy Hamm Middle School  
Swanson Middle School  
Thomas Jefferson Middle School  
Williamsburg Middle School

## Intermediate Chorus

Full Year (19274)

Semester (19275)

### Content Area

Arts Education

<p>Students will:</p>

<ul>

<li>Continue to develop skills fostered in Beginning Chorus.</li>

<li>Understand and respond to music notation in treble clef.</li>

<li>Learn about the adolescent voice change and how to adjust for those changes in range and tone color.</li>

<li>Develop the ability to maintain part independence when singing in two and three-part harmony, cappella.</li>

<li>Develop the ear and voice to tune accurately to a pitch and within a chord.</li>

<li>Create simple rhythmic or melodic improvisations, 2-4 measures in length.</li>

<li>Respond to conducting gesture for fermata, accelerando and ritardando.</li>

<li>Demonstrate learning through appropriate performances and presentations of Grade II or III literature, including solo performance as appropriate.</li>

<li>Sight read at Level I.</li>

</ul>

### Grade(s) 7

#### Schools

Gunston Middle School  
Kenmore Middle School  
Dorothy Hamm Middle School  
Swanson Middle School  
Thomas Jefferson Middle School  
Williamsburg Middle School

## Intermediate Chorus

Full Year (19274)

Semester (19275)

### Content Area

Arts Education

<p>Students will:</p>

<ul>

<li>Continue to develop skills fostered in Beginning Chorus.</li>

<li>Understand and respond to music notation in treble clef.</li>

<li>Learn about the adolescent voice change and how to adjust for those changes in range and tone color.</li>

<li>Develop the ability to maintain part independence when singing in two and three-part harmony, acappella.</li>

<li>Develop the ear and voice to tune accurately to a pitch and within a chord.</li>

<li>Create simple rhythmic or melodic improvisations, 2-4 measures in length.</li>

<li>Respond to conducting gesture for fermata, accelerando and ritardando.</li>

<li>Demonstrate learning through appropriate performances and presentations of Grade II or III literature, including solo performance as appropriate.</li>

<li>Sight read at Level I.</li>

</ul>

### Grade(s) 8

#### Schools

Gunston Middle School  
Kenmore Middle School  
Dorothy Hamm Middle School  
Swanson Middle School  
Thomas Jefferson Middle School  
Williamsburg Middle School

## Intermediate Orchestra

Full Year (19242)

### Content Area

Arts Education

<p>Students will:</p>

<ul>

<li>Enter with the skill set required to meet the criteria for intermediate orchestra.</li>

<li>Understand and respond to music notation, including articulations of various bowings, compound meters, even subdivisions and key

signatures with two sharps.</li>

<li>Develop the skill to play a range of one and half octaves, using extensions and regulating bow weight, speed and contact; demonstrate these skills as a member of the ensemble.</li>

<li>Develop the ability to tune the instrument by ear.</li>

<li>Create rhythmic or melodic improvisations, 2-4 measures in length.</li>

<li>Respond to conducting gestures involving changes of tempo, articulation, and style.</li>

<li>Demonstrate learning through performances and presentations, including solo performance as appropriate.</li>

<li>Sight Read two grade levels below concert literature.</li>

</ul>

### Grade(s) 6

#### Schools

Gunston Middle School  
Kenmore Middle School  
Dorothy Hamm Middle School  
Swanson Middle School  
Thomas Jefferson Middle School  
Williamsburg Middle School

## Intermediate Orchestra

Full Year (19242)

### Content Area

Arts Education

<p>Students will:</p>

<ul>

<li>Enter with the skill set established in Beginning Orchestra Grade 7 and or meet the criteria for intermediate orchestra.</li>

<li>Understand and respond to music notation, including articulations of various bowings, compound meters, even subdivisions and key signatures with two sharps.</li>

<li>Develop the skill to play a range of one and half octaves, using extensions and regulating bow weight, speed, and contact; demonstrate these skills as a member of the ensemble.</li>

<li>Develop the ability to tune the instrument by ear.</li>

<li>Create rhythmic or melodic improvisations, 2-4 measures in length.</li>

<li>Respond to conducting gestures involving changes of tempo, articulation, and style.</li>

<li>Demonstrate learning through performances and presentations, including solo performance as appropriate.</li>

<li>Sight Read two grade levels below concert literature.</li>

</ul>

### Grade(s) 7

#### Schools

Gunston Middle School  
Kenmore Middle School  
Dorothy Hamm Middle School  
Swanson Middle School  
Thomas Jefferson Middle School  
Williamsburg Middle School

## Intermediate Orchestra

Full Year (19242)

### Content Area

Arts Education

<p>Students will:</p>

<ul>

<li>Enter with the skill set established in Beginning Orchestra Grade 8 and or meet the criteria established for Intermediate Orchestra.</li>

<li>Understand and respond to music notation, including articulations of various bowings, compound meters, even subdivisions and key signatures with two sharps.</li>

<li>Develop the skill to play a range of one and half octaves, using extensions and regulating bow weight, speed and contact; demonstrate these skills as a member of the ensemble.</li>

<li>Develop the ability to tune the instrument by ear.</li>

<li>Create rhythmic or melodic improvisations, 2-4 measures in length.</li>

<li>Respond to conducting gestures involving changes of tempo, articulation, and style.</li>

<li>Demonstrate learning through performances and presentations, including solo performance as appropriate.</li>

<li>Sight Read two grade levels below concert literature.</li>

</ul>

**Grade(s) 8**

### Schools

Gunston Middle School  
Kenmore Middle School  
Dorothy Hamm Middle School  
Swanson Middle School  
Thomas Jefferson Middle School  
Williamsburg Middle School

## Jazz Band

Full Year (19239)

### Content Area

Arts Education

Learn the basics of Jazz Improvisation such as the blues, pentatonic and bebop scales, chords, chord symbols, chord changes: and the concept of building solos from these musical elements.

Perform in a big band and/or small combo setting.

**Grade(s) 7**

### Schools

Gunston Middle School  
Kenmore Middle School  
Dorothy Hamm Middle School  
Swanson Middle School  
Thomas Jefferson Middle School  
Williamsburg Middle School

## Jazz Band

Full Year (19239)

### Content Area

Arts Education

<p>Learn the basics of Jazz Improvisation such as the blues, pentatonic and bebop scales, chords, chord symbols, chord changes: and the concept of building solos from these musical elements.

Perform in a big band and/or small combo setting.</p>

**Grade(s) 8**

### Schools

Gunston Middle School  
Kenmore Middle School  
Dorothy Hamm Middle School  
Swanson Middle School  
Thomas Jefferson Middle School  
Williamsburg Middle School

## SHOWTIME

Full Year (11402)

### Content Area

Arts Education

<p>ShowTime meets every day for the entire school year. It is designed specifically for students who already know that their elective interest is in the arts. With a year-Long combination experience in Chorus and Drama, this course gives students a professional production of an arts integrated experience. Each semester ShowTime students will have their work showcased in at least one performance.</p>

<p>ShowTime is taught with an emphasis on teamwork. Throughout the year students will work on improving their skill level in each discipline area, while at the same time developing students' comfort level in a group effort setting.</p>

**Grade(s) 6**

### Schools

Kenmore Middle School

## Theatre Arts

Full Year (11391)

Semester (11392)

### Content Area

Arts Education

<p>Students will:</p>

<ul>

- Experience standard theatre processes of audition, rehearsal practices, and technical production.
- Analyze and evaluate dramatic texts as a basis for performance.
- Incorporate physical, emotional, and social dimensions of characters.
- Understand and practice the role and responsibilities of directors and actors.
- Recognize and understand functions of management in theatre productions.
- Develop and apply artistic discipline in collaboration with others.

**Grade(s)** 6

**Schools**

Gunston Middle School  
 Kenmore Middle School  
 Dorothy Hamm Middle School  
 Swanson Middle School  
 Thomas Jefferson Middle School  
 Williamsburg Middle School  
 HB Woodlawn Secondary Program

## Theatre Arts

Full Year (11391)  
 Semester (11392)

**Content Area**

Arts Education  
 Students will:



- Experience standard theatre processes of audition, rehearsal practices, and technical production.
- Analyze and evaluate dramatic texts as a basis for performance.
- Incorporate physical, emotional, and social dimensions of characters.
- Understand and practice the role and responsibilities of directors and actors.
- Recognize and understand functions of management in theatre productions.
- Develop and apply artistic discipline in collaboration with others.

**Grade(s)** 7

**Schools**

Gunston Middle School  
 Kenmore Middle School  
 Dorothy Hamm Middle School  
 Swanson Middle School  
 Thomas Jefferson Middle School  
 Williamsburg Middle School

## Theatre Arts-Drama

Full Year (11394)

Semester (11393)

**Content Area**

Arts Education  
 Students will:



- Use improvisation to create scripted and unscripted material.
- Manipulate the elements of design to create mood.
- Explore elements of theater history.
- Analyze and achieve consensus of interpretation concerning the dramatic elements of production.
- Use elements of technical theatre to enhance characterization.
- Develop objectivity in appraising personal abilities and creative endeavors.

**Grade(s)** 8

**Schools**

Gunston Middle School  
 Kenmore Middle School  
 Dorothy Hamm Middle School  
 Swanson Middle School  
 Thomas Jefferson Middle School  
 Williamsburg Middle School

## Visual Art III

Full Year (19118)

**Content Area**

Arts Education  
 This course is designed for the highly motivated art student who is committed to the study of visual art. Students will continue to build on skills developed in Visual Arts I and Visual Arts II by participating in a variety of two-dimensional and three-dimensional experiences. The Art Computer Lab will be used as a tool to contribute to the creative process. A special emphasis will be placed on perspective and the figure. Art history will be addressed by studying artists whose work, objectives, and ideas parallel or expand upon design problems given to the students. Students will keep a sketchbook in which they will record their ideas. Sketch assignments in Visual Arts III are designed to stimulate creative thinking while requiring the practice of good drawing techniques including line weight and value. Students will also continue to build their portfolios.

Students will:



- Analyze the effect of the elements of art and its principles.
- Critique personal work and the work of others in oral and written form using appropriate art vocabulary.
- Formulate and respond to meaningful questions

about works of art based upon observations and interpretations.</li>  
 <li>Communicate information and ideas through illustration.</li>  
 <li>Apply the elements of art and the principles of design in two-dimensional and three-dimensional works of art.</li>  
 <li>Create works of art that emphasize specific formal color relationships.</li>  
 <li>Create three-dimensional works of art using a variety of themes and processes.</li>  
 <li>Use perspective to create the illusion of depth in two-dimensional drawing.</li>  
 <li>Create and maintain an art portfolio.</li>  
 <li>Work on a group project for permanent installation in the school.</li>  
 </ul>

**Grade(s) 8**

#### **Schools**

Kenmore Middle School

## **Visual Arts I**

Full Year (19040)

Semester (19041)

#### **Content Area**

Arts Education

<p>Students will:</p>

<ul>

<li>Apply the principles of design and elements of art to create works of art.</li>  
 <li>Create three-dimensional works of art by combining a variety of techniques and processes.</li>  
 <li>Express personal interpretations and judgment of various works of art.</li>  
 <li>Analyze and critique final works of art using art terminology.</li>  
 <li>Explain and apply ethical decisions in art making.</li>  
 </ul>

**Grade(s) 6**

#### **Schools**

Gunston Middle School

Kenmore Middle School

Dorothy Hamm Middle School

Swanson Middle School

Thomas Jefferson Middle School

Williamsburg Middle School

HB Woodlawn Secondary Program

## **Visual Arts I**

Full Year (19040)

Semester (19041)

#### **Content Area**

Arts Education

<p>Students will:</p>

<ul>

<li>Apply the principles of design and elements of art to create works of art.</li>  
 <li>Create three-dimensional works of art by combining a variety of techniques and processes.</li>  
 <li>Express personal interpretations and judgment of various works of art.</li>  
 <li>Analyze and critique final works of art using art terminology.</li>  
 <li>Explain and apply ethical decisions in art making.</li>  
 </ul>

**Grade(s) 7**

#### **Schools**

Gunston Middle School

Kenmore Middle School

Dorothy Hamm Middle School

Swanson Middle School

Thomas Jefferson Middle School

Williamsburg Middle School

## **Visual Arts I**

Full Year (19040)

Semester (19041)

#### **Content Area**

Arts Education

<p>Students will:</p>

<ul>

<li>Apply the principles of design and elements of art to create works of art.</li>  
 <li>Create three-dimensional works of art by combining a variety of techniques and processes.</li>  
 <li>Express personal interpretations and judgment of various works of art.</li>  
 <li>Analyze and critique final works of art using art terminology.</li>  
 <li>Explain and apply ethical decisions in art making.</li>  
 </ul>

**Grade(s) 8**

#### **Schools**

Gunston Middle School

Kenmore Middle School

Dorothy Hamm Middle School

Swanson Middle School

Thomas Jefferson Middle School

Williamsburg Middle School

## **Visual Arts II**

Full Year (19117)

Semester (19115)

#### **Content Area**

Arts Education

<p>Students will:</p>

<ul>

<li>Apply the principles of design and elements of art into a portfolio.</li>

<li>Communicate depth using shading and various forms of perspective within the picture plane.</li>

<li>Unify the principles of design to create personal works of art and improve quality of craftsmanship.</li>

<li>Manipulate the elements of art and principles of design to create mood and expression.</li>

<li>Engage in ethical decisions in art making.</li>

<li>Analyze and critique final works of art using art terminology.</li>

</ul>

**Grade(s)** 8

#### **Schools**

Gunston Middle School

Kenmore Middle School

Dorothy Hamm Middle School

Swanson Middle School

Thomas Jefferson Middle School

Williamsburg Middle School

HB Woodlawn Secondary Program

## Business & Information Technology (IT)

### Computer Programming MS

Full Year (16640)

#### **Content Area**

Business & Information Technology (IT)

<p>The Computer Programming (Coding) course will develop the students' coding, computational, financial, and digital literacy knowledge and skills while learning computer science concepts. The curriculum includes computer coding using Python Alice with Java, Java Scratch, HTML, Java Scripting, mobile apps, and web page development. The integrated projects will have a "real-world" math and financial literacy application focus.</p>

**Credits** 1.0

**Grade(s)** 7

#### **Schools**

Gunston Middle School

Kenmore Middle School

Dorothy Hamm Middle School

Swanson Middle School

Thomas Jefferson Middle School

Williamsburg Middle School

HB Woodlawn Secondary Program

#### **Notes**

This course carries high school credit and will apply to high school graduation requirements. Please see

page 56 for more information. After successful completion of this course with a "C" or higher-grade students may advance to the nondual enrollment Computer Programming Advanced or AP Computer Science Principles.

## Digital Input Technologies

Full Year (16607)

Semester (16617)

#### **Content Area**

Business & Information Technology (IT)

Digital Input Technologies introduces new and emerging input devices (e.g., speech- and handwriting-recognition software, tablets, cloud computing applications, headsets/microphones, scanners, digital cameras, digital video cameras, mobile devices, computer systems) to prepare students for using tools that are becoming standard in the workplace and everyday life.

Students will:

- Develop touch typing techniques and improve keyboarding speed and accuracy.
- Learn and practice all capabilities and features of word processing software, including desktop publishing capabilities.
- Improve skills in composing and editing and use word processing to create documents for academic classes.
- Compose and format a variety of electronic documents including business and personal letters, envelopes, spreadsheets, charts, reports, term papers, and memos.
- Research a variety of careers and become aware of personal employability skills including resume preparation and interviewing skills.
- Explore business ownership and business functions in the American economic system.
- Complete projects on maintaining a personal budget, balancing a checking account, interpreting a paycheck, purchasing insurance and autos, choosing affordable housing, investing, and other consumer-related skills.
- Discuss workplace applications for new and emerging technologies (on-screen writing, speech recognition, iPads, and mobile technologies).

**Grade(s)** 7, 8

#### **Schools**

Dorothy Hamm Middle School

Gunston Middle School

HB Woodlawn Secondary Program

Kenmore Middle School

Swanson Middle School

Thomas Jefferson Middle School

Williamsburg Middle School

## Digital Technology Foundations

Full Year (13107)

Semester (13106)

### Content Area

Business & Information Technology (IT)

This course is designed for students to develop authentic real-life skills using outcome-driven approaches. The students learn about digital citizenship, basic computer operations, keyboarding, software applications (word processing, spreadsheets, multimedia applications, databases), and career exploration. This course promotes skills that can be applied across the curriculum and offers preparation relevant to 21st century skills used in school, business, and personal life.

Students will:

- Identify and demonstrate the use of digital technologies and explain how they are used to process information.
- Explain how computers interact with other computing systems and devices; how software and hardware work together to perform electronic tasks; and how software is developed and upgraded.
- Demonstrate an understanding of the computer operating system to manipulate and control the Windows desktop, including file and disk management.
- Identify how to change system settings and install and remove applications.
- Apply keyboarding skills to compose, format, revise and edit documents.
- Design and develop a database, a spreadsheet, and a slide show using appropriate applications.
- Identify the appropriate use of email, and email "netiquette" protocol.
- Demonstrate the use of various Internet search engines and portals.
- Explore the use of technology in various careers such as in computer science.
- Prepare for the Internet Core Computer Certification (IC3), a nationally recognized industry certification for Computer Applications, Internet Technologies, and Computer Technologies (optional).

**Grade(s)** 8

### Schools

Dorothy Hamm Middle School

Gunston Middle School

Kenmore Middle School

Swanson Middle School

Thomas Jefferson Middle School

Williamsburg Middle School

## Journalism

Full Year (11201)

### Content Area

Business & Information Technology (IT)

<p>This elective course requires students to produce a newspaper or audio/video news broadcast. Through their work, students learn about newspaper and broadcasting writing and production.</p>

<p>Students will:</p>

<ul>

<li>Learn and use journalistic style.</li>

<li>Analyze print and/or television broadcasts for content and technical quality.</li>

<li>Write news articles including editorials, features, and sports and/or develop broadcast shorts including new shows, public service announcements, and commercials.</li>

<li>Experience the various jobs of journalistic work such as proofreading, editing, layout of pictures and copy, headlines writing, script preparation, and final production.</li>

</ul>

**Grade(s)** 7

### Schools

Gunston Middle School

Kenmore Middle School

Dorothy Hamm Middle School

Swanson Middle School

Thomas Jefferson Middle School

Williamsburg Middle School

## Keyboarding Middle

Quarter (19000)

### Content Area

Business & Information Technology (IT)

This course is designed to introduce middle school students to the basics of computers, keyboarding skills, and potential careers. Students will develop and enhance touch skills for entering information using a keyboard to compose and produce personal, educational, and professional documents. Contextual instruction and student participation in co-curricular career and technical student organization (CTSO) activities will develop leadership, interpersonal, and career skills. High-quality work-based learning (HQWBL) will provide experiential learning opportunities related to students' career goals and/or interests, integrated with instruction, and performed in partnership with local businesses and organizations.

Students are introduced to beginning keyboarding, coding, microcomputers applications, and career exploration. Students learn proper keyboarding techniques including the touch-typing method,



speed, accuracy, good organizational skills, composition, language arts, and proper use and care of equipment. The Virginia Department of Education Technology Standards are integrated in the course content.

Students will:

- Learn the components of digital technologies and their functions in business and personal use to solve business problems.
- Demonstrate keyboarding proficiency using the "touch-technique" method.
- Compose documents and develops a variety of projects, including STEM to enhance academic and personal skills.
- Learn the principles of coding (computer programming) to develop an application.

**Grade(s)** 6

**Schools**

Dorothy Hamm Middle School  
Gunston Middle School  
Kenmore Middle School  
Swanson Middle School  
Thomas Jefferson Middle School  
Williamsburg Middle School

## Media Journalism

Semester (11204)

**Content Area**

Business & Information Technology (IT)

<p>This elective course introduces students to interpreting and producing diverse forms of new media journalism. These communication platforms include digital video, digital photography, digital music, online print. In addition, students will explore the Virginia English Standards of Learning for communication and multimodal literacies.</p>

<p>Students will:</p>

<ul>

<li>Analyze all forms of media journalism for content and technical quality.</li>

<li>Produce examples of new media content.</li>

<li>Publish work online for an authentic audience through (i.e.: blogs, websites)</li>

<li>Learn the basics of digital media production using iPads, and other available media devices.</li>

<li>Understand the foundations of media literacy.</li>

</ul>

**Grade(s)** 7

**Schools**

Gunston Middle School  
Kenmore Middle School  
Dorothy Hamm Middle School  
Swanson Middle School  
Thomas Jefferson Middle School

Williamsburg Middle School

## Multimedia Technology I

Semester (16606)

**Content Area**

Business & Information Technology (IT)

<p>Students will learn to create multimedia and desktop publishing presentations incorporating sound, graphics, and digitized video for use in their core classes.</p>

<p>Students will:</p>

<ul>

<li>Master basic desktop publishing skills using Microsoft Office and Adobe software applications.</li>

<li>Be introduced to Internet skills and techniques.</li>

<li>Master basic technology skills on the computer</li>

<li>Become familiar with Programming (coding)

<ul>

<li>Storyboards (what they are; why they are used; how they are created)</li>

<li>Animated buttons to create simple animation and visual effects to enhance presentations.</li>

</ul>

</li>

<li>Operate a video camera and create video presentations.</li>

<li>Learn to use Microsoft Movie Maker

<ul>

<li>Creating a multimedia presentation using drawing and painting tools</li>

</ul>

</li>

<li>Use the digital camera to take and edit photos to presentations using Adobe Creative Cloud.</li>

<li>Use the scanner to add scanned images to presentations.</li>

</ul>

**Grade(s)** 7

**Schools**

Kenmore Middle School

## Multimedia Technology I

Semester (16606)

**Content Area**

Business & Information Technology (IT)

<p>Students will learn to create multimedia and desktop publishing presentations incorporating sound, graphics, and digitized video for use in their core classes.</p>

<p>Students will:</p>

<ul>

<li>Master basic desktop publishing skills using Microsoft Office and Adobe software

applications.</li>  
 <li>Be introduced to Internet skills and techniques.</li>  
 <li>Master basic technology skills on the computer.</li>  
 <li>Become familiar with Programming (coding):</li>  
 <ul>  
 <li>Storyboards (what they are; why they are used; how they are created).</li>  
 <li>Animated buttons to create simple animation and visual effects to enhance presentations.</li>  
 </ul>  
 </li>  
 <li>Operate a video camera and create video presentations.</li>  
 <li>Learn to use Microsoft Movie Maker:</li>  
 <ul>  
 <li>Creating a multimedia presentation using drawing and painting tools.</li>  
 </ul>  
 </li>  
 <li>Use the digital camera to take and edit photos to presentations using Adobe Creative Cloud.</li>  
 <li>Use the scanner to add scanned images to presentations.</li>  
 </ul>

**Grade(s)** 8

**Schools**

Kenmore Middle School

## Multimedia Technology II

Semester (16609)

**Content Area**

Business & Information Technology (IT)

<p>Students will</p>

<ul>  
 <li>Design and produce web pages using HTML and a variety of web page creation software and Internet sites.</li>  
 <li>Create hypertext links to other pages, sites, and software (PowerPoint, Excel, Word, etc.)</li>  
 <li>Explore careers in the areas of multimedia and desktop publishing.</li>  
 </ul>

**Grade(s)** 7

**Schools**

Kenmore Middle School

## Multimedia Technology II

Semester (16609)

**Content Area**

Business & Information Technology (IT)

<p>Students will:</p>

<ul>  
 <li>Design and produce web pages using HTML and a variety of web page creation software and

Internet sites.</li>

<li>Create hypertext links to other pages, sites, and software (PowerPoint, Excel, Word, etc.)</li>

<li>Explore careers in the areas of multimedia and desktop publishing.</li>

</ul>

**Grade(s)** 8

**Schools**

Kenmore Middle School

## Programming MS

Full Year (16640)

**Content Area**

Business & Information Technology (IT)

The Computer Programming (Coding) course will develop the students' coding, computational, financial, and digital literacy knowledge and skills while learning computer science concepts. The curriculum includes computer coding using Python Alice with Java, Java Scratch, HTML, Java Scripting, mobile apps, and web page development. The integrated projects will have a "real-world" math and financial literacy application focus.

**Credits** 1.0

**Grade(s)** 8

**Schools**

Dorothy Hamm Middle School

Gunston Middle School

HB Woodlawn Secondary Program

Kenmore Middle School

Swanson Middle School

Thomas Jefferson Middle School

Williamsburg Middle School

**Notes**

This course carries high school credit and will apply to high school graduation requirements. Please see page 56 for more information. After successful completion of this course with a "C" or higher-grade students may advance to the nondual enrollment Computer Programming Advanced or AP Computer Science Principles.

## English

### Exploring Journalism

Quarter (19000)

**Content Area**

English

This exploratory course requires students to produce a newspaper or audio/video news broadcast. Through their work, students learn about newspaper and broadcast writing and production.

Students will:

- Learn and use journalistic style.
- Analyze print and/or television broadcasts for content and technical quality.
- Write news articles including editorials, features, and sports and/or develop broadcast shorts including commercials, public service announcements, or news shows, public service announcements, and commercials.
- Experience the various jobs of journalistic work such as proofreading, editing, layout of pictures and copy, headlines, writing script preparation, and final production.

**Grade(s)** 6

#### **Schools**

Dorothy Hamm Middle School  
Gunston Middle School  
Kenmore Middle School  
Swanson Middle School  
Thomas Jefferson Middle School  
Williamsburg Middle School

## **Exploring Public Speaking**

Semester (11301)

#### **Content Area**

English

<p>Students will practice all elements of preparation, delivery, and evaluation in preparing and presenting speeches including:</p><ul>

- <li>Research, organize, and outline speeches.</li>
- <li>Develop techniques for impromptu and extemporaneous speeches.</li>
- <li>Deliver speeches from both outlined and prepared texts.</li>
- <li>Develop techniques for highly effective communication, such as humor, quotations, props, and graphic information.</li>
- <li>Learn oratorical skills for effective delivery.</li>

**Grade(s)** 8

#### **Schools**

Kenmore Middle School

## **Journalism**

Full Year (11201)

#### **Content Area**

English

<p>This elective course requires students to produce a newspaper or news broadcast. Through their work, students learn about newspaper and broadcasting writing and production.</p><p>Students will:</p><ul>

- <li>Learn and use journalistic style.</li>
- <li>Analyze print and/or television broadcasts for content and technical quality.</li>

<li>Write news articles including editorials, features, and sports and/or develop broadcast shorts including commercials, public service announcements, or news shows.</li>

<li>Experience the various jobs of journalistic work such as proofreading, editing, layout of pictures and copy, headline writing, script preparation, and final production.</li></ul>

</ul>

**Grade(s)** 8

#### **Schools**

Gunston Middle School  
Kenmore Middle School  
Dorothy Hamm Middle School  
Swanson Middle School  
Thomas Jefferson Middle School  
Williamsburg Middle School

## **Yearbook**

Full Year (11209)

#### **Content Area**

English

<p>In this course students produce the school yearbook. Through their work, students learn about publication writing and production.</p><p>Students will:</p><ul>

- <li>Experience the various jobs of journalistic work such as proofreading, editing, layout of pictures and copy, writing headlines and captions, final production, and distribution.</li>
- <li>Learn and use journalistic style.</li>
- <li>Write a variety of articles suitable for publication.</li>
- <li>Proofread and edit articles.</li>

</ul>

**Grade(s)** 8

#### **Schools**

Gunston Middle School  
Kenmore Middle School  
Dorothy Hamm Middle School  
Swanson Middle School  
Thomas Jefferson Middle School  
Williamsburg Middle School  
HB Woodlawn Secondary Program

## **English Language Arts**

### **Disciplinary Literacy**

Full Year (11140)

Semester (11141)

#### **Content Area**

English Language Arts

Disciplinary Literacy will focus on specialized literacy strategies unique to content area disciplines. - This course is for students that have demonstrated proficiency in elementary literacy through reading screener and SOL assessments. This course will address both content area literacy as well as discipline specific literacy skills. The focus of this course is to engage in discipline specific reading and writing. Analyzing primary sources as a historian, reviewing data, charts and graphs as a mathematician or scientist, and utilizing argument writing for defending conclusions. Students will be taught the ways literacy is used to create, disseminate, and critique information in the various disciplines.

### **Grade(s) 6**

#### **Schools**

Dorothy Hamm Middle School  
Gunston Middle School  
HB Woodlawn Secondary Program  
Kenmore Middle School  
Swanson Middle School  
Thomas Jefferson Middle School  
Williamsburg Middle School

## **Exploring Public Speaking**

Semester (11301)

#### **Content Area**

English Language Arts

<p>Students will practice all elements of preparation, delivery, and evaluation in presenting speeches including.</p>

<ul>

<li>Research, organize, and outline speeches.</li>

<li>Develop techniques for impromptu and extemporaneous speeches.</li>

<li>Deliver speeches from both outlined and prepared texts.</li>

<li>Develop techniques for highly effective communication, such as humor, quotations, props, and graphic information.</li>

<li>Learn oratorical skills for effective delivery.</li>

</ul>

### **Grade(s) 7**

#### **Schools**

Kenmore Middle School

## **Grade 6 English**

Full Year (11109)

#### **Content Area**

English Language Arts

In all middle schools, the English Language Arts Program focuses on four organizing topics as outlined in the Virginia English Standards of

Learning: communication and multimodal literacies, reading, writing, and research. Competence in these areas leads to advanced student thinking and success both in and out of school. Curriculum follows a concept-based framework that focuses on enduring understandings and essential questions.

- Reading comprehension will focus on the comparison of fiction and nonfiction texts. In fiction texts, students will identify elements of narrative structure including identifying theme and analyzing figurative language. There is an emphasis on nonfiction reading by creating objective summaries and drawing inferences using textual evidence.
- The student will begin the study of word origins and continue vocabulary development.
- The student will plan, draft, revise, and edit writing in a variety of forms with an emphasis on narrative and reflective writing.
- Students will deliver multimodal presentations individually and in collaborative groups. Students will interpret information presented in diverse media formats.
- Students both contribute to and facilitate collaborative group work.
- The student will find, evaluate, and select appropriate resources for a research product and cite both primary and secondary sources. The meaning and consequences of plagiarism will be stressed.

### **Grade(s) 6**

#### **Schools**

Dorothy Hamm Middle School  
Gunston Middle School  
HB Woodlawn Secondary Program  
Kenmore Middle School  
Swanson Middle School  
Thomas Jefferson Middle School  
Williamsburg Middle School

## **Grade 6 English, Intensified**

Full Year (11116)

#### **Content Area**

English Language Arts

English 6 Intensified is a core course that provides a rigorous study of English Language Arts content and is open to all MS students.

This course provides opportunities for students to focus on reading, writing, speaking, and listening as indicated by the Grade 6 Virginia Standards of Learning. Students will apply a complex lens of examination and interpretation to a variety of texts and genres to include fiction, non-fiction, short stories, novels and excerpts, and media. Students will also be tasked with reflecting

on their thinking and learning and use the writing process to develop and craft expository, narrative, and persuasive writing pieces.

Goals of this course include having students:

- Collaborate with peers through a comparative analysis process.
- Analyze and compare organizational structures of texts and use this knowledge to comprehend nonfiction and fiction and cite evidence to support their thinking.
- Expand academic vocabulary to include morphology and word origins.
- Write in a variety of forms, with a focus on essay writing, with a revision process to improve usage and mechanics, and composition and expression.
- Read higher level texts, as assigned or student choice, to make deeper learning connections to learning unit themes and learning expectations.
- Create and present work with a research-based focus, in diverse media formats.
- Engage in critical thinking for reading and writing to include defending thoughts and ideas, composing and presenting critiques, and examining and evaluating real world situations and contexts.

## **Grade(s) 6**

### **Schools**

Dorothy Hamm Middle School  
Gunston Middle School  
Kenmore Middle School  
Swanson Middle School  
Thomas Jefferson Middle School  
Williamsburg Middle School

## **Grade 7 English**

Full Year (11110)

### **Content Area**

English Language Arts

In all middle schools, the English Language Arts Program focuses on four organizing topics as outlined in the Virginia English Standards of Learning: communication and multimodal literacies, reading, writing, and research. Competence in these areas leads to advanced student thinking and success both in and out of school. Curriculum follows a concept-based framework that focuses on enduring understandings and essential questions.

- There is a continued emphasis on reading comprehension by comparing fiction and nonfiction texts. In fiction texts, students will identify elements of a variety of genres while focusing on an author's style. There is an

increased emphasis on nonfiction reading, and students will identify the source, point-of-view, and purpose of texts.

- The student will continue the study of word origins and roots and begin identifying connotations.
- The student will plan, draft, revise, and edit writing in a variety of forms with an emphasis on expository and persuasive writing. Students will write to develop and modify a central idea, tone, and voice to fit the audience and purpose.
- Students will continue to deliver multimodal presentations individually and in collaborative groups. Students will interpret information presented in diverse media formats.
- Students share responsibility for collaborative work, as both a contributor and a facilitator, while working toward consensus.
- The student will apply research techniques to quote, summarize, and paraphrase research findings while properly citing sources. The meaning and consequences of plagiarism will be stressed.

## **Grade(s) 7**

### **Schools**

Dorothy Hamm Middle School  
Gunston Middle School  
HB Woodlawn Secondary Program  
Kenmore Middle School  
Swanson Middle School  
Thomas Jefferson Middle School  
Williamsburg Middle School

## **Grade 7 English, Intensified**

Full Year (11117)

### **Content Area**

English Language Arts

In English 7, Intensified students will apply a complex lens of examination and interpretation to a variety of texts and genres to include fiction, non-fiction, short stories, novels and excerpts, argument, and media. Students will also be tasked with reflecting on their thinking and learning and use the writing process to develop and craft expository, narrative, and persuasive writing pieces.

Goals of this course include having students:

- Collaborate with peers through a comparative analysis process.
- Analyze and compare organizational structures of texts and use this knowledge to comprehend nonfiction and fiction and cite evidence to support their thinking.
- Expand academic vocabulary to include morphology and word origins.

- Write in a variety of forms, with a focus on essay writing, with a revision process to improve usage and mechanics, and composition and expression.
- Write to develop and modify a central idea, tone, and voice to fit the audience and purpose.
- Read higher level texts, as assigned or student choice, to make deeper learning connections to learning unit themes and learning expectations.
- Create and present work with a research-based focus, in diverse media formats and using advanced sources.
- Engage in critical thinking for reading and writing to include defending thoughts and ideas, composing and presenting critiques, exploring intentions of others, exploring "What If" questions, and examining and evaluating real world situations and contexts.

#### **Grade(s) 7**

##### **Schools**

Dorothy Hamm Middle School  
 Gunston Middle School  
 Kenmore Middle School  
 Swanson Middle School  
 Thomas Jefferson Middle School  
 Williamsburg Middle School

## **Grade 8 English**

Full Year (11120)

##### **Content Area**

English Language Arts

In all middle schools, the English Language Arts Program focuses on four organizing topics as outlined in the Virginia English Standards of Learning: communication and multimodal literacies, reading, writing, and research. Competence in these areas leads to advanced student thinking and success both in and out of school. Curriculum follows a concept-based framework that focuses on enduring understandings and essential questions.

- There is a continued emphasis on reading comprehension by comparing fiction and nonfiction texts. In fiction texts, students will explain the development of themes, and compare/ contrast authors' styles. There is an increased emphasis on nonfiction reading, and students will analyze authors' qualifications, point-of-view, and style.
- The student will continue the study of word origins, roots, connotations, and denotations.
- The student will plan, draft, revise, and edit while writing in a variety of forms with an emphasis on expository and persuasive

writing. Students will compose a thesis statement and defend a position with reasons and evidence, including counterclaims.

- Students will evaluate, analyze, develop, and produce media messages. Students will create multimodal presentations that include different points-of-view.
- Students will collaborate with others to exchange ideas, make decisions, accomplish goals, and solve problems.
- The student will apply research techniques to analyze information gathered from diverse sources by identifying misconceptions and possible bias. Students will cite primary and secondary sources using either MLA or APA style. The meaning and consequences of plagiarism will be stressed.

#### **Grade(s) 8**

##### **Schools**

Dorothy Hamm Middle School  
 Gunston Middle School  
 HB Woodlawn Secondary Program  
 Kenmore Middle School  
 Swanson Middle School  
 Thomas Jefferson Middle School  
 Williamsburg Middle School

## **Grade 8 English, Intensified**

Full Year (11127)

##### **Content Area**

English Language Arts

In English 8, Intensified students will apply a complex lens of examination and interpretation to a variety of texts and genres to include fiction, non-fiction, short stories, novels and excerpts, argument, and media. Students will also be tasked with reflecting on their thinking and learning and use the writing process to develop and craft expository, narrative, and persuasive writing pieces.

Goals of this course include having students:

- Engage in cross-curricular connections.
- Collaborate with peers through a comparative analysis process.
- Analyze and compare organizational structures of texts and use this knowledge to comprehend nonfiction and fiction and cite evidence to support their thinking.
- Analyze language in texts, as well as imagery and theme.
- Expand academic vocabulary to include morphology and word origins.
- Write in a variety of forms, with a focus on essay writing, with a revision process to improve usage and mechanics, and composition and expression.

- Write a literary analysis and a short story.
- Read higher level texts, as assigned or student choice, to make deeper learning connections to learning unit themes and learning expectations.
- Create and present work with a research-based focus, in diverse media formats and using advanced sources.
- Engage in critical thinking for reading and writing to include defending thoughts and ideas, composing and presenting critiques, exploring intentions and choices of others, exploring "What If" questions, evaluating decisions, analyzing multiple viewpoints, and examining and evaluating real world situations and contexts.

**Grade(s)** 8

#### **Schools**

Dorothy Hamm Middle School  
Gunston Middle School  
Kenmore Middle School  
Swanson Middle School  
Thomas Jefferson Middle School  
Williamsburg Middle School

## **Structured Literacy I**

Full Year (11146)

#### **Content Area**

English Language Arts

Structured Literacy I will utilize systematic, explicit and cumulative direct instruction in two broad areas: word recognition (phonological awareness, decoding and sight recognition) and language comprehension (background knowledge, vocabulary, language structures, verbal reasoning, and literacy knowledge). Instruction in this course will emphasize word recognition. This course will employ diagnostic teaching to target gaps in foundational literacy skills that prevent secondary students from accessing grade level curricula. Reading instruction will follow a research-based sequence and will be guided by student performance on diagnostic assessments and frequent progress monitoring. Lessons will foster a sense of self-efficacy, sense of community, and utilizing literacy to achieve goals.

**Grade(s)** 6, 7, 8

#### **Schools**

Dorothy Hamm Middle School  
Gunston Middle School  
HB Woodlawn Secondary Program  
Kenmore Middle School  
Swanson Middle School  
Thomas Jefferson Middle School  
Williamsburg Middle School

## **Structured Literacy II**

Full Year (11147)

#### **Content Area**

English Language Arts

Structured Literacy II will utilize systematic, explicit and cumulative direct instruction in language comprehension (background knowledge, vocabulary, language structures, verbal reasoning, and literacy knowledge) with some review of word recognition. Instruction in this course will emphasize language comprehension to build students' vocabulary and background knowledge to become increasingly proficient and strategic in reading comprehension. To enroll, students must have demonstrated mastery (accuracy and automaticity) in skills associated with word recognition (Phonological Awareness, Decoding, Sight Recognition), but may be continuing to work on fluency. Lessons will foster a sense of self-efficacy, sense of community, and utilizing literacy to achieve goals.

**Grade(s)** 6, 7, 8

#### **Schools**

Dorothy Hamm Middle School  
Gunston Middle School  
HB Woodlawn Secondary Program  
Kenmore Middle School  
Swanson Middle School  
Thomas Jefferson Middle School  
Williamsburg Middle School

## **English Language Development**

### **English Language Development (ELD) 1**

Full Year (10771)

#### **Content Area**

English Language Development

This course supports language development, focusing on social and academic English. Through authentic, relevant content and sequenced lessons, students will use and develop English language skills while engaging in activities that integrate the four language domains of listening, speaking, reading, and writing. In addition, students will enhance their critical thinking skills through the use of English when interpreting and accessing information, ideas, and concepts from a variety of sources. This course is aligned with the WIDA English Language Development Standards Framework.

**Grade(s)** 6, 7, 8

**Schools**

Dorothy Hamm Middle School  
Gunston Middle School  
HB Woodlawn Secondary Program  
Kenmore Middle School  
Swanson Middle School  
Thomas Jefferson Middle School  
Williamsburg Middle School

**Prerequisites**

Placement based on composite WIDA score and other performance data.

**English Language Development (ELD) 2**

Full Year (10772)

**Content Area**

English Language Development

This course supports language development, focusing on social and academic English. Through authentic, relevant content and sequenced lessons, students will use and develop English language skills while engaging in activities that integrate the four language domains of listening, speaking, reading, and writing. In addition, students will enhance their critical thinking skills through the use of English when interpreting and accessing information, ideas, and concepts from a variety of sources. This course is aligned with the WIDA English Language Development Standards Framework.

**Grade(s)** 6, 7, 8

**Schools**

Dorothy Hamm Middle School  
Gunston Middle School  
HB Woodlawn Secondary Program  
Kenmore Middle School  
Swanson Middle School  
Thomas Jefferson Middle School  
Williamsburg Middle School

**Prerequisites**

Placement based on composite WIDA score and other performance data.

**English Language Development (ELD) 3**

Full Year (10773)

**Content Area**

English Language Development

This course supports language development, focusing on social and academic English. Through authentic, relevant content and sequenced lessons, students will use and develop English language skills while engaging in activities that integrate the four language domains of listening, speaking, reading, and writing. In addition, students will

enhance their critical thinking skills through the use of English when interpreting and accessing information, ideas, and concepts from a variety of sources. This course is aligned with the WIDA English Language Development Standards Framework.

**Grade(s)** 6, 7, 8

**Schools**

Dorothy Hamm Middle School  
Gunston Middle School  
HB Woodlawn Secondary Program  
Kenmore Middle School  
Swanson Middle School  
Thomas Jefferson Middle School  
Williamsburg Middle School

**Prerequisites**

Placement based on composite WIDA score and other performance data.

**English Language Development (ELD) 4**

Full Year (10774)

**Content Area**

English Language Development

This course supports language development, focusing on social and academic English. Through authentic, relevant content and sequenced lessons, students will use and develop English language skills while engaging in activities that integrate the four language domains of listening, speaking, reading, and writing. In addition, students will enhance their critical thinking skills through the use of English when interpreting and accessing information, ideas, and concepts from a variety of sources. This course is aligned with the WIDA English Language Development Standards Framework.

**Grade(s)** 6, 7, 8

**Schools**

Dorothy Hamm Middle School  
Gunston Middle School  
HB Woodlawn Secondary Program  
Kenmore Middle School  
Swanson Middle School  
Thomas Jefferson Middle School  
Williamsburg Middle School

**Prerequisites**

Placement based on composite WIDA score and other performance data.



# Family & Consumer Sciences

## Exploring Family and Consumer Sciences

Quarter (19000)

### Content Area

Family & Consumer Sciences

Exploring Family and Consumer Sciences prepares students for the demands of 21st century living.

This course provides a foundation for managing individual, family, career, and community rules and responsibilities.

Students focus on:

- Areas of individual growth
- Goal setting
- Strengthening families
- Awareness of personal safety and wellness
- Saving and spending practices
- Clothing care
- Food preparation
- Positive and caring relationships with others

Instruction emphasizes science, technology, engineering, and mathematics (STEM) concepts, where appropriate.

**Grade(s)** 6

### Schools

Dorothy Hamm Middle School

Gunston Middle School

Kenmore Middle School

Swanson Middle School

Thomas Jefferson Middle School

Williamsburg Middle School

## Individual Development

Full Year (18210)

### Content Area

Family & Consumer Sciences

<p>This course focus on cultivating positive self-esteem; developing skills to build healthy relationships with family, peers, and community members; managing stress and conflict; preparing to become college-and career-ready. Content focuses on self-esteem, values, decisionmaking and goal-setting skills, interpersonal and family relationships, and vocational planning.</p><p>Students will:</p>

- <li>Identify and analyze how values affect risk behaviors.</li>
- <li>Explore the influence of gender roles and

stereotypes.</li>

<li>Develop an awareness of choices and challenges.</li>

<li>Learn appropriate relationship behaviors through practicing positive communication and conflict resolution skills.</li>

<li>Participate in parenting activity simulated through the use of a computerized doll.</li>

<li>Explore careers through job-seeking strategies, job requirements and job-site shadowing.</li>

</ul>

**Credits** 1.0

**Grade(s)** 8

### Schools

Gunston Middle School

Kenmore Middle School

Dorothy Hamm Middle School

Swanson Middle School

Thomas Jefferson Middle School

Williamsburg Middle School

## Life Management Skills

Full Year (18245)

Semester (18244)

### Content Area

Family & Consumer Sciences

<p>This course teaches higher order thinking skills through simulated life experiences such as family role playing and caring for children, evaluation of short-and long-term goals, and assessments of different techniques to balance work and family. Students also complete various modules in a self-directed multimedia lab.</p>

<p>Students will:</p>

<ul>

<li>Practice good time and money management.</li>

<li>Analyze factors affecting consumer choices.</li>

<li>Relate positively to friends and family members.</li>

<li>Learn basic clothing construction and care using state-of-the-art machines.</li>

<li>Prepare well-balanced meals and understand the importance of good nutrition.</li>

<li>Experience differences in ethnic foods and cultures.</li>

<li>Maintain a clean work environment keeping food safe.</li>

<li>Learn how to handle conflict and solve problems.</li>

<li>Practice skills needed to take care of young children.</li>

<li>Explore interpersonal and relationships with others.</li>

<li>Produce a successful food product by understanding and properly using a recipe.</li>

<li>Explore careers and related high school course selections.</li>

</ul>

**Grade(s)** 8

**Schools**

Gunston Middle School

Kenmore Middle School

Dorothy Hamm Middle School

Swanson Middle School

Thomas Jefferson Middle School

Williamsburg Middle School

## Teen Living Semester

Semester (18207)

**Content Area**

Family & Consumer Sciences

Teen Living emphasizes personal responsibility for demands of multiple life roles through hands-on project-based instruction.

Students focus on:

- Individual development.
- Maintaining their personal environments.
- Applying nutrition and wellness practices.
- Managing consumer and family resources.
- Creating textile, fashion, and apparel products.
- Exploring careers related to Family and Consumer Sciences.

Instruction in this course emphasize science, technology, engineering, and mathematics (STEM) concepts, where appropriate.

**Grade(s)** 7

**Schools**

Dorothy Hamm Middle School

Gunston Middle School

Kenmore Middle School

Swanson Middle School

Thomas Jefferson Middle School

Williamsburg Middle School

## Four Rotation Elective

### IBMYP Four Rotation Elective for 2022-23

**Content Area**

Four Rotation Elective

<p>The International Baccalaureate Middle Years Programme (IBMYP) is designed to help students develop the knowledge, attitudes, and skills they need to participate actively and responsibly in a changing and increasingly interrelated world. This means interacting with a curriculum that calls for

more than "knowing." It involves reflective thinking, both critical and creative problem solving, analysis and discussion of personal opinions.</p>

<p>Three fundamental concepts form the philosophical foundation for all Middle Years Programs around the world: intercultural understanding, communication, and holistic learning. Intercultural understanding is best represented by respect, acceptance, and appreciation of all people as consideration of multiple perspectives is vital to participation in our local, national and global communities.

Communication is central to a young person's ability to be successful. The IBMYP considers all educators as teachers of communication-emphasizing the important role every subject area teacher has in developing students' communication skills. Being able to communicate in another language is important as well, thus every IBMYP student learns a second language. Holistic learning represents the idea that all knowledge is interrelated, and that the curriculum should cater to the needs of the whole student. Holistic learning is facilitated as students are asked to apply the skills and knowledge they learn to new and relevant situations. Also, teachers of different subject areas plan instruction around common concepts and themes to promote an understanding of connectedness across disciplines. Thomas Jefferson teachers strive to help students develop transferable work habits, skills, and attitudes for success across all subject areas and beyond the classroom.

</p>

<p>All IB programs focus on students adopting the IB learner profile traits as part of their character. These traits are essentially ten characteristics and attitudes for developing lifelong learners of a global community.</p>

<p>Knowledgeable Reflective

<br/>

Open-Minded

<br/>

Communicator

<br/>

Inquirer

<br/>

Thinkers

<br/>

Balanced

<br/>

Principled

<br/>

Risk-Taker

<br/>

Caring

</p>

## Inquiry

At TJMS, our goal is to have inquiry-based classrooms of learning in which students are always actively engaged. The structured inquiry approach will allow students to explore and develop as critical thinkers while also ensuring that core concepts of the subjects are addressed, and requisite skills are mastered. The MYP requires a collaborative approach to planning instruction so that students all have an equitable learning experience while also having their individual needs met. Units of instruction and related assessment tasks are planned by teams of teachers. Teachers also collaborate on how to differentiate instruction. While teachers plan instruction, the classroom is an environment in which teachers and students are partners in the teaching and learning process.

## Action

Students in MYP classrooms take action through active classroom involvement. Their engagement is focused on the exploration of real-world issues with consideration for options for responsible choices. Action can include advocating for or educating ourselves and others. Action can also take the form of service learning. All students are expected to participate in service activities over the course of their years at Thomas Jefferson. Students can collect service hours through weekly activities including those provided by the school such as learning and working in the Thomas Jefferson Community Garden. Other opportunities for service may be the direct result of a curriculum related inquiry. As students pursue service opportunities, they are encouraged to support issues or causes. Their learning and engagement in particular areas of interest will likely evolve as the topic of interest for their required 8th Community Project, the MYP culminating action task for middle schools.

## Reflection

Students in MYP classrooms are involved in critical reflection, giving thought to how they use evidence, how they employ various methods and how and why they arrive at particular conclusions. Students are also challenged to analyze their own thinking, to be conscious of their potential biases and to look for inaccuracy in their own and others' work.

Finally, students will build an IBMYP portfolio over the course of their 3 years at Jefferson. This portfolio reflects the work students have done to achieve the mission of Jefferson Middle School: becoming global citizens who are active participants in their communities.

## Grade 6 IBMYP Four Rotation Elective for 2022-23

Thomas Jefferson Middle School is an

International Baccalaureate World School offering the Middle Years Programme (MYP). IB requires that each student have an annual minimum of 50 hours in each of the following subject areas: Science, Design Technology, Humanities, Fine Arts, Mathematics, Language A, Language B and Physical Education. Grade 6 students participate in a Four Rotation Elective program to meet the requisites of the MYP.

All students will take Physical Education every other day for a full year. In addition, they will choose classes that balance Design Technology and Fine Arts. The Fine Arts classes are Drama, Chorus (semester) and Visual Arts. The Design Technology classes are Computers, Family and Consumer Science, and Technology Education. These classes meet every other day for a semester. Full year Band, Orchestra, and Choral music meet daily and are considered both Fine Arts and Design Technology classes.

Grade 6 students are also required to take a full-year World Language class that meets every other day. The World Languages offered are American Sign Language (ASL), Arabic, Chinese, French, Latin, Spanish, and Spanish for Fluent Speakers. Please note that American Sign Language (ASL) is not an International Baccalaureate, (IB), language and it meets public Virginia university and community entrance requirements as a world language. Some out-of-state and private postsecondary institutions do not recognize ASL as a world language.

**Grade(s)** 6

**Schools**

Thomas Jefferson Middle School

**Institutional Area**

International Baccalaureate Middle Years Programme

## Health & Physical Education

### Grade 6 Health and Physical Education

Full year or semester block (17110)

**Content Area**

Health & Physical Education

All Grade 6 students participate in the health and physical education program.

The health education program emphasizes what students need to know, understand and do to achieve a healthy lifestyle. Instruction will address adolescent health issues, decision-making skills, and consequences. Students will understand peer

pressure, respecting individual differences and opinions. Students will learn effective face-to-face and online communication skills. Areas of study include emotional, mental, social, and environmental health, safety and emergency preparedness, relationships, substance abuse and disease prevention, and family life education. The physical education program will apply knowledge of anatomical structures to movement principles to improve performance. Students will demonstrate confidence and competence in movement skills along with cooperative and small-group activities in a variety of physical activity settings. Students will explain the connection between energy balance, nutrition, and wellness.

#### **Grade(s) 6**

##### **Schools**

Dorothy Hamm Middle School  
Gunston Middle School  
HB Woodlawn Secondary Program  
Kenmore Middle School  
Swanson Middle School  
Thomas Jefferson Middle School  
Williamsburg Middle School

### **Grade 6 Health and Physical Education/Dance 6**

Full Year (17111)

#### **Content Area**

Health & Physical Education

<p>All Grade 6 students participate in the health and physical education program. The dance portion of this course allows students to learn Virginia physical education standards with an emphasis on dance. The health education program emphasizes what students need to know, understand, and do to achieve a healthy lifestyle. Areas of study include emotional, mental, social, and environmental health, safety and emergency preparedness, relationships, substance abuse and disease prevention, and family life education.</p>

<p>In addition to the objectives in the Grade 6 core Health and Physical Education curriculum students will</p>

<ul>

<li>Understand and practice the elements of dance.</li>

<li>Understand and demonstrate the basic foundation of ballet, jazz, modern dance, and hip-hop dance.</li>

<li>Understand and demonstrate cultural dances.</li>

</ul>

#### **Grade(s) 6**

##### **Schools**

Kenmore Middle School

### **Grade 7 Health and Physical Education**

Full Year (17120)

#### **Content Area**

Health & Physical Education

All Grade 7 students participate in the health and physical education program. The health education program emphasizes what students need to know, understand, and do to achieve a healthy lifestyle. The health education instruction will present positive alternatives to risk behaviors. Students will learn and use skills to resist peer pressure and manage stress. Areas of study include emotional, mental, social and environmental health, safety and emergency preparedness, relationships, substance abuse, disease prevention, and family life education. The physical education program introduces a variety of physical activities that require students to use learned skills and knowledge. Students will demonstrate movement during dynamic and unpredictable game situations. Students will learn to analyze their performance and personal fitness plans through goal setting. Students relate the importance of physical activity to health, specifically obesity and stress.

#### **Grade(s) 7**

##### **Schools**

Dorothy Hamm Middle School  
Gunston Middle School  
HB Woodlawn Secondary Program  
Kenmore Middle School  
Swanson Middle School  
Thomas Jefferson Middle School  
Williamsburg Middle School

### **Grade 7 Health and Physical Education/Dance 7**

Full Year (17121)

#### **Content Area**

Health & Physical Education

<p>All Grade 7 students participate in the health and physical education program. The dance portion of this course allows students to learn Virginia physical education standards with an emphasis on dance. The health education program emphasizes what students need to know, understand, and do to achieve a healthy lifestyle. Areas of study include emotional, mental, social and environmental health, safety and emergency preparedness, relationships, substance abuse and disease prevention, and family life education.</p>

<p>In addition to the objectives in the Grade 7 core Health and Physical Education curriculum students will</p>

<ul>

<li>Understand and demonstrate the basic foundation of ballet, jazz, modern dance, and hip-hop dance.</li>

<li>Perform dance sequences in front of an audience.</li>

<li>Demonstrate rhythmic coordination to music.</li>

<li>Understand the origins of cultural dances.</li></ul>

**Grade(s)** 7

**Schools**

Kenmore Middle School

## Grade 8 Health and Physical Education

Full Year (17200)

**Content Area**

Health & Physical Education

All Grade 8 students participate in the health and physical education program. The health education program emphasizes what students need to know, understand, and do to achieve a healthy lifestyle. The health education instruction provides students an understanding of origins and causes of disease. Students will begin to relate the consequences of health choices and apply health skills to personal, family and community advocacy. Areas of study include emotional, mental, social and environmental health, safety and preparedness, relationships, substance abuse and disease prevention, and family life education. The physical education instruction will transition from modified movement forms to complex application. Students will apply their knowledge of body structures and systems to how the body moves. Students will set goals and track progress to improve health related fitness. Students will develop a repertoire of abilities across a variety of sports/activities and begin to extend competence in lifelong activities.

**Grade(s)** 8

**Schools**

Dorothy Hamm Middle School

Gunston Middle School

HB Woodlawn Secondary Program

Kenmore Middle School

Swanson Middle School

Thomas Jefferson Middle School

Williamsburg Middle School

## Grade 8 Health and Physical Education/Dance 8

Full Year (17205)

**Content Area**

Health & Physical Education

<p>All Grade 8 students participate in the health and physical education program. The dance portion of this course allows students to learn Virginia physical education standards with an emphasis on dance. The health education program emphasizes what students need to know, understand, and do to achieve a healthy lifestyle. Areas of study include emotional, mental, social, and environmental health, safety and emergency preparedness, relationships, substance abuse and disease prevention, and family life education.</p>

<p>In addition to the objectives in the Grade 8 core Health and Physical Education curriculum students will</p>

<ul>

<li>Use the elements of dance to choreograph a short dance sequence.</li>

<li>Understand and demonstrate the basic foundation of ballet, jazz, modern dance, and hip-hop dance.</li>

<li>Perform dance sequences in front of an audience.</li>

<li>Demonstrate rhythmic coordination to music.</li>

<li>Perform cultural dance sequences.</li></ul>

**Grade(s)** 8

**Schools**

Kenmore Middle School

## Mathematics

### Algebra I

Full Year (13130)

**Content Area**

Mathematics

The Algebra I is a core course that provides a rigorous treatment of mathematics content for all students who are proficient in the Virginia Standards of Learning for Grade 6 and, Grade 7, and who may require additional instruction in core standards from Pre-Algebra for 8th Graders (VDOE Grade 8 Math Standards).

Students in Algebra build understanding within these strands:

1. Expressions and Operations
2. Equations and Inequalities
3. Functions
4. Statistics

In addition, the content of the standards is intended to support the following process goals for learning mathematics: Problem Solving, Communications, Connections, Representations, and Reasoning.

More specific examples of content component of the Virginia Standards of Learning (SOL) for Algebra I include:

- Represent verbal quantitative situations algebraically and evaluate expressions.
- Perform operations on polynomials including applying the laws of exponents, operations, and factoring.
- Simplify square roots and cube roots.
- Algebraically solve multistep equations in one variable including linear, quadratic, and literal with an emphasis on practical problem solving.
- Solve systems of two linear equations in two variables graphically and algebraically.
- Represent the solution of linear inequalities in two variables graphically, including systems of inequalities.
- Determine slope, write equations, and graph linear equations in two variables.
- Investigate and analyze linear and quadratic function families both algebraically and graphically.
- Given a data set or practical situation, determine whether a direct or inverse variation exists and represent these algebraically and graphically.
- Given practical solutions, collect and analyze data, determine the equation of the curve of best fit, and make predictions for linear and quadratic functions.

#### **Grade(s) 8**

#### **Schools**

Dorothy Hamm Middle School  
Gunston Middle School  
HB Woodlawn Secondary Program  
Kenmore Middle School  
Swanson Middle School  
Thomas Jefferson Middle School  
Williamsburg Middle School

#### **Notes**

This course carries high school credit, will apply to high school graduation requirements, will impact high school GPA calculations, and will appear on the student's high school transcript. Please see page 56 and APS PIP 1-11.6.30 on HS credits at the MS for more information.

## **Algebra I, Intensified**

Full Year (13140)

#### **Content Area**

Mathematics

The Algebra I, Intensified is a core course that provides a rigorous treatment of mathematics content for all MS students who have demonstrated mastery of the Virginia Standards of Learning for Grade 6, Grade 7, and Grade 8 mathematics and are ready to study additional advanced topics.

Students in Algebra I, Intensified build understanding within these strands:

1. Expressions and Operations
2. Equations and Inequalities
3. Functions
4. Statistics

In addition, the content of the standards is intended to support the following process goals for learning mathematics: Problem Solving, Communications, Connections, Representations, and Reasoning.

More specific examples of content components of the Virginia Standards of Learning (SOL) for Algebra I include:

- Represent verbal quantitative situations algebraically and evaluate expressions.
- Perform operations on polynomials including applying the laws of exponents, operations, and factoring.
- Simplify square roots and cube roots.
- Algebraically solve multistep equations in one variable including linear, quadratic, and literal with an emphasis on practical problem solving.
- Solve systems of two linear equations in two variables graphically and algebraically.
- Represent the solution of linear inequalities in two variables graphically, including systems of inequalities.
- Determine slope, write equations, and graph linear equations in two variables.
- Investigate and analyze linear and quadratic function families both algebraically and graphically.
- Given a data set or practical situation, determine whether a direct or inverse variation exists and represent these algebraically and graphically.
- Given practical solutions, collect and analyze data, determine the equation of the curve of best fit, and make predictions for linear and quadratic functions.

Students in Algebra I, Intensified learn the above topics with greater depth and complexity. In addition, students gain experience with a number of additional topics, including:

- Absolute value equations and inequalities

- Radical expressions and equations
- Rational expressions and equations
- Additional work with quadratics both graphically and algebraically
- Examining additional functions
- Exponential growth and decay
- Pythagorean Theorem
- Distance and Midpoint
- Probability including permutations, combinations, compound events, surveys, and samples.

The content of the standards is intended to support the following process goals for learning mathematics: Problem Solving, Communications, Connections, Representations, and Reasoning.

#### **Grade(s) 7**

##### **Schools**

Dorothy Hamm Middle School  
Gunston Middle School  
HB Woodlawn Secondary Program  
Kenmore Middle School  
Swanson Middle School  
Thomas Jefferson Middle School  
Williamsburg Middle School

##### **Notes**

This course carries high school credit, will apply to high school graduation requirements, will impact high school GPA calculations, and will appear on student's high school transcript. Please see page 56 and APS PIP 1-11.6.30 on HS credits at the MS for more information.

## **Algebra I, Intensified**

Full Year (13140)

##### **Content Area**

Mathematics

The Algebra I, Intensified is a core course that provides a rigorous treatment of mathematics content for all MS students who have demonstrated mastery of the Virginia Standards of Learning in mathematics for Grade 6, Grade 7, and Grade 8 and are ready to study additional advanced topics.

Students in Algebra I, Intensified build understanding within these strands:

1. Expressions and Operations
2. Equations and Inequalities
3. Functions
4. Statistics

In addition, the content of the standards is intended to support the following process goals for learning mathematics: Problem Solving, Communications, Connections, Representations, and Reasoning.

More specific examples of content components of the Virginia Standards of Learning (SOL) for Algebra I, Intensified include:

- Represent verbal quantitative situations algebraically and evaluate expressions.
- Perform operations on polynomials including applying the laws of exponents, operations, and factoring.
- Simplify square roots and cube roots.
- Algebraically solve multistep equations in one variable including linear, quadratic, and literal with an emphasis on practical problem solving.
- Solve systems of two linear equations in two variables graphically and algebraically.
- Represent the solution of linear inequalities in two variables graphically, including systems of inequalities.
- Determine slope, write equations, and graph linear equations in two variables.
- Investigate and analyze linear and quadratic function families both algebraically and graphically.
- Given a data set or practical situation, determine whether a direct or inverse variation exists and represent these algebraically and graphically.
- Given practical solutions, collect and analyze data, determine the equation of the curve of best fit, and make predictions for linear and quadratic functions.

Students in Algebra I, Intensified learn the above topics with greater depth and complexity. In addition, student gain experience with a number of additional topics, including:

- Absolute value equations and inequalities
- Radical expressions and equations
- Rational expressions and equations
- Additional work with quadratics both graphically and algebraically
- Examining additional functions
- Exponential growth and decay
- Pythagorean Theorem
- Distance and Midpoint
- Probability including permutations, combinations, compound events, surveys, and samples.

#### **Grade(s) 8**

##### **Schools**

Dorothy Hamm Middle School  
Gunston Middle School  
Kenmore Middle School  
Swanson Middle School  
Thomas Jefferson Middle School  
Williamsburg Middle School

##### **Notes**

This course carries high school credit, will apply to high school graduation requirements, will impact high school GPA calculations, and will appear on student's high school transcript. Please see page 56 and APS PIP 1-11.6.30 on HS credits at the MS for more information.

## Algebra Strategies

Full Year (13125)

### Content Area

Mathematics

The Algebra Strategies course is an elective course for students who need additional support for success in Algebra I. Students enrolled in the course will build background knowledge, experience more conceptual approaches to the content, and develop the core course content more thoroughly.

**Grade(s)** 8

### Schools

Gunston Middle School  
Kenmore Middle School  
Dorothy Hamm Middle School  
Swanson Middle School  
Thomas Jefferson Middle School  
Williamsburg Middle School

## Geometry, Intensified

Full Year (13141)

### Content Area

Mathematics

Geometry, Intensified is a core course that provides a rigorous treatment of mathematics content for all students who have successfully completed Algebra I, Intensified.

More specific examples of content components of the Virginia Standards of Learning (SOL) for Geometry include:

- Deductive reasoning to construct and judge the validity of a logical argument given a set of premises and a condition.
- Use relationship between angles formed by two lines intersected by a transversal to prove two or more-lines parallel and solve practical problems.
- Solve problems involving symmetry and transformation including applications involving distance, midpoint, slope, and translations using coordinate methods.
- Construct and justify various constructions.
- Given information about lengths of sides and/or angle measures in triangles, solve practical problems.
- Prove two triangles are congruent or similar.

- Solve practical problems involving right triangles including the Pythagorean Theorem, special right triangles, and trigonometric ratios.
- Verify and use properties of quadrilaterals to solve problems.
- Solve practical problems involving angles of convex polygons.
- Apply properties of circles to practical problems.
- Solve problems involving equations of circles.
- Use surface area and volume of three-dimensional geometric figures.

The content of the standards is intended to support the following process goals for leaning mathematics: Problem Solving, Communications, Connections, Representations, and Reasoning.

**Grade(s)** 8

### Schools

Dorothy Hamm Middle School  
Gunston Middle School  
HB Woodlawn Secondary Program  
Kenmore Middle School  
Swanson Middle School  
Thomas Jefferson Middle School  
Williamsburg Middle School

### Notes

This course carries high school credit, will apply to high school graduation requirements, will impact high school GPA calculations, and will appear on the student's high school transcript. Please see page 56 and APS PIP 1-11.6.30 on HS credits at the MS for more information.

## Math 6

Full Year (13110)

### Content Area

Mathematics

Math 6 is a core course that provides a rigorous treatment of mathematics content for sixth grade students.

The Grade 6 standards are a transition from the emphasis placed on whole number arithmetic in the elementary grades to foundations of algebra.

Students will build understanding within these strands:

1. Number and Number Sense
2. Computation and Estimation
3. Measurement and Geometry
4. Probability and Statistics
5. Patterns, Functions, and Algebra



In addition, the content of the standards is intended to support the following process goals for learning mathematics: Problem Solving, Communications, Connections, Representations, and Reasoning.

More specific examples of content components of the Mathematics Virginia Standards of Learning (SOL) for Grade 6 include:

- Operations with fractions, decimals, and percentages, including representational models and practical problems.
- Multistep practical problems involving fractions, mixed numbers, and decimals.
- Integer operations, including integer models and order of operations.
- Discovering and exploring pi, circles, and circle graphs.
- Measures of central tendency, including mean as balance point.
- Proportional relationships, including verbal descriptions, rates, ratio tables, and graphs.
- Equations and inequalities.

#### **Grade(s) 6**

##### **Schools**

Dorothy Hamm Middle School  
Gunston Middle School  
HB Woodlawn Secondary Program  
Kenmore Middle School  
Swanson Middle School  
Thomas Jefferson Middle School  
Williamsburg Middle School

## **Math 7**

Full Year (13111)

##### **Content Area**

Mathematics

Math 7 is a core course that provides a rigorous treatment of mathematics content for seventh grade students.

The Grade 7 standards continue to focus on the prealgebra foundations that are necessary for students' success in eighth grade and in high school.

Students will build understanding within these strands:

1. Number and Number Sense
2. Computation and Estimation
3. Measurement
4. Probability and Statistics
5. Patterns, Functions, and Algebra

In addition, the content of the standards is intended to support the following process goals for learning mathematics: Problem Solving, Communications, Connections, Representations, and Reasoning.

More specific examples of content components of the Virginia Standard of Learning (SOL) for Grade 7 include:

- Positive and negative exponents, including the order of operations.
- Solving multistep practical problems involving rational numbers, proportional reasoning, and similarity.
- Practical problems involving surface area and volume of a variety of figures.
- Quadrilaterals.
- Transformations.
- Histograms and other graphs.
- Slope as rate of changes.
- Proportional relationships and additive relationships related to graphing a line.
- Connecting proportional relationships using verbal descriptions, tables, equations, and graphs.
- Evaluating algebraic expressions.
- Solving two-step linear equations and inequalities, focused on practical problems.

#### **Grade(s) 7**

##### **Schools**

Dorothy Hamm Middle School  
Gunston Middle School  
HB Woodlawn Secondary Program  
Kenmore Middle School  
Swanson Middle School  
Thomas Jefferson Middle School  
Williamsburg Middle School

## **Math Strategies**

Full Year (13116)

Semester (13121)

##### **Content Area**

Mathematics

The Strategies course is an elective course for students who need additional support for success in grade level mathematics. Students in the Strategies course will build background knowledge, experience more conceptual approaches to the content, and develop the core course content more thoroughly.

#### **Grade(s) 6**

##### **Schools**

Gunston Middle School  
Kenmore Middle School  
Dorothy Hamm Middle School  
Swanson Middle School  
Thomas Jefferson Middle School

## Math Strategies Grade 7

Full Year (13117)  
Semester (13120)

### Content Area

Mathematics

<p>The Strategies course is an elective course for students who need additional support for success in grade level mathematics. Students in the Strategies course will build background knowledge, experience more conceptual approaches to the content, and develop the core course content more thoroughly.</p>

**Grade(s)** 7

### Schools

Gunston Middle School  
Kenmore Middle School  
Dorothy Hamm Middle School  
Swanson Middle School  
Thomas Jefferson Middle School  
Williamsburg Middle School

## Math Strategies Grade 8

Full Year (13118)  
Semester (13119)

### Content Area

Mathematics

<p>The Strategies course is an elective course for students who need additional support for success in grade level mathematics. Students in the Strategies course will build background knowledge, experience more conceptual approaches to the content, and develop the core course content more thoroughly.</p>

**Grade(s)** 8

### Schools

Gunston Middle School  
Kenmore Middle School  
Dorothy Hamm Middle School  
Swanson Middle School  
Thomas Jefferson Middle School  
Williamsburg Middle School

## Pre-Algebra for 6th Graders

Full Year (13128)

### Content Area

Mathematics

<p>Pre-Algebra for 6th Graders (6/7/8) is a rigorous treatment of all middle school math content found in the Virginia Standards of Learning for Grade 6, Grade 7, and Grade 8. This intensified course includes all pre-algebra content that students need to master prior to studying Algebra I, Intensified and Geometry, Intensified.</p>

<p>Students will build understanding within each pre-algebra strand:</p>

<ol>

<li>Number and Number Sense</li>

<li>Computation and Estimation</li>

<li>Measurement and Geometry</li>

<li>Probability and Statistics</li>

<li>Patterns, Functions, and Algebra</li>

</ol>

<p>In addition, the content of the standards is intended to support the following process goals for learning mathematics: Problem Solving, Communications, Connections, Representations, and Reasoning.</p>

<p>More specific examples of the content of this course includes:</p>

<ul>

<li>Operations with fractions, decimals, and percentages, including representational models and practical problems.</li>

<li>Multistep practical problems involving fractions, mixed numbers, and decimals.</li>

<li>Integer operations, including integer models and order of operations.</li>

<li>Discovering and exploring pi, circles, and circle graphs.</li>

<li>Measures of central tendency, including mean as balance point.</li>

<li>Proportional relationships, including verbal descriptions, rates, ration tables, and graphs.</li>

<li>The real number system including computing and classifying with subsets of the system.</li>

<li>Positive and negative exponents, including the order of operations.</li>

<li>Solving multiple practical problems involving rational numbers, proportional reasoning, and similarity.</li>

<li>Slope as rate of change.</li>

<li>Proportional relationships and additive relationships related to graphing a line and other practical problems.</li>

<li>Practical problems involving consumer applications.</li>

<li>Quadrilaterals.</li>

<li>Determine the measure of unknown angles based on angle relationships.</li>

<li>Solving practical problems involving volume and surface area of a wide range of figures, including analysis and description of the effects of changing attributes.</li>

<li>Apply transformations including translations, reflections, and dilatations.</li>

<li>Constructed three-dimensional models given various views.</li>

<li>Apply and verify the Pythagorean Theorem.</li>

<li>Solve practical area and perimeter problems involving composite figures.</li>

- Compare and contrast the probability of independent and dependent events and compute probabilities.
- Represent, make observations and inferences from, and compare and analyze data using a wide variety of graphs including boxplots, scatterplots, and histograms.
- Evaluate and simplify algebraic expressions.
- Domain, range, dependent, and independent variables.
- Identify and interpret slope and intercepts of a function given values, a graph, or an equation and make connections among verbal descriptions, tables, equations, and graphs.
- Solve multistep linear equations and inequalities in one variable on one or both sides, with an emphasis on practical problem application.

### **Grade(s) 6**

#### **Schools**

Gunston Middle School  
 Kenmore Middle School  
 Dorothy Hamm Middle School  
 Swanson Middle School  
 Thomas Jefferson Middle School  
 Williamsburg Middle School  
 HB Woodlawn Secondary Program

## **Pre-Algebra for 7th Graders**

Full Year (13109)

### **Content Area**

Mathematics

Pre-Algebra for 7th Graders is a rigorous treatment of prealgebra topics from the Virginia Standards of Learning for Grade 7 and Grade 8 mathematics. The standards focus on the pre-algebra foundations that students need to master in order to be successful in Algebra I or Algebra I, Intensified in eighth grade and in high school mathematics.

Students will build understanding within these strands:

1. Number and Number Sense
2. Computation and Estimation
3. Measurement
4. Probability and Statistics
5. Patterns, Functions, and Algebra

In addition, the content of the standards is intended to support the following process goals for learning mathematics: Problem Solving, Communications, Connections, Representations, and Reasoning.

More specific examples of content components of the course include:

- The real number system including computing and classifying with subsets of the system.
- Positive and negative exponent, including the order of operations.
- Solving multi-step practical problems involving rational numbers, proportional reasoning, and similarity.
- Slope as rate of change.
- Proportional relationships and additive relationships related to graphing a line.
- Practical problems involving consumer applications.
- Quadrilaterals
- Determine the measure of unknown angles based on angle relationships.
- Solving practical problems involving volume and surface area of a wide range of figures, including analysis and description of the effects of changing attributes.
- Apply transformations including translations, reflections, and dilatations.
- Construct three-dimensional models given top/bottom, side, and front/back views.
- Apply and verify the Pythagorean Theorem.
- Solve practical area and perimeter problems involving composite figures.
- Compare and contrast the probability of independent and dependent events and compute probabilities.
- Represent, make observations and inferences from, and compare and analyze data using a wide variety of graphs including boxplots, scatterplots, and histograms.
- Evaluate and simplify algebraic expressions.
- Determine whether a relation in a function and determine domain and range and dependent and independent variables.
- Identify and interpret slope and intercept of a function given values, a graph, or an equation and make connections among verbal description, tables, equations, and graphs.
- Solve multistep linear equations and inequalities in one variable on one or both sides, with an emphasis on practical problem application.

### **Grade(s) 7**

#### **Schools**

Dorothy Hamm Middle School  
 Gunston Middle School  
 HB Woodlawn Secondary Program  
 Kenmore Middle School  
 Swanson Middle School  
 Thomas Jefferson Middle School  
 Williamsburg Middle School

## **Pre-Algebra for 8th Graders**

Full Year (13112)

## **Content Area**

### **Mathematics**

Pre-Algebra for 8th Graders is a core course that provides a rigorous treatment of content for eighth grade students. The Grade 8 standards refine all pre-algebra foundational understanding that students need to master in order to be successful in Algebra I and beyond. Students will build understanding within these strands:

1. Number and Number Sense
2. Computation and Estimation
3. Measurement
4. Probability and Statistics
5. Patterns, Functions, and Algebra

In addition, the content of the standards is intended to support the following process goals for learning mathematics: Problem Solving, Communications, Connections, Representations, and Reasoning.

More specific examples of content components of the Virginia Standards of Learning (SOL) for Grade 8 include:

- The real number system including computing and classifying with subsets of the system.
- Practical problems involving consumer applications.
- Determine the measure of unknown angles based on angle relationships.
- Computing volume and surface area of wide range of figures, including analysis and description of the effects of changing one attribute.
- Apply transformations including translations, reflections, and dilations.
- Construct three-dimensional models given top/bottom, side, and front/back views.
- Apply and verify the Pythagorean Theorem.
- Solve practical area and perimeter problems involving composite figures.
- Compare and contrast the probability of independent and dependent event and compute probabilities.
- Represent, make observations and inferences from, and compare and analyze boxplots and scatterplots.
- Evaluate and simplify algebraic expressions.
- Determine whether a relation in a function and determine domain and range and dependent and independent variables.
- Identify and interpret slope and intercept of a function given values, a graph, or an equation and make connections among verbal descriptions, tables, equations, and graphs.

- Solve multistep linear equations and inequalities in one variable on one or both sides, with an emphasis on practical problem application.

### **Grade(s) 8**

### **Schools**

Dorothy Hamm Middle School  
Gunston Middle School  
HB Woodlawn Secondary Program  
Kenmore Middle School  
Swanson Middle School  
Thomas Jefferson Middle School  
Williamsburg Middle School

## **Montessori**

### **English Language Arts**

Full Year

### **Content Area**

### **Montessori**

The Montessori Middle School Program at Gunston promotes interdisciplinary learning experiences through blocks of time in multi-age classrooms. Grade 6 and 7 students learn English Language Arts, Science, Math, and History in the Montessori community, while electives are taught by teachers in the traditional Gunston program.

In addition to academics, the program is designed to support students' academic, physical, social, and emotional development. These domains are inseparable in a Montessori education. The Montessori middle years' program is designed to support the growth of effective communication, compassion and care for others and the environment, skills in conflict resolution, openness to new experiences, and a warm, caring, positive outlook on life. As middle grade students strive for independence and autonomy, the classroom offers freedom of choice in an atmosphere of social responsibility and self-discipline. Teachers act as mentors and guides to encouraging inquiry, creative problem solving, cooperation, and social interaction through learning.

### **Grade(s) 6, 7**

### **Schools**

Gunston Middle School

### **Institutional Area**

Montessori Middle School Program

### **English Language Arts**

Full Year

### **Content Area**

### **Montessori**

Grade 8 Montessori students transition to traditional classes for Geography and Math while staying in the Montessori program for Science and English.

In addition to academics, the program is designed to support students' academic, physical, social, and emotional development. These domains are inseparable in a Montessori education. The Montessori middle years' program is designed to support the growth of effective communication, compassion and care for others and the environment, skills in conflict resolution, openness to new experiences, and a warm, caring, positive outlook on life. As middle grade students strive for independence and autonomy, the classroom offers freedom of choice in an atmosphere of social responsibility and self-discipline. Teachers act as mentors and guides to encouraging inquiry, creative problem solving, cooperation, and social interaction through learning.

**Grade(s)** 8

**Schools**

Gunston Middle School

**Institutional Area**

Montessori Middle School Program

## Office of Special Education

### English

Full Year (10035)

**Content Area**

Office of Special Education

This course is a highly structured program designed to meet the needs identified in each student's IEP. Course work focuses on reading comprehension, spelling, vocabulary usage, sentence structure, paragraph development, and literature study through the short story, poetry, and the novel. Materials and textbooks are selected in accordance with the student's reading level.

**Schools**

Dorothy Hamm Middle School

Gunston Middle School

Kenmore Middle School

Swanson Middle School

Thomas Jefferson Middle School

Williamsburg Middle School

### Mathematics

Full Year (10036)

**Content Area**

Office of Special Education

This course is a highly structured program designed to meet the needs identified in each student's IEP

Course work focuses on operations with whole numbers, fractions, decimals, integers, ratios and proportions, percent, measurement, and functional mathematics.

**Schools**

Swanson Middle School

### Reading

Full Year (10014)

**Content Area**

Office of Special Education

This course is a highly structured program designed to meet the needs identified in each student's IEP. Course work is designed to meet specific reading needs as demonstrated by the student. In addition, reading for enjoyment and comprehension for specific skills that are necessary in utilizing other classroom materials are stressed.

**Schools**

Swanson Middle School

### Science

Full Year (10038)

**Content Area**

Office of Special Education

This course is a highly structured program designed to meet the needs identified in each student's IEP.

**Schools**

Swanson Middle School

### Social Studies

Full Year (10039)

**Content Area**

Office of Special Education

This course is a highly structured program designed to meet the needs identified in each student's IEP.

**Schools**

Swanson Middle School

## Science

### Grade 6 Science

Full Year (14105)

**Content Area**

Science

In Grade 6 Science, students explore the characteristics of their world, from the Earth's placement in the solar system to the interactions of water, energy, air, and ecosystems on the Earth.

Students will demonstrate an understanding of scientific and engineering practices by asking

questions and defining problems, planning, and carrying out investigations (using SI - International System of Units), interpreting, analyzing, and evaluating data, constructing and critiquing conclusions and explanations, developing and using models, and obtaining, evaluating, and communicating information.

Students continue growth in understanding that explanations of nature are developed and tested using observation, experimentation, models, evidence, and systematic processes. The nature of science includes the concepts that scientific explanations are based on logical thinking, subject to evidence, consistent with different types of evidence, open to rational critique, and subject to change with new scientific evidence.

Students will investigate and understand that: •the solar system is organized and the various bodies in the solar system interact.

- there is a relationship between the sun, Earth, and the moon.
- there are basic sources of energy, and that energy can be transformed.
- all matter is composed of atoms.
- water has unique physical properties and has a role in the natural and human-made environment.
- air has properties and that Earth's atmosphere has structure and is dynamic.
- land and water have roles in watershed systems.
- humans impact the environment, and individuals can influence public policy decisions related to energy and the environment.

#### **Grade(s) 6**

#### **Schools**

Dorothy Hamm Middle School  
Gunston Middle School  
HB Woodlawn Secondary Program  
Kenmore Middle School  
Swanson Middle School  
Thomas Jefferson Middle School  
Williamsburg Middle School

### **Grade 6 Science, Intensified**

Full Year (14119)

#### **Content Area**

Science

Grade 6 Science Intensified is a core course that adds more depth and complexity to student learning experiences and is open to all MS students. This course provides additional

opportunities for students to engage in extended application and analysis designed to deepen understanding of outlined content based on increased ability to extrapolate information from novel concepts, employ the use of mathematical analysis, and engage in more intensive reading and writing opportunities. Students will use abstract, critical thinking approaches through inquiry-based projects focusing on the nature of science and the use of science and engineering skills as indicated by the Grade 6 Virginia Standards of Learning.

Students will explore the characteristics of their world, from the Earth's placement in the solar system to the interactions of water, energy, air, and ecosystems on the Earth. In addition, there is continued focus on student growth in understanding the nature of science. nature of science includes the concepts that scientific explanations are based on logical thinking; are subject to rules of evidence; are consistent with observational, inferential, and experimental evidence; are open to rational critique; and are subject to refinement and change with the addition of new scientific evidence.

Students will demonstrate a more advanced understanding and application of scientific and engineering practices by asking questions and defining problems, planning, and carrying out investigations (using SI - International System of Units), interpreting, analyzing, and evaluating data, constructing and critiquing conclusions and explanations, developing and using models, and obtaining, evaluating, and communicating information.

Students will investigate and understand that:

- the solar system is organized and the various bodies in the solar system interact.
- there is a relationship between the sun, Earth, and the moon.
- there are basic sources of energy, and that energy can be transformed.
- all matter is composed of atoms.
- water has unique physical properties and has a role in the natural and human-made environment.
- air has properties and that Earth's atmosphere has structure and is dynamic.
- land and water have roles in watershed systems.
- humans impact the environment, and individuals can influence public policy decisions related to energy and the environment.

#### **Grade(s) 6**

#### **Schools**

Dorothy Hamm Middle School  
Gunston Middle School  
Kenmore Middle School  
Swanson Middle School  
Thomas Jefferson Middle School  
Williamsburg Middle School

### **Grade 7 Life Science**

Full Year (14115)

#### **Content Area**

Science

In Grade 7 Life Science, students will focus on the change, cycles, patterns, and relationships in the

living world. In addition, the Life Science standards continue to focus on student growth in understanding the nature of science.

Students will demonstrate an understanding of scientific and engineering practices by asking questions and defining problems, planning, and carrying out investigations (using SI – International System of Units), interpreting, analyzing, and evaluating data, constructing and critiquing conclusions and explanations, developing and using models, and obtaining, evaluating, and communicating information. Students may prepare for individual projects by working within a team to design a project around a shared interest.

Students will investigate and understand that:

- all living things are composed of one or more cells that support life processes, as described by the cell theory.
- there are levels of structural organization in living things.
- there are chemical processes of energy transfer which are important for life.
- biotic and abiotic factors affect an ecosystem.
- populations in a biological community interact and are interdependent.
- adaptations support an organism's survival in an ecosystem.
- ecosystems, communities, populations, and organisms are dynamic and change over time.
- relationships exist between ecosystem dynamics and human activity.
- organisms reproduce and transmit genetic information to new generations.
- populations of organisms can change over time.

#### **Grade(s) 7**

#### **Schools**

Dorothy Hamm Middle School  
Gunston Middle School  
HB Woodlawn Secondary Program  
Kenmore Middle School  
Swanson Middle School  
Thomas Jefferson Middle School  
Williamsburg Middle School

### **Grade 7 Life Science, Intensified**

Full Year (14117)

#### **Content Area**

Science

Grade 7 Science Intensified is a core course that adds more depth and complexity to student learning experiences and is open to all MS students. This course provides additional opportunities for students to engage in extended application and

analysis designed to deepen understanding of outlined content based on increased ability to extrapolate information from novel concepts, employ the use of mathematical analysis, and engage in more intensive reading and writing opportunities. Students will use abstract, critical thinking approaches through inquiry-based projects focusing on the nature of science and the use of science and engineering skills as indicated by the Grade 7 Virginia Standards of Learning.

Students will focus on the change, cycles, patterns, and relationships in the living world. In addition, the Life Science standards continue to focus on student growth in understanding the nature of science.

Students will demonstrate a more advanced understanding and application of scientific and engineering practices by asking questions and defining problems, planning, and carrying out investigations (using SI – International System of Units), interpreting, analyzing, and evaluating data, constructing and critiquing conclusions and explanations, developing and using models, and obtaining, evaluating, and communicating information. Students may prepare for individual projects by working within a team to design a project around a shared interest.

Students will investigate and understand that:

- all living things are composed of one or more cells that support life processes, as described by the cell theory.
- there are levels of structural organization in living things.
- there are chemical processes of energy transfer which are important for life,
- biotic and abiotic factors affect an ecosystem.
- populations in a biological community interact and are interdependent.
- adaptations support an organism's survival in an ecosystem.
- ecosystems, communities, populations, and organisms are dynamic and change over time.
- relationships exist between ecosystem dynamics and human activity.
- organisms reproduce and transmit genetic information to new generations.
- populations of organisms can change over time.

#### **Grade(s) 7**

#### **Schools**

Dorothy Hamm Middle School  
Gunston Middle School  
Kenmore Middle School  
Swanson Middle School  
Thomas Jefferson Middle School

## Grade 8 Physical Science

Full Year (14125)

### Content Area

#### Science

In Grade 8 Physical Science, students gain an in depth understanding of the nature and structure of matter and the characteristics of energy. The Physical Science standards continue to focus on student growth in understanding the nature of science.

Students will demonstrate an understanding of scientific and engineering practices by asking questions and defining problems, planning, and carrying out investigations, interpreting, analyzing, and evaluating data, constructing, and critiquing conclusions and explanations, developing, and using models, and obtaining, evaluating, and communicating information. In addition, students will complete an independent experimental or engineering design project.

Students will investigate and understand that:

- matter is composed of atoms.
- matter has properties and is conserved in chemical and physical processes.
- the periodic table is a model used to organize elements based on their atomic structure.
- energy is conserved.
- waves are important in the movement of energy.
- electromagnetic radiation has characteristics.
- work, force, and motion are related.
- there are basic principles of electricity and magnetism.

### Grade(s) 8

#### Schools

Dorothy Hamm Middle School  
Gunston Middle School  
HB Woodlawn Secondary Program  
Kenmore Middle School  
Swanson Middle School  
Thomas Jefferson Middle School  
Williamsburg Middle School

## Grade 8 Physical Science, Intensified

Full Year (14129)

### Content Area

#### Science

Grade 8 Science Intensified is a core course that adds more depth and complexity to student learning experiences and is open to all MS students. This course provides additional opportunities for students to engage in extended application and analysis designed to deepen understanding of outlined content based on increased ability to extrapolate information from novel concepts, employ the use of mathematical analysis, and engage in more intensive reading and writing opportunities. Students will use abstract, critical thinking approaches through inquiry-based projects

focusing on the nature of science and the use of science and engineering skills as indicated by the Grade 8 Virginia Standards of Learning.

In this course, students will gain an in-depth understanding of the nature and structure of matter and the characteristics of energy. The Physical Science standards continue to focus on student growth in understanding the nature of science.

Students will demonstrate a more advanced understanding and application of scientific and engineering practices by asking questions and defining problems, planning, and carrying out investigations, interpreting, analyzing, and evaluating data, constructing, and critiquing conclusions and explanations, developing, and using models, and obtaining, evaluating, and communicating information. In addition, students will complete an independent experimental or engineering design project.

Students will investigate and understand that:

- matter is composed of atoms.
- matter has properties and is conserved in chemical and physical processes.
- the periodic table is a model used to organize elements based on their atomic structure.
- energy is conserved.
- waves are important in the movement of energy.
- electromagnetic radiation has characteristics.
- work, force, and motion are related.
- there are basic principles of electricity and magnetism.

### Grade(s) 8

#### Schools

Dorothy Hamm Middle School  
Gunston Middle School  
Kenmore Middle School  
Swanson Middle School  
Thomas Jefferson Middle School  
Williamsburg Middle School

## Social Studies

### Civics and Economics

Full Year (12355)

### Content Area

#### Social Studies

Through the study of Civics and Economics, students will examine the responsibilities, rights, and duties of citizenship and its function within the political and economic system of the United States.



Students will explore the structure and operation of local, state, and national governments through an inquiry-based approach. Students will utilize their knowledge and skills to understand and analyze the relationship between the government and the economy. Students will apply their learning to develop an understanding of what it means to be an informed and responsible citizen.

Students will:

- Use maps, globes, photographs, pictures, cartoons, and tables.
- Demonstrate skills for historical, civic, and geographic analysis.
- Understand the foundations of American constitutional government.
- Understand citizenship and the rights, duties, and responsibilities of citizens.
- Demonstrate personal character traits that facilitate thoughtful and effective participation in civic life.
- Understand the political process at the local, state, and national levels of government.
- Understand the American constitutional government at the national, state, and local levels.
- Understand the judicial systems established by the Constitution of Virginia and the Constitution of the United States.
- Understand how public policy is made at the local, state, and national levels of government.
- Understand the United States economy, how decisions are made in the marketplace, and the role of government in the economy.
- Understand personal finance and career opportunities.

The Civics and Economics Standards of Learning assessment will be administered at the end of Grade 7.

**Grade(s) 7**

**Schools**

Dorothy Hamm Middle School  
Gunston Middle School  
HB Woodlawn Secondary Program  
Kenmore Middle School  
Swanson Middle School  
Thomas Jefferson Middle School  
Williamsburg Middle School

## **Civics and Economics, Intensified**

Full Year (12357)

**Content Area**

Social Studies

In Civics and Economics, Intensified students will engage in extended application and analysis of the

structure and operation of local, state, and national governments as well as the relationship between the government and the economy through an inquiry-based approach. Students will develop critical thinking approaches and apply their knowledge as they grapple with the responsibilities, rights, and duties of citizenship and its function within the political and economic system of the United States.

Students will apply their learning to develop an understanding of what it means to be an informed and responsible citizen. Students will:

- Use maps, globes, photographs, pictures, cartoons, and tables.
- Demonstrate skills for historical, civic, and geographic analysis.
- Understand the foundations of American constitutional government.
- Understand citizenship and the rights, duties, and responsibilities of citizens.
- Demonstrate personal character traits that facilitate thoughtful and effective participation in civic life. Understand the political process at the local, state, and national levels of government.
- Understand the American constitutional government at the national, state, and local levels.
- Understand the judicial systems established by the Constitution of Virginia and the Constitution of the United States.
- Understand how public policy is made at the local, state, and national levels of government.
- Understand the United States economy, how decisions are made in the marketplace, and the role of government in the economy.
- Understand personal finance and career opportunities.

The Civics and Economics Standards of Learning assessment will be administered at the end of Grade 7.

**Grade(s) 7**

**Schools**

Dorothy Hamm Middle School  
Gunston Middle School  
Kenmore Middle School  
Swanson Middle School  
Thomas Jefferson Middle School  
Williamsburg Middle School

## **ELD Social Studies**

Full Year (10776)

**Content Area**

Social Studies

This course is based on the content of U.S. History to Present (12354), Civics and Economics (12355), and World Geography (12210). The course supports English learners (ELs) at English Language Proficiency (ELP) Level 1 in building foundational content knowledge while continuing to develop their academic language. Please see the descriptions of the three courses ELD Social Studies is based on for additional information about the content. **This course is for sixth and seventh grade ELs.**

**Grade(s)** 6,7

**Schools**

Dorothy Hamm Middle School  
Gunston Middle School  
HB Woodlawn Secondary Program  
Kenmore Middle School  
Swanson Middle School  
Thomas Jefferson Middle School  
Williamsburg Middle School

**Prerequisites**

Placement based on composite WIDA score and other performance data.

## U.S. History to Present

Full Year (12354)

**Content Area**

Social Studies

Students will examine United States history through a thematic lens across time and place. Students will utilize historical thinking skills to examine primary and secondary accounts to formulate an understanding of the past. The course content will focus on United States geography over time, as well as a thematic approach to exploration and expansion, revolution and reform, economic interactions, and ideological conflict and progress. Key events and people will be studied through their interactions with these themes. This will provide students with both an understanding of chronology as well as how decisions can impact events moving forward.

The following are major objectives which students are expected to learn:

Students will

- Develop skills for historical and geographical analysis.
- Use maps, globes, photographs, pictures, cartoons, and tables.
- Examine how early cultures developed in North America.
- Describe European exploration in North America and West Africa.
- Identify factors that shaped colonial America.

- Analyze causes and results of the American Revolution.
- Examine westward expansion and reform in America from 1801 to 1861.
- Understand the causes, major events, and effects of the Civil War.
- Describe how life changed after the Civil War as a result of Reconstruction.
- Explain the changing role of the United States from the late nineteenth century through World War II.
- Examine the social, economic, and technological changes of the twentieth century.
- Identify the major causes and effects of American involvement in World War II.
- Examine the key domestic issues during the second half of the twentieth century, including the Civil Rights Movement.

**Grade(s)** 6

**Schools**

Dorothy Hamm Middle School  
Gunston Middle School  
HB Woodlawn Secondary Program  
Kenmore Middle School  
Swanson Middle School  
Thomas Jefferson Middle School  
Williamsburg Middle School

## World Geography

Full Year (12210)

**Content Area**

Social Studies

The focus of World Geography is the study of the world's peoples, places, and environments, with an emphasis on world regions. The knowledge, skills, and perspectives of the course are centered on the world's peoples and their cultural characteristics, landforms and climates, economic development, and migration and settlement patterns. Spatial concepts of geography will be used as a framework for studying interactions between humans and their environments. Using geographic resources, students will employ inquiry, research, and technology skills to ask and answer geographic questions. Particular emphasis will be placed on students understanding and applying geographic concepts and skills to their daily lives.

**The course is aligned with and goes beyond the Virginia Standards of Learning for World Geography.**

**Students in need of a verified credit in social studies will engage in a local process to include performance assessments in lieu of the end-of-course SOL exam. In specific cases, the student**

may be eligible to take the end-of-course SOL exam in addition to the local process. Students in need of a verified credit in social studies will engage in a local process to include performance assessments in lieu of the end-of-course SOL exam. In specific cases, the student may be eligible to take the end-of-course SOL exam in addition to the local process.

**Grade(s)** 8

**Schools**

Dorothy Hamm Middle School  
Gunston Middle School  
HB Woodlawn Secondary Program  
Kenmore Middle School  
Swanson Middle School  
Thomas Jefferson Middle School  
Williamsburg Middle School

**Notes**

This course carries high school credit and will apply to high school graduation requirements. Please see page 56 for more information.

## Special Education

### Instructional Studies

Full Year (10028)

**Content Area**

Special Education

<p>Course work is individualized based on the student's Individualized Education Program (IEP) and reinforces the needs of each student's general education courses. In addition, listening skills, writing skills, organizational and general study skills are emphasized.</p>

**Grade(s)** 6

**Schools**

Gunston Middle School  
Kenmore Middle School  
Dorothy Hamm Middle School  
Swanson Middle School  
Thomas Jefferson Middle School  
Williamsburg Middle School  
HB Woodlawn Secondary Program

**Prerequisites**

Student must be identified as in need of Special Education services

### Instructional Studies

Full Year (10028)

**Content Area**

Special Education

<p>Course work is individualized based on the student's Individualized Education Program (IEP) and reinforces the needs of each student's general

education courses. In addition, listening skills, writing skills, organizational and general study skills are emphasized.</p>

**Grade(s)** 7

**Schools**

Gunston Middle School  
Kenmore Middle School  
Dorothy Hamm Middle School  
Swanson Middle School  
Thomas Jefferson Middle School  
Williamsburg Middle School  
HB Woodlawn Secondary Program

**Prerequisites**

Student must be identified as in need of Special Education services

### Instructional Studies

Full Year (10028)

**Content Area**

Special Education

<p>Course work is individualized based on the student's Individualized Education Program (IEP) and reinforces the needs of each student's general education courses. In addition, listening skills, writing skills, organizational and general study skills are emphasized.</p>

**Grade(s)** 8

**Schools**

Gunston Middle School  
Kenmore Middle School  
Dorothy Hamm Middle School  
Swanson Middle School  
Thomas Jefferson Middle School  
Williamsburg Middle School  
HB Woodlawn Secondary Program

**Prerequisites**

Student must be identified as in need of Special Education services

### Social Skills

Full Year (10023)

**Content Area**

Special Education

<p>The Social Skills class offers secondary student the opportunity to acquire and practice skills that are necessary for appropriate social interactions with others. Skills to be taught may include communicating with others, perspective taking, self-determination, working with groups, coping strategies for stress and frustration, and understanding the "unwritten rules" for social behavior. Relates organizational and self-advocacy skills will also be covered.</p>

**Grade(s)** 6

**Schools**

Gunston Middle School

Kenmore Middle School  
Dorothy Hamm Middle School  
Swanson Middle School  
Thomas Jefferson Middle School  
Williamsburg Middle School

**Prerequisites**

Student must be identified as in need of Special Education services

**Social Skills**

Full Year (10023)

**Content Area**

Special Education

<p>The Social Skills class offers secondary student the opportunity to acquire and practice skills that are necessary for appropriate social interactions with others. Skills to be taught may include communicating with others, perspective taking, self-determination, working with groups, coping strategies for stress and frustration, and understanding the "unwritten rules" for social behavior. Relates organizational and self-advocacy skills will also be covered.</p>

**Grade(s)** 7

**Schools**

Gunston Middle School  
Kenmore Middle School  
Dorothy Hamm Middle School  
Swanson Middle School  
Thomas Jefferson Middle School  
Williamsburg Middle School

**Prerequisites**

Student must be identified as in need of Special Education services

**Social Skills**

Full Year (10023)

**Content Area**

Special Education

<p>The Social Skills class offers secondary student the opportunity to acquire and practice skills that are necessary for appropriate social interactions with others. Skills to be taught may include communicating with others, perspective taking, self-determination, working with groups, coping strategies for stress and frustration, and understanding the "unwritten rules" for social behavior. Relates organizational and self-advocacy skills will also be covered.</p>

**Grade(s)** 8

**Schools**

Gunston Middle School  
Kenmore Middle School  
Dorothy Hamm Middle School  
Swanson Middle School  
Thomas Jefferson Middle School

Williamsburg Middle School

**Prerequisites**

Student must be identified as in need of Special Education services

**Student Support**

**Core Plus**

Full Year (11129)

Semester (11128)

**Content Area**

Student Support

This course is designed for the general education student who wants to learn more about organization, note taking, test taking and other techniques which assist students in becoming more successful learners.

Students will:

- Plan their own study time schedule.
- Learn ways to improve listening skills.
- Evaluate current attitudes about schoolwork and begin to develop positive ones by establishing priorities and setting goals.
- Use a study skill formula for understanding and retaining written material.

**Core Plus**

Full Year (11129)

Semester (11128)

**Content Area**

Student Support

<p>This course is designed for the general education student who wants to learn more about organization, note taking, test taking and other techniques which assist students in becoming more successful learners.</p>

<p>Students will:</p>

<ul>

<li>Plan their own study time schedule.</li>

<li>Learn ways to improve listening skills.</li>

<li>Evaluate current attitudes about schoolwork and begin to develop positive ones by establishing priorities and setting goals.</li>

<li>Use a study skill formula for understanding and retaining written material.</li>

</ul>

**Grade(s)** 7

**Schools**

Gunston Middle School  
Kenmore Middle School  
Dorothy Hamm Middle School  
Swanson Middle School

Thomas Jefferson Middle School  
Williamsburg Middle School

## Core Plus

Full Year (11129)  
Semester (11128)

### Content Area

Student Support

<p>This course is designed for the general education student who wants to learn more about organization, note taking, test taking and other techniques which assist students in becoming more successful learners.</p>

<p>Students will:</p>

<ul>

<li>Plan their own study time schedule.</li>

<li>Learn ways to improve listening skills.</li>

<li>Evaluate current attitudes about schoolwork and begin to develop positive ones by establishing priorities and setting goals.</li>

<li>Use a study skill formula for understanding and retaining written material.</li>

</ul>

**Grade(s) 8**

### Schools

Gunston Middle School  
Kenmore Middle School  
Dorothy Hamm Middle School  
Swanson Middle School  
Thomas Jefferson Middle School  
Williamsburg Middle School

## Technology Education

### Exploring Technology

Quarter (19000)

### Content Area

Technology Education

Students first study the basic elements of all technology, including processes, energy, information, and people.

They explore up to four systems of technology, including biotechnology, energy, construction, transportation, communication, and production/manufacturing. Finally, they relate the impact of technology on society, environment, and culture to future consequences and decisions.

Students will:

- Be able to explain and use the problem-solving process.
- Select and use drafting and measuring tools.

- Identify and use tools, machines, and equipment located in the technology education laboratory.
- Demonstrate good safety practices while using the power and hand tools in the laboratory.
- Understand the purpose of each of the tools and machines located in the lab.
- Analyze a simple plan and understand how to read and transfer this information to a finished project.
- Solve a problem by applying tools, materials, mathematics, and science.
- Prepare modules or projects for display or competitive events related to transportation, production, and communication.

**Grade(s) 6**

### Schools

Dorothy Hamm Middle School  
Gunston Middle School  
Kenmore Middle School  
Swanson Middle School  
Thomas Jefferson Middle School  
Williamsburg Middle School

## Inventions and Innovations

Full Year (18464)

Semester (18433)

### Content Area

Technology Education

<p>Students investigate significant inventions and engineering achievements that have impacted history, advanced society, and altered our world. They explore contemporary technological issues and problems facing individuals, communities, and the world, and apply systematic design and development procedures to propose solutions, create innovations, and invent new products. Unit lessons are planned and developed to integrate Science, Technology, Engineering, and Math (STEM).</p>

<p>Students will:</p>

<ul>

<li>Understand and employ the engineering problemsolving process.</li>

<li>Investigate the roll and impacts of technology in the progress of human history.</li>

<li>Research history-altering technological advancements and engineering achievements</li>

<li>Assess both the positive and negative impacts of technology and engineering accomplishments.</li>

<li>Practice teamwork and collaboration in solving problems and building prototypes.</li>

<li>Operate the tools, machines, and equipment of the production laboratory correctly and safely.</li>

<li>Select tools and manufacturing processes in the construction of design prototypes.</li>

- <li>Investigate, assess, and evaluate alternative solutions with the goal of selecting the best idea.</li>

- <li>Construct and illustrate an invention idea to effectively communicate how it works.</li>

- <li>Communicate ideas through sketches, multi view drawings, and Computer Aided Design software</li>

- </ul>

**Grade(s)** 7

**Schools**

Gunston Middle School

Kenmore Middle School

Dorothy Hamm Middle School

Swanson Middle School

Thomas Jefferson Middle School

Williamsburg Middle School

## STEAM Applications

Semester (18258)

**Content Area**

Technology Education

<p>STEAM Applications is a semester-Long course where the five disciplines (Science, Technology, Engineering, Art, and Math) are integrated into projects with real-world applications. In this course, the teacher will provide the space, resources, and assistance for students to independently pursue community-based projects, or regional and national competitions. Students will apply the engineering design loop and scientific method of inquiry that they learned in the foundations course to authentic problems presented by competitions or community needs. To meet these challenges, students will draw upon the basic operational understanding of the following four areas: Guided Inquiry, Arts and Design, Technology Productivity and the Application of Engineering that were learned in the foundations class. Students will learn the necessary math, and science skills needed to complete their challenge.</p>

**Grade(s)** 8

**Schools**

Kenmore Middle School

## STEAM Foundations

Semester (18482)

**Content Area**

Technology Education

<p>STEAM foundations are a year-Long course where the five disciplines (Science, Technology, Engineering, Art and Math) are integrated into projects with real-world applications. Students will learn to solve problems through competitive and collaborative activities. Math and Science skills will be taught and interwoven into these activities.

Students will learn the engineering design loop and scientific method of inquiry as they are challenged to imagine, design, and build structures, transportations systems, power and energy systems and compete in technology competitions. The importance of aesthetics as well as the harmony of form and functions will be explored. Throughout the course, students will be issued a challenge, learn the STEAM content needed to complete the challenge, create a solution/design, test the design, and then make necessary adjustments to their design/solution.</p>

<p>Students will establish a basic operational understanding of the following four areas: Guided Inquiry, Arts and design, Technology Productivity, and the Application of Engineering. These areas will be taught in the context of the five areas of STEAM (Science, Technology, Engineering, Art and Math) and problem-based instruction.</p>

**Grade(s)** 7

**Schools**

Kenmore Middle School

## Technological Systems

Full Year (18462)

Semester (18463)

**Content Area**

Technology Education

<p>Students investigate how technological systems work; identify the parts of real-world systems in a variety of technical fields; and design, build, and evaluate systems through class projects. By designing and building systems and assessing their impacts, students gain insight into how to approach the problems and opportunities of a technological world. The course includes activities where students use the engineering problem-solving process and design-software to develop solutions and apply industrial process in creating multi-part projects. An example is the C02 Drag Racer Project, where students design sketching and AutoCAD; drill, cut, sand, and finishing models in the materials processing lab; and then perform speed and wind tunnel analyses.</p>

<p>Students will:</p>

<ul>

- <li>Understand what systems are and be able to identify their parts and sub-systems in various fields of technology such as construction, transportation, communication, and electronics.</li>

- <li>Employ the engineering problem-solving processes in finding solutions to simulated challenges.</li>

- <li>Define a system as a group of interrelated components that collectively achieve a desired result.</li>

- Study and build technological systems to learn about input, process, output, and feedback.
- Develop an understanding of the roles of troubleshooting, research and development, invention and innovation, and experimentation in problem-solving.
- Design and construct solutions to engineering challenges associated with structures, transportation vehicles, graphic design, 3D modeling, robotics, or other relevant technologies.
- Practice teamwork and collaboration in solving problems and building prototypes.
- Operate the tools, machines, and equipment of the production laboratory correctly and safely.
- Investigate, assess, and evaluate alternative solutions with the goal of selecting the best idea.
- Communicate ideas through sketches, multi-view drawings, and Computer Aided-Design.

**Grade(s)** 8

**Schools**

Gunston Middle School  
 Kenmore Middle School  
 Dorothy Hamm Middle School  
 Swanson Middle School  
 Thomas Jefferson Middle School  
 Williamsburg Middle School

## Technology of Robotic Design

Full Year (18421)

**Content Area**

Technology Education

Students engage in the study of automation systems, microprocessors and their applications in manufacturing, transportation, and communication systems. Topics include computer equipment and operating systems, robotics, programming, control systems, and social/cultural impact of these technologies. Problem-solving activities challenge students to design, program, and interface with computer systems. Learning activities include robotics, computer aided design, computer aided manufacturing and design, and control of electromechanical devices.

**Credits** 1.0

**Grade(s)** 8

**Schools**

Gunston Middle School  
 Kenmore Middle School  
 Dorothy Hamm Middle School  
 Swanson Middle School  
 Thomas Jefferson Middle School  
 Williamsburg Middle School

**Notes**

This course carries high school credit and will apply to high school graduation requirements. Please see page 56 for more information.

## World Language Elective

### Introduction to French

Semester (15101)

**Content Area**

World Language Elective

Students are introduced to the target language and learn basic communication skills such as: understand, ask and answer questions about self; participate in basic social interactions with memorized phrases; understand and use limited phrases and exchanges related to greetings, colors, numbers, and food. This course is designed to provide exposure to the language prior to committing to a high school credit-bearing course. It will provide a foundation in the structure of the target language to enable participating students to be more successful in a chosen language used to fulfill high school graduation requirements.

**Grade(s)** 6

**Schools**

HB Woodlawn Secondary Program  
 Swanson Middle School  
 Thomas Jefferson Middle School

### Introduction to Latin

Semester (15301)

**Content Area**

World Language Elective

Students are introduced to the language and life of the Romans. Basic concepts about language are presented as students learn a beginning Latin vocabulary. A strong emphasis is placed on word formation from Latin.

**Grade(s)** 6

**Schools**

HB Woodlawn Secondary Program  
 Swanson Middle School  
 Thomas Jefferson Middle School

### Introduction to Spanish

Semester (15501)

**Content Area**

World Language Elective

Students are introduced to the target language and learn basic communication skills such as: understand, ask, and answer questions about self; participate in basic social interactions with memorized phrases; understand and use limited

phrases and exchanges related to greetings, colors, numbers, and food. This course is designed to provide exposure to the language prior to committing to a high school credit-bearing course. It will provide a foundation in the structure of the target language to enable participating students to be more successful in a chosen language used to fulfill high school graduation requirements.

**Grade(s)** 6

**Schools**

Gunston Middle School  
HB Woodlawn Secondary Program  
Swanson Middle School  
Thomas Jefferson Middle School

## World Languages

American Sign Language (ASL) meets public Virginia university and community college entrance requirements as a world language. Some out-of-state post-secondary institutions do not recognize ASL as a world language. ASL is not an International Baccalaureate, (IB), language.

Arabic levels I and II at the Career Center, may be delivered through distance learning technologies. At our secondary programs, Arabic may be available only through online courses by outside providers.

Washington Liberty has a face-to face instructor for all levels of Chinese. Chinese levels II and III at Yorktown are taught face-to-face. Wakefield level II and III students of Chinese travel to the Career Center for face-to-face instruction. All other levels of Chinese at the high schools are delivered only through online courses by outside providers with support of a native Chinese speaking assistant.

German Level I-III are offered at the Career Center. Students at the high school may travel to the Career Center to study German. Wakefield students signed up for Latin levels 1-Dual Enrollment will travel to the Career Center to study Latin. Wakefield students studying levels II and III of Chinese will also travel to the Career Center. Transportation is provided 3 times a day. Japanese levels I-III are only offered at our comprehensive neighborhood high schools. In some instances, languages may be available only through online courses by outside providers. Courses offered by online distance-learning providers elsewhere in the state or in the country have policies for grading, homework and attendance that may differ from those of APS.

American Sign Language (ASL) meets public Virginia university and community college entrance requirements as a world language. Some out-of-

state post-secondary institutions do not recognize ASL as a world language. ASL is not considered an IB language.

## American Sign Language I

Full Year (15990)

**Content Area**

World Languages

Students will learn receptive and expressive language skills within the context of everyday interaction with others in their home, school, and community environments. Students will learn to ask and answer questions about family, school events and celebrations. They will exchange essential information such as making introductions, leave-taking, getting attention and negotiating the signing environment using appropriate non-manual behaviors (i.e., facial expression, body posture, spatial organization). Students will study the history of American Sign Language and will explore aspects of Deaf culture.

**Credits** 1.0

**Grade(s)** 7

**Schools**

Dorothy Hamm Middle School  
Gunston Middle School  
HB Woodlawn Secondary Program  
Kenmore Middle School  
Swanson Middle School  
Thomas Jefferson Middle School  
Williamsburg Middle School

**Prerequisites**

None

**Notes**

American Sign Language (ASL) fulfills world language requirements at Virginia public universities and community colleges. However, some institutions outside Virginia don't accept ASL as a world language credit, and it's not recognized in the International Baccalaureate (IB) program.

## American Sign Language I

Full Year (15990)

**Content Area**

World Languages

Students will learn receptive and expressive language skills within the context of everyday interaction with others in their home, school, and community environments. Students will learn to ask and answer questions about family, school events and celebrations. They will exchange essential information such as making introductions, leave-taking, getting attention and negotiating the signing environment using appropriate non-manual behaviors (i.e., facial expression, body posture,



spatial organization). Students will study the history of American Sign Language and will explore aspects of Deaf culture.

**Credits** 1.0

**Grade(s)** 8

**Schools**

Dorothy Hamm Middle School

Gunston Middle School

HB Woodlawn Secondary Program

Kenmore Middle School

Swanson Middle School

Thomas Jefferson Middle School

Williamsburg Middle School

**Prerequisites**

None

**Notes**

American Sign Language (ASL) fulfills world language requirements at Virginia public universities and community colleges. However, some institutions outside Virginia don't accept ASL as a world language credit, and it's not recognized in the International Baccalaureate (IB) program.

## American Sign Language II

Full Year (15995)

**Content Area**

World Languages

Students will expand on enhance the communicative skills in ASL. They will ask and respond questions for clarification and be able to further express opinions and preferences regarding everyday experiences and environment. Students will expand their vocabulary and conversational ability by studying more abstract topics and literary works. A deeper understanding of the Deaf community and their implications for language learning. They will be encouraged to interact with others using their ASL skills beyond the classroom level.

**Credits** 1.0

**Grade(s)** 8

**Schools**

Dorothy Hamm Middle School

Gunston Middle School

Kenmore Middle School

Swanson Middle School

Thomas Jefferson Middle School

Williamsburg Middle School

**Prerequisites**

American Sign Language I, or equivalent proficiency in the language as determined by a placement test.

**Notes**

Students in Arlington Public Schools in grades 7-12 may receive high school world language credit for native language study and for the study of world languages. It is highly recommended that a grade of

C or better in the course be earned to continue to the next level. The courses are sequential and a C or better will help set students up for success.

To receive world language credit, the following requirements must be met:

- A transcript verifying a minimum of 140 hours of formal language study for each credit must be submitted.
- The student must have earned a passing grade of "D" or higher.

Students seeking the Advanced Studies diploma will meet the world language requirements by completing three years/levels of study in one language or two years of study in each of two languages. Successful completion of each world language course results in one credit toward the Advanced Studies Diploma. Students have an opportunity to test for and earn eligibility for the Seal of Biliteracy embedded in their upper-level coursework. Many colleges require the study of world languages to continue in high school. If your student has successfully completed three years of study upon completion of their freshman year, be sure to look at the college admissions criteria for the student's college(s) of choice.

American Sign Language (ASL) fulfills world language requirements at Virginia public universities and community colleges. However, some institutions outside Virginia don't accept ASL as a world language credit, and it's not recognized in the International Baccalaureate (IB) program.

## Arabic I

Full Year (15800)

**Content Area**

World Languages

This level introduces students to the Arabic alphabet and sound system. This course is very rich in cultural and historical information. The history of the Arabic language, family tree of Arabic language and script are given. In addition to the initial focus on the sound and writing systems, students learn and reproduce sounds, stress patterns and intonation of the language. Basic grammatical structures and vocabulary are introduced so that students can produce very basic formulaic exchanges in simple sentences and conversations in contexts appropriate to the level. Students will be able to write words and sentences accurately from dictation, read previously learned words and sentences, greet and introduce others, form simple questions and answers, engage in basic social interactions, talk about themselves, family members

and others and exchange basic personal information. The principal topic around which language is developed is personal and family life.

**Grade(s)** 7

**Schools**

Dorothy Hamm Middle School  
Gunston Middle School  
Kenmore Middle School  
Swanson Middle School  
Thomas Jefferson Middle School  
Williamsburg Middle School

**Prerequisites**

None

## Arabic I

Full Year (15800)

**Content Area**

World Languages

This level introduces students to the Arabic alphabet and sound system. This course is very rich in cultural and historical information. The history of the Arabic language, family tree of Arabic language and script are given. In addition to the initial focus on the sound and writing systems, students learn and reproduce sounds, stress patterns and intonation of the language. Basic grammatical structures and vocabulary are introduced so that students can produce very basic formulaic exchanges in simple sentences and conversations in contexts appropriate to the level. Students will be able to write words and sentences accurately from dictation, read previously learned words and sentences, greet, and introduce others, form simple questions and answers, engage in basic social interactions, talk about themselves, family members and others and exchange basic personal information. The principal topic around which language is developed is personal and family life.

**Grade(s)** 8

**Schools**

Dorothy Hamm Middle School  
Gunston Middle School  
Kenmore Middle School  
Swanson Middle School  
Thomas Jefferson Middle School  
Williamsburg Middle School

**Prerequisites**

None

## Arabic II

Full Year (15822)

**Content Area**

World Languages

This course continues the development of listening, speaking, reading, and writing at a novice

proficiency level and revolves around daily life situations students in Arabic speaking countries may encounter.

Students increase vocabulary building and continue to learn more about basic Arabic sentence structure and to apply basic grammatical structures for engaging in functional language. Upon completion of Arabic II, students will be able to initiate social interactions, and be aware of basic cultural perspectives. Students will be able to understand and respond to simple questions, short statements, and high frequency commands, especially on familiar topics. Using previously practiced or memorized sentences and phrases, students will be able to describe people, talk about how they look and feel, exchange information about hobbies and will be able to read and compose simple sentences and short paragraphs using previously learned material. They will also be familiar with some of the differences between formal and spoken Arabic. Topics include school and home life, social life and personal interests and community life, including shopping, restaurants, and food.

**Grade(s)** 8

**Schools**

Dorothy Hamm Middle School  
Gunston Middle School  
Kenmore Middle School  
Swanson Middle School  
Thomas Jefferson Middle School  
Williamsburg Middle School

**Prerequisites**

Arabic I, or equivalent proficiency in the language as determined by a placement test.

**Notes**

Students in Arlington Public Schools in grades 7-12 may receive high school world language credit for native language study and for the study of world languages. It is highly recommended that a grade of C or better in the course be earned to continue to the next level. The courses are sequential and a C or better will help set students up for success.

To receive world language credit, the following requirements must be met:

- A transcript verifying a minimum of 140 hours of formal language study for each credit must be submitted.
- The student must have earned a passing grade of "D" or higher.

Students seeking the Advanced Studies diploma will meet the world language requirements by completing three years/levels of study in one language or two years of study in each of two languages. Successful completion of each world

language course results in one credit toward the Advanced Studies Diploma. Students have an opportunity to test for and earn eligibility for the Seal of Biliteracy embedded in their upper-level coursework. Many colleges require the study of world languages to continue in high school. If your student has successfully completed three years of study upon completion of their freshman year, be sure to look at the college admissions criteria for the student's college(s) of choice.

## Chinese I

Full Year (15615)

### Content Area

World Languages

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.

**Grade(s)** 7

### Schools

Dorothy Hamm Middle School  
Gunston Middle School  
HB Woodlawn Secondary Program  
Kenmore Middle School  
Swanson Middle School  
Thomas Jefferson Middle School  
Williamsburg Middle School

### Prerequisites

None

## Chinese I

Full Year (15615)

### Content Area

World Languages

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. This course emphasizes the development of listening and speaking skills. Students are introduced to pinyin and learn simplified Chinese characters that relate to the themes and grammatical elements targeted at this level. Students learn to recognize characters correctly, not only for reading, but also with the goal of developing their writing and ability to communicate in text on computers and on other

electronic devices. Students begin to explore and study the themes of personal and family Life, school life, social life, and community life.

**Grade(s)** 8

### Schools

Dorothy Hamm Middle School  
Gunston Middle School  
HB Woodlawn Secondary Program  
Kenmore Middle School  
Swanson Middle School  
Thomas Jefferson Middle School  
Williamsburg Middle School

### Prerequisites

None

## Chinese II

Full Year (15625)

### Content Area

World Languages

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. Students continue to expand their study on the themes of personal and family life, school life, social life, and community life, which were introduced in level I. Students continue to refine their writing skills in simplified Chinese. Students learn to recognize characters correctly, not only for reading, but also with the goal of developing their writing and ability to communicate in text on computers and on other electronic devices. In addition to the characters learned in level I, students are introduced to new simplified Chinese characters that relate to the themes and grammatical elements targeted at this level.

**Grade(s)** 8

### Schools

Dorothy Hamm Middle School  
Gunston Middle School  
HB Woodlawn Secondary Program  
Kenmore Middle School  
Swanson Middle School  
Thomas Jefferson Middle School  
Williamsburg Middle School

### Prerequisites

Chinese I, or equivalent proficiency in the language as determined by a placement test.

### Notes

Students in Arlington Public Schools in grades 7-12 may receive high school world language credit for native language study and for the study of world languages. It is highly recommended that a grade of

C or better in the course be earned to continue to the next level. The courses are sequential and a C or better will help set students up for success.

To receive world language credit, the following requirements must be met:

- A transcript verifying a minimum of 140 hours of formal language study for each credit must be submitted.
- The student must have earned a passing grade of "D" or higher.

Students seeking the Advanced Studies diploma will meet the world language requirements by completing three years/levels of study in one language or two years of study in each of two languages. Successful completion of each world language course results in one credit toward the Advanced Studies Diploma. Students have an opportunity to test for and earn eligibility for the Seal of Biliteracy embedded in their upper-level coursework. Many colleges require the study of world languages to continue in high school. If your student has successfully completed three years of study upon completion of their freshman year, be sure to look at the college admissions criteria for the student's college(s) of choice.

## Exploring French and/or Spanish

Quarter (19000)

### Content Area

World Languages

The world language exploratory courses are offered at Grade 6 and are an introduction to the language and culture. Exploratory courses are not required in order to take Level I of a language in Grade 7. However, they are recommended.

Students are introduced to the target language and learn basic communication skills such as: understand, ask, and answer questions about self; participate in basic social interactions with memorized phrases; understand and use limited phrases and exchanges related to greetings, colors, numbers, and food.

**Grade(s)** 6

### Schools

Dorothy Hamm Middle School  
Gunston Middle School  
Kenmore Middle School  
Swanson Middle School  
Thomas Jefferson Middle School  
Williamsburg Middle School

## Exploring Latin

Quarter (19000)

### Content Area

World Languages

The world language exploratory courses are offered at Grade 6 and are an introduction to the language and culture. Exploratory courses are not required in order to take Level I of a language in Grade 7. However, they are recommended.

Students are introduced to the language and life of the Romans. Basic concepts about language are presented as students learn a beginning Latin vocabulary. A strong emphasis is placed on word formation from Latin.

**Grade(s)** 6

### Schools

Dorothy Hamm Middle School  
Gunston Middle School  
Kenmore Middle School  
Swanson Middle School  
Thomas Jefferson Middle School  
Williamsburg Middle School

## French I

Full Year (15110)

### Content Area

World Languages

The focus for language learning is on real life, functional use of language through dialogues, skits, and other creative, hands-on activities. Students develop skills and learn basic structures and vocabulary of the language through listening, speaking, reading, and writing activities.

Students will:

- Use greetings, farewells, and expressions of courtesy.
- Take part in basic conversation about friends, family, and school.
- Ask and answer questions based on familiar material.
- Read menus, signs, schedules, and other authentic material.
- Write short descriptions, messages, and guided compositions.
- Study aspects of everyday life in the culture of the target language.

**Grade(s)** 7

### Schools

Dorothy Hamm Middle School  
Gunston Middle School  
Kenmore Middle School  
Swanson Middle School  
Thomas Jefferson Middle School

Williamsburg Middle School

**Prerequisites**

None

## French I

Full Year (15110)

**Content Area**

World Languages

The focus for language learning is on real life, functional use of language through dialogues, skits, and other creative, hands-on activities. Students develop skills and learn basic structures and vocabulary of the language through listening, speaking, reading, and writing activities.

Students will:

- Use greetings, farewells, and expressions of courtesy.
- Take part in basic conversation about family, friends, and school.
- Ask and answer questions based on familiar material.
- Read menus, signs, schedules, and other authentic material.
- Write short descriptions, messages, and guided compositions.
- Study aspects of everyday life in the culture of the target language.

**Grade(s)** 8

**Schools**

Dorothy Hamm Middle School

Gunston Middle School

Kenmore Middle School

Swanson Middle School

Thomas Jefferson Middle School

Williamsburg Middle School

**Prerequisites**

None

## French II

Full Year (15120)

**Content Area**

World Languages

Students continue to develop proficiency in listening, speaking, reading, and writing and develop a broader understanding of cultural aspects of the target language.

Students will:

- Express themselves in both future and past tenses to talk and write about friends, family and school related topics, feelings, time, weather, and location.

- Engage in more spontaneous, situational dialogues with learned materials.
- Conduct an interview for basic biographical information.
- Express opinions, likes, and dislikes.
- React to authentic reading materials.
- Begin to express themselves in creative writing activities.
- Recognize similarities and differences between the U.S. and the target cultures.

**Grade(s)** 8

**Schools**

Dorothy Hamm Middle School

Gunston Middle School

HB Woodlawn Secondary Program

Kenmore Middle School

Swanson Middle School

Thomas Jefferson Middle School

Williamsburg Middle School

**Prerequisites**

French I, or equivalent proficiency in the language as determined by a placement test.

**Notes**

Students in Arlington Public Schools in grades 7-12 may receive high school world language credit for native language study and for the study of world languages. It is highly recommended that a grade of C or better in the course be earned to continue to the next level. The courses are sequential and a C or better will help set students up for success.

To receive world language credit, the following requirements must be met:

- A transcript verifying a minimum of 140 hours of formal language study for each credit must be submitted.
- The student must have earned a passing grade of "D" or higher.

Students seeking the Advanced Studies diploma will meet the world language requirements by completing three years/levels of study in one language or two years of study in each of two languages. Successful completion of each world language course results in one credit toward the Advanced Studies Diploma. Students have an opportunity to test for and earn eligibility for the Seal of Biliteracy embedded in their upper-level coursework. Many colleges require the study of world languages to continue in high school. If your student has successfully completed three years of study upon completion of their freshman year, be sure to look at the college admissions criteria for the student's college(s) of choice.

## Introduction to Spanish

Semester Course (15501)

### Content Area

#### World Languages

Students are introduced to the target language and learn basic communication skills such as: understand, ask and answer questions about self, participate in basic social interactions with memorized phrases; understand and use limited phrases and exchanges related to greetings, colors, numbers, and food. This course is designed to provide exposure to the language prior to committing to a high school credit-bearing course. It will provide a foundation in the structure of the target language to enable participating students to be more successful in a chosen language used to fulfill high school requirements.

**Grade(s)** 6

### Schools

Dorothy Hamm Middle School  
Gunston Middle School  
HB Woodlawn Secondary Program  
Kenmore Middle School  
Swanson Middle School  
Thomas Jefferson Middle School  
Williamsburg Middle School

## Latin I

Full Year (15310)

### Content Area

#### World Languages

In this first Latin course, students are introduced to the language and life of ancient Romans. Students learn to read simple Latin texts and adapted stories with expression and enjoyment. Topics include: home and family, city life, entertainment, and education in ancient Rome. Students learn basic vocabulary patterns and language structures by making connections to modern languages, including English.

**Grade(s)** 7, 8

### Schools

Dorothy Hamm Middle School  
Gunston Middle School  
HB Woodlawn Secondary Program  
Kenmore Middle School  
Swanson Middle School  
Thomas Jefferson Middle School  
Williamsburg Middle School

### Prerequisites

None

## Latin II

Full Year (15320)

### Content Area

#### World Languages

Students build upon the reading skills, vocabulary and forms acquired in Latin I as they read increasingly complex texts and adapted stories. Throughout the course, students examine social status in the ancient world including interactions between Romans and other cultures. Students further develop their understanding of Latin roots and language patterns through dialogue and interactive learning activities.

**Grade(s)** 8

### Schools

Dorothy Hamm Middle School  
Gunston Middle School  
HB Woodlawn Secondary Program  
Kenmore Middle School  
Swanson Middle School  
Thomas Jefferson Middle School  
Williamsburg Middle School

### Prerequisites

Latin I, or equivalent proficiency in the language as determined by a placement test.

### Notes

Students in Arlington Public Schools in grades 7-12 may receive high school world language credit for native language study and for the study of world languages. It is highly recommended that a grade of C or better in the course be earned to continue to the next level. The courses are sequential and a C or better will help set students up for success.

To receive world language credit, the following requirements must be met:

- A transcript verifying a minimum of 140 hours of formal language study for each credit must be submitted.
- The student must have earned a passing grade of "D" or higher.

Students seeking the Advanced Studies diploma will meet the world language requirements by completing three years/levels of study in one language or two years of study in each of two languages. Successful completion of each world language course results in one credit toward the Advanced Studies Diploma. Students have an opportunity to test for and earn eligibility for the Seal of Biliteracy embedded in their upper-level coursework. Many colleges require the study of world languages to continue in high school. If your student has successfully completed three years of study upon completion of their freshman year, be sure to look at the college admissions criteria for the student's college(s) of choice.

## Spanish I

Full Year (15510)

### Content Area

World Languages

The focus for language learning is on real life, functional use of language through dialogues, skits, and other creative, hands-on activities. Students develop skills and learn basic structures and vocabulary of the language through listening, speaking, reading, and writing activities.

Students will:

- Use greetings, farewells, and expressions of courtesy.
- Take part in basic conversation about friends, family, and school.
- Ask and answer questions based on familiar material.
- Read menus, signs, schedules, and other authentic material.
- Write short descriptions, messages, and guided compositions.
- Study aspects of everyday life in the culture of the target language.

**Grade(s)** 7

### Schools

Dorothy Hamm Middle School  
Gunston Middle School  
HB Woodlawn Secondary Program  
Kenmore Middle School  
Swanson Middle School  
Thomas Jefferson Middle School  
Williamsburg Middle School

### Prerequisites

None

## Spanish I

Full Year (15510)

### Content Area

World Languages

The focus for language learning is on real life, functional use of language through dialogues, skits, and other creative, hands-on activities. Students develop skills and learn basic structures and vocabulary of the language through listening, speaking, reading, and writing activities.

Students will:

- Use greetings, farewells, and expressions of courtesy.
- Take part in basic conversation about family, friends, and school.
- Ask and answer questions based on familiar material.

- Read menus, signs, schedules, and other authentic material.
- Write short descriptions, messages, and guided compositions.
- Study aspects of everyday life in the culture of the target language.

**Grade(s)** 8

### Schools

Dorothy Hamm Middle School  
Gunston Middle School  
HB Woodlawn Secondary Program  
Kenmore Middle School  
Swanson Middle School  
Thomas Jefferson Middle School  
Williamsburg Middle School

### Prerequisites

None

## Spanish II

Full Year (15520)

### Content Area

World Languages

Students continue to develop proficiency in listening, speaking, reading, and writing and develop a broader understanding of cultural aspects of the target language.

Students will:

- Express themselves in both future and past tenses to talk and write about friends, family and school related topics, feelings, time, weather, and location.
- Engage in more spontaneous, situational dialogues with learned materials.
- Conduct an interview for basic biographical information.
- Express opinions, likes, and dislikes.
- React to authentic reading materials.
- Begin to express themselves in creative writing activities.
- Recognize similarities and differences between the U.S. and the target cultures.

**Grade(s)** 8

### Schools

Dorothy Hamm Middle School  
Gunston Middle School  
HB Woodlawn Secondary Program  
Kenmore Middle School  
Swanson Middle School  
Thomas Jefferson Middle School  
Williamsburg Middle School

### Prerequisites

Spanish I, or equivalent proficiency in the language as determined by a placement test.

### Notes

Students in Arlington Public Schools in grades 7-12 may receive high school world language credit for native language study and for the study of world languages. It is highly recommended that a grade of C or better in the course be earned to continue to the next level. The courses are sequential and a C or better will help set students up for success.

To receive world language credit, the following requirements must be met:

- A transcript verifying a minimum of 140 hours of formal language study for each credit must be submitted.
- The student must have earned a passing grade of "D" or higher.

Students seeking the Advanced Studies diploma will meet the world language requirements by completing three years/levels of study in one language or two years of study in each of two languages. Successful completion of each world language course results in one credit toward the Advanced Studies Diploma. Students have an opportunity to test for and earn eligibility for the Seal of Biliteracy embedded in their upper-level coursework. Many colleges require the study of world languages to continue in high school. If your student has successfully completed three years of study upon completion of their freshman year, be sure to look at the college admissions criteria for the student's college(s) of choice.

## **Spanish for Fluent Speakers 6th Grade**

Semester Course (15503)

### **Content Area**

World Languages

This course is designed for students who have native or near native oral fluency in Spanish but may not have mastered basic reading and writing skills in Spanish. Students develop communication skills in reading, writing, and speaking and begin the study of Spanish grammar. Students develop a deeper understanding of perspectives and practices of the Hispanic culture.

Students will:

- Participate in informal conversations and discussions.
- Make oral presentations to small groups and to the class.
- Identify main ideas and secondary ideas in authentic texts.
- Write short summaries.
- Study the influence of the Hispanic culture.

**Grade(s)** 6

### **Schools**

Dorothy Hamm Middle School  
Gunston Middle School  
HB Woodlawn Secondary Program  
Kenmore Middle School  
Swanson Middle School  
Thomas Jefferson Middle School  
Williamsburg Middle School

### **Prerequisites**

Demonstrated oral fluency in Spanish as determined by a placement test.

## **Spanish for Fluent Speakers I**

Full Year (15517)

### **Content Area**

World Languages

This course is designed for students who have oral fluency in Spanish but have not mastered basic reading and writing skills. Students develop communication skills in reading, writing, and speaking and begin the study of Spanish grammar. Students develop a deeper understanding of perspectives and practices of the Hispanic culture.

**Grade(s)** 7

### **Schools**

Dorothy Hamm Middle School  
Gunston Middle School  
HB Woodlawn Secondary Program  
Kenmore Middle School  
Swanson Middle School  
Thomas Jefferson Middle School  
Williamsburg Middle School

### **Prerequisites**

Demonstrated oral fluency in Spanish as determined by a placement test.

## **Spanish for Fluent Speakers I**

Full Year (15517)

### **Content Area**

World Languages

This course is designed for students who have oral fluency in Spanish but have not mastered basic reading and writing skills. Students develop communication skills in reading, writing, and speaking and begin the study of Spanish grammar. Students develop a deeper understanding of perspectives and practices of the Hispanic culture.

**Grade(s)** 8

### **Schools**

Dorothy Hamm Middle School  
Gunston Middle School  
HB Woodlawn Secondary Program  
Kenmore Middle School  
Swanson Middle School  
Thomas Jefferson Middle School



Williamsburg Middle School

**Prerequisites**

Demonstrated oral fluency in Spanish as determined by a placement test.

## Spanish for Fluent Speakers II

Full Year (15527)

**Content Area**

World Languages

This course is designed for students who already know how to read and write in Spanish at a basic level. Students improve spelling and mechanics and write short compositions. They read original works and begin to interpret and/or analyze narratives and poetry. The study of grammar is continued. Students improve their oral communication skills through class presentations and other interpersonal activities. Cultural perspectives and practices are explored, and a deeper understanding is developed through the context of literature.

**Grade(s)** 7

**Schools**

Gunston Middle School

Kenmore Middle School

Dorothy Hamm Middle School

Swanson Middle School

Thomas Jefferson Middle School

Williamsburg Middle School

HB Woodlawn Secondary Program

**Prerequisites**

Successful completion of Spanish for Fluent Speakers I or equivalent proficiency in the language as determined by placement test

**Notes**

Students in Arlington Public Schools in grades 7-12 may receive high school world language credit for native language study and for the study of world languages. It is highly recommended that a grade of C or better in the course be earned to continue to the next level. The courses are sequential and a C or better will help set students up for success.

To receive world language credit, the following requirements must be met:

- A transcript verifying a minimum of 140 hours of formal language study for each credit must be submitted.
- The student must have earned a passing grade.

Students seeking the Advanced Studies diploma will meet the world language requirements by completing three years/levels of study in one language or two years of study in each of two languages. Successful completion of each world language course results in one credit toward the

Advanced Studies Diploma. Some colleges require the study of world languages to continue in high school. If your student has successfully completed three years of study upon completion of their freshman year, be sure to look at the college admissions criteria for the student's college(s) of choice.

## Spanish for Fluent Speakers II

Full Year (15527)

**Content Area**

World Languages

This course is designed for students who already know how to read and write in Spanish at a basic level. Students improve spelling and mechanics and write short compositions. They read original works and begin to interpret and/or analyze narratives and poetry. The study of grammar is continued. Students improve their oral communication skills through class presentations and other interpersonal activities. Cultural perspectives and practices are explored, and a deeper understanding is developed through the context of literature.

**Grade(s)** 8

**Schools**

Dorothy Hamm Middle School

Gunston Middle School

HB Woodlawn Secondary Program

Kenmore Middle School

Swanson Middle School

Thomas Jefferson Middle School

Williamsburg Middle School

**Prerequisites**

Spanish for Fluent Speakers I, or equivalent proficiency in the language as determined by a placement test.

**Notes**

Students in Arlington Public Schools in grades 7-12 may receive high school world language credit for native language study and for the study of world languages. It is highly recommended that a grade of C or better in the course be earned to continue to the next level. The courses are sequential and a C or better will help set students up for success.

To receive world language credit, the following requirements must be met:

- A transcript verifying a minimum of 140 hours of formal language study for each credit must be submitted.
- The student must have earned a passing grade of "D" or higher.

Students seeking the Advanced Studies diploma will meet the world language requirements by completing three years/levels of study in one

language or two years of study in each of two languages. Successful completion of each world language course results in one credit toward the Advanced Studies Diploma. Students have an opportunity to test for and earn eligibility for the Seal of Biliteracy embedded in their upper-level coursework. Many colleges require the study of world languages to continue in high school. If your student has successfully completed three years of study upon completion of their freshman year, be sure to look at the college admissions criteria for the student's college(s) of choice.

## **Spanish for Fluent Speakers III**

Full Year (15537)

### **Content Area**

World Languages

This course is designated for students who know how to read and write at a more advanced level. Students will be able to write letters, compositions, and reports, and interpret and/or analyze more complex and longer narratives. In addition, students will present oral and written reports on a variety of topics. Cultural perspectives and practices are shared, and a deeper understanding is developed through the context of literature.

**Grade(s)** 8

### **Schools**

Dorothy Hamm Middle School  
Gunston Middle School  
Kenmore Middle School  
Swanson Middle School  
Thomas Jefferson Middle School  
Williamsburg Middle School

### **Prerequisites**

Spanish for Fluent Speakers II, or equivalent proficiency in the language as determined by a placement test.

### **Notes**

Students in Arlington Public Schools in grades 7-12 may receive high school world language credit for native language study and for the study of world languages. It is highly recommended that a grade of C or better in the course be earned to continue to the next level. The courses are sequential and a C or better will help set students up for success.

To receive world language credit, the following requirements must be met:

- A transcript verifying a minimum of 140 hours of formal language study for each credit must be submitted.
- The student must have earned a passing grade of "D" or higher.

Students seeking the Advanced Studies diploma will meet the world language requirements by completing three years/levels of study in one language or two years of study in each of two languages. Successful completion of each world language course results in one credit toward the Advanced Studies Diploma. Students have an opportunity to test for and earn eligibility for the Seal of Biliteracy embedded in their upper-level coursework. Many colleges require the study of world languages to continue in high school. If your student has successfully completed three years of study upon completion of their freshman year, be sure to look at the college admissions criteria for the student's college(s) of choice.

# Sequence of Study

---

## Mathematics

### Mathematics Sequence Options

Degree Type  
Middle School

Arlington Public Schools Middle school mathematics progression, SY 2023-2024

#### Sequence Option 1

Title	Credits
Math 6	
Math 7	
Pre-Algebra for 8th Graders	

#### Sequence Option 2

Title	Credits
Math 6	
Pre-Algebra for 7th Graders	
Algebra I	

#### Sequence Option 3

Title	Credits
Math 6	
Pre-Algebra for 7th Graders	
Algebra I, Intensified	

#### Sequence Option 4

Title	Credits
Pre-Algebra for 6th Graders	
Algebra I, Intensified	
Geometry, Intensified	

Students needing additional support may be concurrently enrolled in Math 6, Math 7, or Pre-Algebra 8 along with an associated Strategies course.