Middle School Program of Studies

For 2020-2021 School Year

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Culpeper Middle School

Floyd T. Binns Middle School

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CULPEPER COUNTY PUBLIC SCHOOLS

Vision, Mission and Belief Statements

Vision

In Culpeper County Public Schools, every student will be inspired, empowered and educated for success.

Mission

CCPS will provide a pathway for all students to be successful in college, careers and citizenship.

Beliefs

We believe our mission can best be achieved by…

- *Partnering with families and the community*
- *Addressing the intellectual, emotional, social, and physical needs of the learner*
- *Valuing a strong work ethic; and*
- *Embracing diversity*

Culpeper
County Public Schools

Profile of a Graduate

The Profile of a Virginia Graduate describes the knowledge, skills, experiences and attributes that students must attain to be successful in college and/or the work force and to be "life ready" in an economy and a world characterized by rapid change. The development of the Profile of a Virginia Graduate creates a framework for the Board of Education as it reviews the Commonwealth's diploma standards to ensure that high school graduates are prepared for success in life after high school. Legislation passed by the 2016 General Assembly, and signed by Governor Terry McAulliffe, requires that diploma standards aligned with the Profile of a Virginia Graduate become effective with first-time ninth graders in the fall of the 2018-2019 school year, or the graduating class of 2022. The Profile of a Virginia Graduate describes the knowledge, skills, experiences and attributes that students must attain to be successful in college and/or the work force and to be "life ready" in an economy and a world characterized by rapid change. (VDOE Website)

Culpeper County Public Schools

Profile of a Graduate

Content Knowledge	• Demonstrates knowledge, understanding and application of English and language arts, mathematics, science, social studies, government, arts, personal wellness, technology, and familiarity with a second language • Utilizes basic reading, writing, mathematical, and technology skills in real life situations to be prepared for a career or continued education • Understands and practices responsible use of technology and personal finance • Utilizes knowledge to extend lifelong learning and broaden one's perspective of the world
Communication	• Listens attentively and reads informational sources to understand multiple points of view • Interprets and responds to verbal messages and other cues, such as body language, in ways that are appropriate to the audience and environment • Utilizes effective oral and written communication to inform, influence, motivate or entertain listeners • Applies technological skills and uses digital tools to explore and exchange ideas
Collaboration	• Participates cooperatively and productively in a diverse team to identify and solve problems • Gives and receives constructive criticism in a respectful manner to acknowledge other points of view • Exercises flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal • Displays initiative and effectively contributes as a member of a team to complete tasks • Shares responsibility for collaborative work and values the individual contributions made by each team member
Career Readiness	• Demonstrates a knowledge, understanding, and application of workplace readiness skills such as résumé writing, interview preparation, goal setting, and career exploration • Exemplifies professionalism in speech, appearance, and behavior (hand-shaking, eye contact, and body language) • Practices effective time and task management to ensure goals are met • Demonstrates a strong work ethic through regular attendance, punctuality, and by meeting performance expectations • Resolves conflicts and overcomes challenges through perseverance, resiliency, and self-discipline • Acknowledges personal strengths and interests when evaluating possible career paths • Understands the need to be a lifelong learner in order to adapt to changes in the global economy
Creative & Critical Thinking	• Solves real world problems with non-traditional methods • Analyzes and evaluates multiple solutions to a problem, anticipating unintended consequences • Applies knowledge from previous failures to contribute to future success • Anticipates future events by making informed, timely decisions
Citizenship	• Understands the foundations of our country, the privileges bestowed upon our citizens, and the benefits and responsibilities of living in our representative democracy • Respects rules, policies, and laws by applying decision-making skills with integrity • Takes action to become involved and make a difference in the community through the donation of time, talent or financial resources • Recognizes and appreciates the value of cultural diversity, respecting all members of the community • Practices ethical and responsible financial management and recognizes the impact of personal actions on community resources and environment

Purpose of This Publication

The CCPS Middle School *Program of Studies* is designed to help students
and their parents do the following:

- Learn about courses and programs offered in the middle schools of Culpeper County Public Schools
- Make informed decisions about courses
- Find answers to common questions
- Understand and prepare for Virginia's graduation requirements
- Realize that school choices and performance relate to goals for further education or careers
- Plan and refine an Academic and Career Plan (ACP) to meet educational and career goals

Students and parents should use this guide and consult with school counselors, teachers, and administrators as they plan a middle school program of studies.

Information in this Program of Studies is subject to change, pending state and local board action. All courses described in this booklet will be offered, pending adequate enrollment, teaching staff, and available funding.

Letter to Students & Parents

Dear Students and Parents,

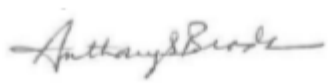
Middle school is an exciting time that provides a bridge between the elementary school, which focuses primarily on developing basic skills, and high school, which emphasizes preparation for future education and careers. During these years, rapid changes take place for students and new interests begin to develop. Culpeper County Schools has established a middle school curriculum that seeks to enhance the experiences that accompany these years while challenging students to explore a variety of interests in order to make decisions about their high school program of study and life after high school.

Students, we encourage you to use these years to discover what inspires you and matches your interests and talents. Do not be afraid to try things that are new or to take on challenges. Middle school is a time to look toward the future and start making plans. Use this Program of Studies to help you consider your choices carefully and be sure to discuss them with your parents and school counselor.

Parents, be sure to take an active role in your child's academic and career planning throughout middle school. Encourage your child to explore areas of interest, talent, and ability. Take time to discuss ideas about your child's academic path and post high-school plans. We encourage you to be an involved participant with our school staff in supporting your child's success.

Today's students face a complex and challenging world. As a school division, it is our goal that students will experience success through engaging curriculum and innovative instructional strategies focused on the development of content knowledge and skills, communication and collaboration skills, career readiness skills, creative and critical thinking skills, and local and global citizenship. We know that development of these skills in middle school will build toward success in high school and beyond.

Sincerely,



Dr. Anthony S. Brads, Division Superintendent

Robert T. Hauman, Exec. Director of Curriculum & Instruction

Middle School Philosophy

Middle school education is designed to provide a positive and supportive environment that meets the academic and developmental needs of all students in grades six, seven, and eight. These grade levels correspond to a period when students are transitioning into adolescence, facing increased academic demands, and developing greater self-reliance.

Middle-school-aged students face many challenges, such as developing responsibility and self-discipline, dealing with the effects of peer pressure, learning to access information and apply it to real-world as well as academic problems, making the transition to independent and self-regulated learning, and forming positive attitudes and values about themselves in relation to home, school, and community.

In Culpeper County Public Schools, the middle school program fosters maximum development of students' intellectual, physical, social, and emotional abilities by addressing the developmental characteristics and individual needs of young adolescents in preparation for the challenges and opportunities presented during the high school years.

Students: Keys to Middle School Success

Middle school can be a rewarding experience; however, it can also bring anxiety due to the variety of transitions that occur during this age. We have found that students who experience high levels of success in middle school, along with a high level of satisfaction and enjoyment, share the following key habits:

regular school attendance

being on time to class

personal organization – time as well as materials

consistent effort

completing all assignments

participating in class

devoting time each day to study and review

engaging in extracurricular activities

Parents: Tips to Help Your Child Succeed

- Work with your child to plan middle school courses and activities. The courses your child selects now make an impact on high school course selection.
- Make sure your child is in school regularly and at school on time. Attendance is a critical factor in school success.
- Make it clear that your child must follow school rules and classroom behavior expectations. Each parent of a student enrolled in Culpeper County Public Schools has a duty to assist the school division in enforcing the *Code of Student Conduct*.
- Attend open houses and parent conferences. Get involved with parent education groups and other activities for parents. Volunteer at school.
- Check Parent Portal regularly to monitor your child's progress/grades in his or her courses.
- Read important information that comes home from your child's school, class, or the school division.
- Regularly check the school's website and be aware of important calendar dates for the school year.
- Help your child manage homework time and encourage him or her to complete assignments fully and on time.
- If your child is in need of academic assistance, find out what supports the school offers. Contact your child's teachers for resources.
- Discuss ideas and feelings about school, studies, and activities with your child. Strive to be realistic about what your child can and should be able to do.
- Know your child's friends. Peer relationships are pivotal during the middle school years.

Middle School Course Options & Student Services

Students and parents will collaborate with school counselors to make course selections for grades 6, 7, and 8, using the course descriptions provided in this *Program of Studies* beginning on page 11.

✪ Courses designated with this symbol in the following three pages represent placements made for some students by school personnel based on testing data and/or identified student learning needs. Courses in which students may be placed based on data and/or learning needs do not appear in the student selection course descriptions for each grade level that follow this section. NOTE: These courses take the place of an elective in a student's course schedule.

Standard Courses

Most students are served in mixed ability classes that incorporate differentiated instruction to meet the needs of a range of student abilities. Core academic courses include English, mathematics, science, and history. Elective courses are classes that encourage students to explore interests and talents in areas such as the arts, technology, physical education, and world languages.

Honors, Extended, and Accelerated

Honors, Extended, and Accelerated courses are available to students who seek increased academic rigor in English and mathematics. These classes are designed to prepare students for advanced English coursework in high school (Honors, Dual Enrollment, and Advanced Placement) and to prepare them for future study of mathematics at the high school level.

High School Courses in Middle School

Students who successfully complete the following courses in middle school receive one credit per course toward their high school diplomas:

- Algebra I – mathematics credit
- Geometry – mathematics credit
- Spanish I – world language credit

These courses are designated with a 🎓 symbol in the course descriptions. Students who pass Algebra I or Geometry and pass corresponding SOL assessment will receive a *verified* credit that will be applied toward high school graduation requirements. Only classes taken in grades 9-12 are included in the calculation of a student's high school Grade Point Average (GPA) and class standing. When a student takes Algebra I, Geometry, or Spanish I during middle school, these courses will not be included in GPA or high school class standing.

Expunging High School Courses

Occasionally, students may not demonstrate a desired degree of success in high school courses during middle school. In these cases, parents have the option of requesting that the grade be expunged from the student's transcript. When a credit-bearing grade is removed from the transcript, the high school credit is forfeited. To exercise this option, parents must request in writing that the course be removed from the child's high school transcript. Parents should contact the middle school counseling office for procedure and deadline requirements.

Gifted (ACE)

Students who have been identified as gifted may participate in *Academically Challenging Education* (ACE) at each grade level. ACE services are based on both enrichment and acceleration of the middle school curriculum.

✪ ACE 6 – Creative Solutions

The 6th grade A.C.E. class meets every other day as an elective course. This course is based on both enrichment and acceleration and supports the middle school curriculum with a focus on Gifted learners exclusively. During the fall, students will research mysteries and forensic science. In the spring, students will focus on nuclear power, basic coding, and other technology heavy lessons. In both semesters, students will be actively engaged in hands-on critical thinking activities. Students will have the chance to develop their creativity through projects and interactive activities designed to promote problem solving skills.

✪ ACE 7 – Creative Solutions

The 7th grade A.C.E. class meets every other day as an elective course. This course is based on both enrichment and acceleration and supports the middle school curriculum with a focus on Gifted learners exclusively. In this ACE course, students will engage in a study of the solar system, global warming, and space

missions. During the spring, students will explore physics and Newtonian laws. They will also create and code robotic animals. Upon completion, they will understand essential ideas about physics, coding, robotics, and the challenges of space flight. Students will have the chance to develop their creativity through projects and interactive activities designed to promote problem solving skills.

✪ ACE 8 – Research and problem-solving

ACE 8 will utilize a blended-learning environment where students may participate in online learning experiences, independent research, and practical problem-solving skills such as the Future City project. Other activities may include robotics, coding, and research designed to engage gifted learners on a higher level. In preparation for future Advanced Placement and Dual Enrollment coursework, writing will be a major focus.

Reading Support

A variety of reading support classes are offered for students who are reading below grade level. Placement in these classes is determined based on individual reading level and provided SOL scores. Classes are in a small group setting and provide explicit instruction in vocabulary development, oral reading fluency, and reading comprehension strategies. All reading programs are research based.

Math Support

✪ Algebra Readiness (Grades 6, 7, or 8)

Placement in Algebra Readiness is determined based on prior Mathematics SOL scores and individual student data. Algebra Readiness is a course designed to prepare students at the 6th, 7th and 8th grade levels for future success in Algebra in addition to their core mathematics course. Algebra Readiness provides students with small group and individualized instruction designed to enhance and strengthen their understanding of elementary and middle school mathematics concepts in Number Sense, Computation and Estimation, Algebra, Geometry, Measurement, Probability, and Statistics. Instruction in this course is individualized based on student mathematical needs as determined by testing results.

Services for Students with Disabilities

Special education and related services are provided to students found eligible under the provisions of the Individuals with Disabilities Education Act (IDEA) in the areas of Autism, Deaf-Blindness, Deafness, Developmental Delay, Emotional Disability, Hearing Impairment, Intellectual Disability, Multiple Disabilities, Orthopedic Impairment, Other Health Impairment, Specific Learning Disability, Speech or Language Impairment, Traumatic Brain Injury, and Visual Impairment including Blindness. Related services, including (but not limited to) occupational therapy, physical therapy, speech-language therapy, and special transportation are provided to students who require such services in order to receive benefit from their primary special education services.

Special education services are provided as determined in a student's Individualized Education Plan (IEP). Teachers and related services staff develop and implement students' IEPs in a collaborative manner with parents, general education teachers, and specialists.

Services for Students with Section 504 Eligibility

Students with medical conditions and/or disabilities also have protection under Section 504 of the Rehabilitation Act. If applicable, these students are provided with a 504 Plan that addresses specific accommodations needed in the school setting in order to fully participate and progress in the general curriculum.

English as a Second Language

Unique programs of instruction are available to students identified as English Learners (EL). Upon enrollment in CCPS, all students and/or their guardians must provide information about home language. When indicated that any language other than English is spoken in the home, an English proficiency screening assessment is administered by a trained instructor. These assessment results provide insight for designing an appropriate educational path for each student.
Student placement in middle school ESL program courses is determined by CCPS ESL Department on an individual basis based on, but not limited to, LEP (Limited English Proficient) Level, prior educational experience, student transcripts, SOL scores, and teacher input.

More information about gifted, special education, or English as a Second Language services is available on the CCPS website or by contacting your child's school, or the CCPS central office at (540) 825-3677.

VDOE Standards of Learning Testing

VDOE requires that all students enrolled in English, mathematics, science and history/social studies take Standards of Learning tests at designated grade levels. In the Course Description section of this *Program of Studies*, courses that may include an SOL test are designated with this symbol: **SOL**
Students will take SOL tests in the following subjects during middle school:

Grade 6
- Reading
- Mathematics

Grade 7
- Reading
- Mathematics*

Grade 8
- Reading
- Writing
- Science
- Mathematics*
- Civics and Economics

*Students enrolled in Algebra I and/or Geometry will take the SOL tests associated with those courses, which count toward high school verified credits and graduation requirements

Middle School 3-Year Planning

Below is an overview for students in grades 6, 7 and 8. Counselors work with students and parents to select appropriate courses in English, mathematics, science, and social studies, and to provide enrichment opportunities based on a student's learning needs, academic achievement, and interests.

	Grade 6	**Grade 7**	**Grade 8**
English	English 6 or English 6 Honors	English 7 or English 7 Honors	English 8 or English 8 Honors
Social Studies	Social Studies 6	Social Studies 7	Civics & Economics 8
Science	Science 6	Life Science 7	Physical Science 8
Math	Course I Math 6 or Course I Math 6 Extended or Pre-Algebra Extended 6	Course II Math 7 or Pre-Algebra Extended 7 or Pre-Algebra/Algebra I Accelerated or Algebra I Accelerated 7	Pre-Algebra 8 or Algebra I Accelerated 8 or Geometry Accelerated 8
Elective	Combination of Full-Year, Semester-Long, and Quarter-Long Electives	Combination of Full-Year and Semester-Long Electives	Combination of Full-Year and Semester-Long Electives
	Elective & Exploratory Courses Meet Every Other Day (A/B Schedule)		

Plan Ahead for Career & Technical Education

Culpeper County Public Schools has a goal of opening a new Career and Technical Education (CTE) School in August, 2020. It will be located adjacent to the Germanna Community College, Culpeper Daniel Technology Center.

Planned high school courses of study include:

- Automotive Technology
- Cosmetology
- Cyber-security
- Medical Technician
- Industrial Maintenance Technician
- Emergency Medical Technician
- Building Trades - HVAC, Masonry, Carpentry, and Electrical

Students will attend half a day at their home school (either CCHS or EVHS) and half a day at the CTE School. They will graduate with an industry credential and be prepared to enter directly into the workplace or to pursue further education and training after high school.

The new school will provide enrollment opportunities for students who will be 10th-12th graders in 2020 and beyond and seek to focus on specialized training and workplace readiness skills.

Current courses at the high schools that will prepare students for CTE specializations in 2020 include CTE electives in the following areas:

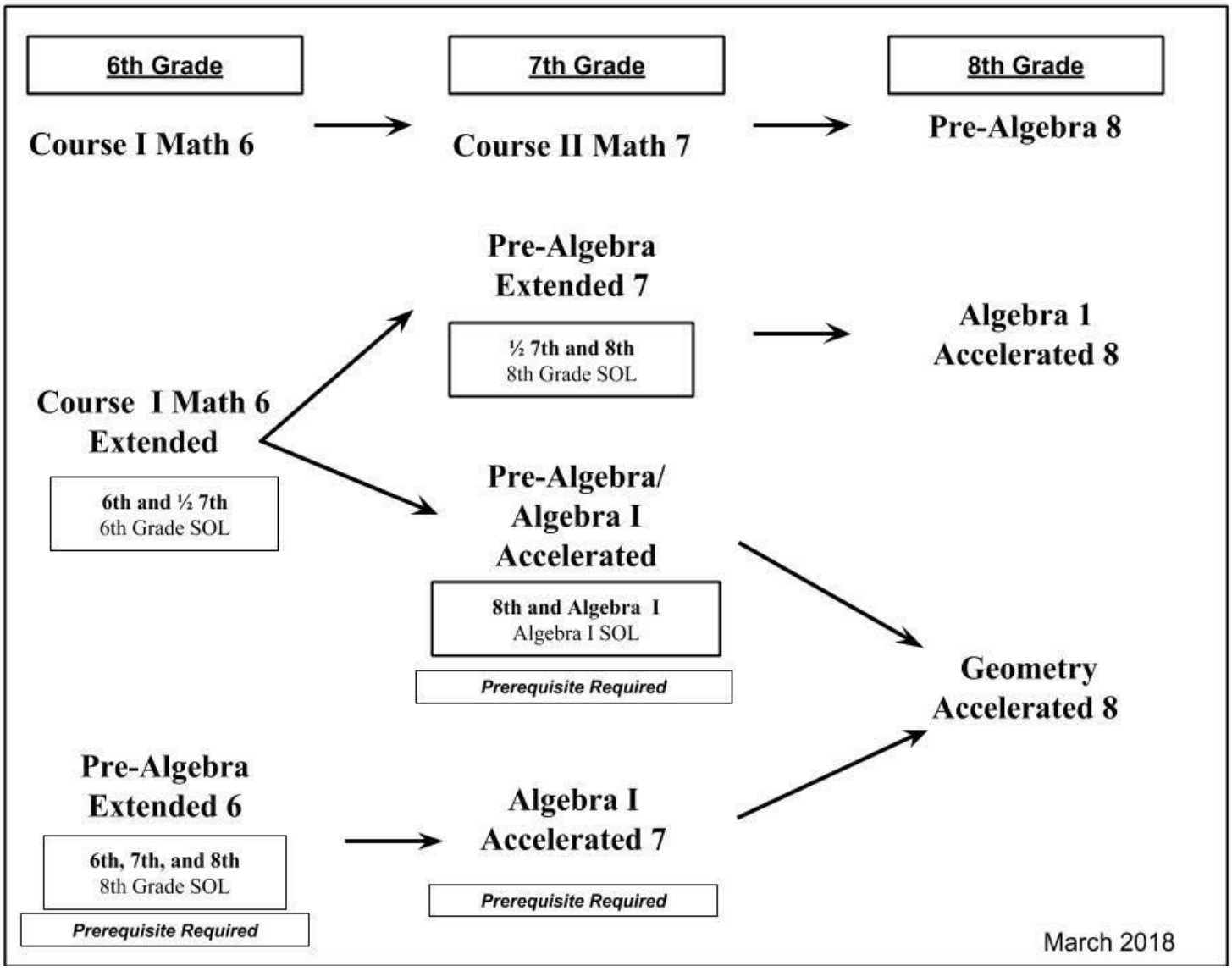
- agriculture
- business and information technology
- family and consumer sciences
- health occupations
- marketing
- technology education
- trade and industrial education

Please see your school counselor for assistance in choosing classes to ensure you have completed the recommended coursework to prepare students for a technical specialization at the new CTE School.

17441 Frank Turnage Drive, Culpeper, Virginia
(adjacent to GCC Daniel Technology Center)

Middle School Mathematics Pathways 2020-2021

The following chart depicts a visual representation of the mathematics course pathways from grade 6 to 8. See course descriptions on the following pages for more information about course content and prerequisites.



Text-based Representation of the Chart Above:

Course I Math 6 leads to Course II Math 7, which leads to Pre-Algebra 8.

Course I Math 6 Extended may lead to either Pre-Algebra Extended 7 or Pre-Algebra/Algebra I Accelerated. Students in Pre-Algebra Extended 7 progress to Algebra I Extended 8. Students in Pre-Algebra/Algebra I Accelerated progress to Geometry Accelerated 8.

Pre-Algebra Extended 6 leads to Algebra I Accelerated 7, which leads to Geometry Accelerated 8.

Prerequisites for course placement and SOL testing information for each course are listed in the course descriptions on the following pages.

Grade 6

Sixth grade represents a significant transition from elementary school to middle school. Many exciting changes are in store for students moving from grade 5 to grade 6, including changing classrooms/teachers for each subject, being assigned a locker for personal belongings, and selecting interesting subject areas to explore as electives.

To encourage exploration of various subjects of interest and to find many areas of ability, grade 6 is set up so that students may experience elective courses in a number of different configurations that depend a great deal on the student's needs and interests, as well as the schedule of classes available each year.

Counselors will assist students in selecting courses and creating a schedule that allows high levels of achievement in core academic subjects as well as the opportunity to explore various subjects through year-long, semester-long (18 week), or quarter-long (9 week) elective/exploratory classes.

Core	Electives	Exploratory Courses
English 6	Beginning Band 6	Family & Consumer Science 6
Honors English 6	Intermediate Band 6	Intro to Agriscience 6
Social Studies 6	Chorus 6	Intro to Technology 6
Science 6	Art 6	Theatre Arts 6
Course I Math 6	Health & Physical Education 6	World Language Exploration 6
Course I Math 6 Extended		
Pre-Algebra Extended 6		

ENGLISH

English 6 SOL

In sixth grade, students continue to build upon skills previously taught in earlier grades. There is a continued emphasis on reading comprehension by comparing fiction and nonfiction texts. In fiction texts, students will identify elements of narrative structure including identifying themes and analyzing figurative language. In sixth grade, there is an increased 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 also plan, draft, revise, and edit writing in a variety of forms with an emphasis on narrative and reflective writing. Students will continue to deliver multimodal presentations individually and in collaborative groups. Students will also interpret information presented in diverse media formats. The student will find, evaluate, and select appropriate resources for a research product and cite both primary and secondary sources. As in earlier grades, the meaning and consequences of plagiarism will be stressed. Students will take the Grade 6 Reading SOL test.

English 6 Honors SOL

Prerequisite: Passing SOL scores for Gr 5 English
Recommended background: Adv SOL scores for Gr 5 English, teacher recommendation

Students participate in an advanced program that meets all the objectives of English 6 with an added level of rigor and depth of study. Students enrolled in this course require strong study habits and high interest in the subject area. Students enrolled in Honors will read texts at Lexile levels above grade level. They critically analyze a wide variety of genres and forms through readings and writings that are focused on developing interpretive skills with increasing complexity and sophistication. Grammar and vocabulary studies support advanced reading and writing levels. Presentation and research skills are expanded. Honors level English courses in grades 6-10 seek to prepare CCPS students for success in advanced courses at the high school level, which may include AP English courses, Dual Enrollment English courses, Honors English courses, or programs such as Germanna Scholars or Commonwealth Governor's School. Students will take the Grade 6 Reading SOL test.

SOCIAL STUDIES

Social Studies 6 – U.S. History to 1865

Students will use skills of historical and geographical analysis to explore the early history of the United States and understand ideas and events that strengthened the union. The standards for this course relate to the history of the United States from pre-Columbian times until 1865. Students will continue to learn fundamental concepts in civics, economics, and geography as they study United States history in chronological sequence and learn about change and continuity in our history. They also will study documents and speeches that laid the foundation of American ideals and institutions. Students will complete performance based assessments in lieu of an end-of-course SOL test.

SCIENCE

Science 6

Grade 6 Science is a course designed to cover the Virginia Standards of Learning for 6th grade. The sixth-grade standards continue to emphasize data analysis and experimentation. Methods are studied for testing the validity of predictions and conclusions. Scientific methodology, focusing on precision in stating hypotheses and defining dependent and independent variables, is strongly reinforced. The concept of change is explored through the study of transformations of energy and matter. The standards present an integrated focus on the role of the sun's energy in Earth's systems, on water in the environment, on air and atmosphere, and on basic chemistry concepts. A more detailed understanding of the solar system and space exploration becomes a focus of instruction. Natural resource management, its relation to public policy, and cost/benefit tradeoffs in conservation policies are introduced. Grade 6 standards will be assessed in 8th grade when students take the Physical Science SOL test.

MATH

Course I Math 6 SOL

Course I Math 6 is a course designed to cover the Virginia Standards of Learning for 6th grade. The sixth-grade standards provide a transition from the emphasis placed on whole number arithmetic in the elementary grades to foundations of algebra. The standards include a focus on rational numbers and operations involving rational numbers, build on the concept of graphical representation of data developed in the elementary grades, develop concepts regarding measures of center, solve linear equations and inequalities in one variable, and represent proportional relationships. Students will take the Grade 6 SOL test.

Course I Math 6 Extended SOL

Recommended Background: B+ or better in Grade 5 Mathematics; 460 or higher on Grade 5 SOL test; 40% or better on Grade 6 Predictor; teacher recommendation

Course I Math 6 Extended is a course designed to cover the Virginia Standards of Learning for 6th grade and part of 7th grade. The sixth- and seventh-grade standards provide a transition from the emphasis placed on whole number arithmetic in the elementary grades to foundations of algebra. The standards include a focus on rational numbers and operations involving rational numbers, build on the concept of graphical representation of data developed in the elementary grades, develop concepts regarding measures of center, solve linear equations and inequalities in one variable, and represent proportional relationships. The standards build on the concept of ratio to solve problems involving proportional reasoning, solve problems involving volume and surface area, and continue to develop their understanding of solving linear equations and variables in one variable by applying the properties of real numbers. Students will take the Grade 6 SOL test.

Pre-Algebra Extended 6 SOL

Prerequisite: A- or better in Grade 5 Mathematics; 525 or higher on Grade 5 SOL test; 50% or better on Grade 6 Predictor; teacher recommendation

Pre-Algebra Extended 6 is a course designed to cover the Virginia Standards of Learning for 6th, 7th, and 8th grade. The sixth- and seventh-grade standards provide a transition from the emphasis placed on whole number arithmetic in the elementary grades to foundations of algebra then the eighth-grade standards continue to build on the concepts needed for success in high school level algebra, geometry, and statistics. The standards include a focus on rational numbers and operations involving rational numbers, build on the concept of graphical representation of data developed in the elementary grades, develop concepts regarding measures of center, and represent proportional relationships. The standards build on the concept of ratio to solve problems involving proportional reasoning, focus on the relationships among the properties of quadrilaterals, continue to develop their understanding of solving linear equations and variables in one variable by applying the properties of real numbers, discern between proportional and non-proportional relationships, and begin to develop a concept of slope as a rate of change. Students will explore real numbers and subsets of the real number system, expound upon proportional reasoning, find the volume and surface area of more complex three-dimensional figures, apply transformations to geometric shapes in the coordinate plane, verify and apply the Pythagorean Theorem creating a foundation for further study of triangular relationships in geometry, and represent data and make predictions by observing data patterns. The grade eight standards are vital to providing a solid foundation in Algebra I for students in middle school mathematics. Students will take the Grade 8 SOL test.

YEAR-LONG ELECTIVES

Beginning Band 6

The beginning band class will introduce students to performance on traditional concert band instruments. Students will learn about basic care and maintenance of their instrument, learn to read standard music notation, explore many different styles of music, learn about the art of performing, and participate in public performances. Daily practice will be required. Students will use a method book, as well as printed sheet music, and the goal for the class will be to complete Book One of the method.

Intermediate Band 6

This class is designed for those students who have played a band instrument for at least one year. They will continue the study of music begun in the beginning band. They will participate in public performances and will learn more advanced concepts of ensemble playing. The focus of the intermediate class is on the musical growth of the band, as well as the individual. Weekly practice will be required. Students will use a method book and printed sheet music. The goal for the class will be to review Book One and begin work in Book Two.

Chorus 6

Students will begin to learn to sight-read and interpret written music on a staff. Students will learn proper choral behaviors, beginning vocal production techniques and breathing techniques to improve on performance ability. Performance opportunities will be plentiful throughout the year, with at least three “required” performances, at least two being in the evening.

SEMESTER-LONG ELECTIVES

Art 6

During their allotted art exploratory time the students will explore the many forms of the visual arts. Painting, drawing, collage, pastel, art history, and career possibilities will be covered. A major goal of the class is to develop an appreciation by the students for the many forms and styles found in the visual arts.

Health & Physical Education 6

Students will work to improve the following components of physical fitness:
1. cardiovascular endurance
2. muscular strength
3. agility
4. speed
5. flexibility

Students will work together to improve their understanding of team strategies and also be given opportunities to improve individual skills. Positive attitudes towards classmates and teammates will be emphasized, while also demonstrating good sportsmanship towards school staff, peers and officials. Students will participate in various sports and games. In addition, students will review the components of health and wellness to include healthy concepts, healthy decisions, and advocacy through health promotion. Family Life objectives will be addressed through Health and PE including an option for opt-outs.

9-WK EXPLORATORY ELECTIVES

Family & Consumer Science 6

Students will receive a foundation for managing individual, family, career, and community roles and responsibilities. Students will focus on areas of individual growth such as personal goal achievement, responsibilities within the family, and accountability for personal safety and health. They also will explore and practice financial management, clothing maintenance, food preparation, positive and caring relationships with others, and self-assessment as related to career exploration. Students apply problem-solving and leadership skills as they progress through the course.

Introduction to Agriscience 6

The class develops an awareness of the relationship between agriculture and science. Students learn about plants through plant propagation exercises. Safety is the key as students use hand and portable power tools to complete a woodworking project. Computers are used extensively as students study small and companion animals as well as production animals. Students learn about the value of agriculture as well as careers in the field. Agriculture research and soil conservation are covered.

Introduction to Technology 6

This is a nine-week exploratory course where students are exposed to the nature and concepts of technology, including systems, machines, and energy. Textbook learning is integrated into research, slide presentations, and simple hands-on projects. Students learn and appreciate the importance of technology to people and society, and begin to understand the various contexts in which technology is applied.

Theatre Arts 6

The students will be exposed to the basics of theatre, including improvisation, auditioning, and speaking in public. Career options related to the performing arts will be explored.

World Language Exploration 6

In this 9-week course, students will explore the fundamentals of second language acquisition through the introduction of the Spanish language and its associated cultures. Students will learn basic vocabulary and grammar. They will practice reading, writing, speaking, and listening skills in Spanish. Key to this course is the development of fundamental language acquisition skills useful for future study of a world language, as well as for greater understanding of the construction of languages in general. Emphasis will be placed on the relationship between language and culture.

GRADE 7

Core	Year-Long Electives	Semester-Long Electives & Exploratory Courses
English 7	Band 7	Agriscience 7
English 7 Honors	Chorus 7	Art 7
Social Studies 7		Theatre Arts 7
Life Science 7		Family & Consumer Science 7
Course II Math 7		Guitar 7
Pre-Algebra Extended 7		Inventions & Innovations 7
Pre-Algebra/Algebra I Accelerated		Health & Physical Education 7
Algebra I Accelerated 7		World Language Exploratory 7

ENGLISH

English 7 SOL

In seventh grade, students continue to build upon skills previously taught in earlier grades. 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. In seventh grade, 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 also 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 also interpret information presented in diverse media formats. Students share responsibility for collaborative work, as both a contributor and a facilitator, while working for consensus to accomplish goals. The student will apply research techniques to quote, summarize, and paraphrase research findings while properly citing sources. As in earlier grades, the meaning and consequences of plagiarism will be stressed. Students will take the Grade 7 Reading SOL test.

English 7 Honors SOL

Recommended background: B or higher in English 6 Honors (or A in English 6), teacher recommendation

Students participate in an advanced program that meets all the objectives of English 7 with an added level of rigor. Students enrolled in this course require strong study habits and high interest in the subject area. They critically analyze a wide variety of genres and forms through readings and writings which are focused on developing interpretive skills with increasing complexity and sophistication. Grammar and vocabulary studies support advanced reading and writing levels. Presentation and research skills are expanded. Honors level English courses in grades 6-10 seek to prepare CCPS students for success in advanced courses at the high school level, which may include AP English courses, Dual Enrollment English courses, Honors English courses, or programs such as Germanna Scholars or Commonwealth Governor's School. Students will take the Grade 7 Reading SOL test.

SOCIAL STUDIES

Social Studies 7 – U.S. History 1865 to Present

Students will continue to use skills of historical and geographical analysis as they examine American history since 1865. The standards for this course relate to the history of the United States from the end of the Reconstruction era to the present. Students should continue to learn fundamental concepts in civics, economics, and geography within the context of United States history. Political, economic, and social challenges facing the nation reunited after Civil War will be examined chronologically as students develop an understanding of how the American experience shaped the world's political and economic landscape. Students will complete performance based assessments in lieu of an end-of-course SOL assessment.

SCIENCE

Life Science 7

Life Science in grade 7 is a course designed to cover the Virginia Standards of Learning for Life Science. The Life Science standards emphasize a more complex understanding of change, cycles, patterns, and relationships in the living world. Students build on basic

principles related to these concepts by exploring the cellular organization and the classification of organisms; the dynamic relationships among organisms, populations, communities, and ecosystems; and change as a result of the transmission of genetic information from generation to generation. Inquiry skills at this level include organization and mathematical analysis of data, manipulation of variables in experiments, and identification of sources of experimental error. Metric units (SI – International System of Units) are expected to be used as the primary unit of measurement to gather and report data at this level. Grade 7 standards will be assessed in 8th grade when students take the Physical Science SOL test.

MATH

Course II Math 7 SOL

Course II Math 7 is a course designed to cover the Virginia Standards of Learning for 7th grade. The seventh-grade standards continue to emphasize the foundations of algebra. The standards address the concept of and operations with rational numbers, build on the concept of ratios to solve problems involving proportional reasoning, solve problems involving volume and surface area, focus on the relationships among the properties of quadrilaterals, continue to develop their understanding of solving linear equations and variables in one variable by applying the properties of real numbers, discern between proportional and non-proportional relationships, and begin to develop a concept of slope as a rate of change. Students will take the Grade 7 SOL test.

Pre-Algebra Extended 7 SOL

Recommended Background: C or better in Course I Math 6 Extended; 450 or higher on Grade 6 SOL test

Pre-Algebra Extended 7 is a course designed to cover the Virginia Standards of Learning for part of 7th grade and 8th grade. The seventh-grade standards continue to emphasize the foundations of algebra. The standards focus on the relationships among the properties of quadrilaterals, discern between proportional and non-proportional relationships, and begin to develop a concept of slope as a rate of change. The eighth-grade standards continue to build on the concepts needed for success in high school level algebra, geometry, and statistics. Students will explore real numbers and subsets of the real number system, expound upon proportional reasoning, find the volume and surface area of more complex three-dimensional figures, apply transformations to geometric shapes in the coordinate plane, verify and apply the Pythagorean Theorem creating a foundation for further study of triangular relationships in geometry, represent data and make predictions by observing data patterns, build upon the algebraic concepts developed in the standards for grade six and seven mathematics. The grade eight standards are vital to providing a solid foundation in Algebra I for students in middle school mathematics. Students will take the Grade 8 SOL test.

Pre-Algebra/Algebra I Accelerated SOL

Prerequisite: B or better in Course I Math 6 Extended; 500 or higher on the Grade 6 SOL test; pass the Algebra readiness test; teacher recommendation

Pre-Algebra/Algebra I Accelerated is a course designed to cover the Virginia Standards of Learning for 8th grade and Algebra I. The eighth-grade standards continue to build on the concepts needed for success in high school level algebra, geometry, and statistics. Students will explore real numbers and subsets of the real number system, expound upon proportional reasoning, find the volume and surface area of more complex three-dimensional figures, apply transformations to geometric shapes in the coordinate plane, verify and apply the Pythagorean Theorem creating a foundation for further study of triangular relationships in geometry, represent data and make predictions by observing data patterns, and build upon the algebraic concepts developed in the standards for grade six and seven mathematics. The study of Algebra I assists students in generalizing patterns or modeling relevant, practical situations with algebraic models. These standards require students to use algebra as a tool for representing and solving a variety of practical problems. Tables and graphs will be used to interpret algebraic expressions, equations, and inequalities and to analyze behaviors of functions. These standards include a transformational approach to graphing functions and writing equations when given the graph of the equation. Students will take the Algebra I SOL test.

Algebra I Accelerated 7 SOL

Prerequisite: 450 or higher on Grade 8 SOL test; B- or better in Pre-Algebra Extended 6

Algebra I Accelerated 7 is a course designed to cover the Virginia Standards of Learning for Algebra I. The study of Algebra I assist students in generalizing patterns or modeling relevant, practical situations with algebraic models. These standards require students to use algebra as a tool for representing and solving a variety of practical problems. Tables and graphs will be used to interpret algebraic expressions, equations, and inequalities and to analyze behaviors of functions. These standards include a transformational approach to graphing functions and writing equations when given the graph of the equation. Students will make connections between Algebra I and other subject areas through practical applications in order to attach meaning to the abstract concepts of algebra. Students will take the Algebra I SOL test.

YEAR-LONG ELECTIVES

Band 7

Seventh grade intermediate band will continue the work begun in sixth grade. Book Two of the method will be used, as well as sheet music that is much more difficult than that learned in sixth grade. The

focus of the seventh grade band is the musical growth of the band as a whole. There will be more performance opportunities, including at least one competition field trip and several football games. Occasional after school rehearsals will be required to prepare for performances.

Chorus 7

Students will continue to sight-read and interpret written music on a staff. Students will be expected to employ proper choral behaviors, vocal production techniques and breathing techniques to improve performance ability. Performance opportunities will be plentiful throughout the year, with at least three "required" performances, at least two being in the evening.

SEMESTER-LONG ELECTIVES & EXPLORATORY COURSES

Agriscience Technology 7

Students will use computers, hand and power tools, plants and a wide variety of activities to become acquainted with the many aspects of today's agriculture industry. Over 20% of all jobs are related to agriculture. Additional areas covered include electricity and the animal industry. While students will learn information and gain skills that will be very useful, this class will help students determine if they wish to continue in agriculture classes in the future.

Art 7

During their allotted art exploratory time the students will explore the many forms of the visual arts. Painting, hand building in clay, drawing, collage, pastel, art history, and career possibilities will be covered. A major goal of the class is to develop an appreciation by the students for the many forms and styles found in the visual arts.

Family & Consumer Science 7

Students will receive a foundation for managing individual, family, work, and community roles and responsibilities. Students focus on their individual development as well as their relationships and roles within the family unit. They learn how to maintain their living and personal environments and to use nutrition and wellness practices. Students also apply consumer and family resources, develop textile, fashion and apparel concepts, and explore careers related to FACS. Time is also provided for developing early childhood education concepts and leadership skills.

Guitar 7

Students will learn to properly play classical guitar. Students will learn to read music from a written staff and will be able to play guitar from the music. Performance opportunities will be expected during the semester.

Inventions & Innovations 7

Inventions and innovations will introduce students to the concepts of invention (creating a new device), and innovation (changing an existing invention). Designing and researching problems, engineering concepts, and creating, selecting, and refining solutions will be introduced during the course. Technology is used to solve problems and students will learn how the design process can be employed to create a useful solution. Areas of study include Computer Animation, Forensics, Computer Aided Design, and the Design Process. Although not a requirement, students should have achieved at least a B grade in Course 1 math to take this course.

Health & Physical Education 7

Students will work to improve the following components of physical fitness:
1. cardiovascular endurance
2. muscular strength
3. agility
4. speed
5. flexibility

Students will work together to improve their understanding of team strategies and also be given opportunities to improve individual skills. Positive attitudes towards classmates and teammates will be emphasized, while also demonstrating good sportsmanship towards school staff, peers and officials. Students will participate in various sports and games. In addition, students will review the components of health and wellness to include healthy concepts, healthy decisions, and advocacy through health promotion. Family Life objectives will be addressed through Health and PE including an option for opt-outs.

Theatre Arts 7

Students will explore the fundamentals of acting, improvisation, voice production and articulation, pantomime, stage blocking, and production. Students will perform a poem, monologues, scenes, and a class play. The emphasis of this class is on performance.

World Language Exploratory 7

During the 18-week language exploration course, students will study the French, German, and Spanish languages and their associated cultures, including some geography – as well as the influences of these languages and cultures in the United States – through a variety of activities. Students will spend six weeks exploring each language and culture. They will practice reading, writing, speaking, and listening skills in each target language. The course focuses on learning basic vocabulary in the target language, as well as fundamental language acquisition skills useful for future study of a world language and for greater understanding of the construction of languages in general. Emphasis will be placed on the relationship between language and culture.

GRADE 8

Core	Year-Long Electives	Semester-Long Electives & Exploratory Courses
English 8	Advanced Acting (CMS only)	Agriscience Technology 8
English 8 Honors	Advanced Band 8	Art 8
Civics & Economics 8	Chorus 8	Advanced Art 8
Physical Science 8	Spanish 1	Theater Arts 8
Pre-Algebra 8	Yearbook (CMS only)	Family & Consumer Science 8
Algebra I Accelerated 8		Guitar 8
Geometry Accelerated 8		Physical Education 8
		Small Animal Care I
		Technological Systems 8

ENGLISH

English 8 SOL

Students continue to build upon skills previously learned in earlier grades. There is continued emphasis on reading comprehension by comparing fiction and nonfiction texts. In fiction texts, students will explain the development of theme(s), and compare/contrast authors' styles. There will be increased emphasis on nonfiction reading, and students will analyze authors' qualifications, point-of-view, and style. Students will continue the study of word origins, roots, connotations, and denotations. Students 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. Students will evaluate, analyze, develop, and produce media messages. Students will create multimodal presentations that include different points-of-view, and collaborate with others to exchange ideas, make decisions, and solve problems. Students will apply research techniques to analyze information gathered from diverse sources by identifying misconceptions and possible bias. Students will also cite primary and secondary sources. As in earlier grades, the meaning and consequences of plagiarism will be stressed. Students will take the Grade 8 Reading & Writing SOL tests.

English 8 Honors SOL

Recommended background: B or higher in English 7 Honors (or A in English 7), teacher recommendation

Students participate in an advanced program that meets all the objectives of English 8 with an added level of rigor. Students enrolled in this course require strong study habits and high interest in the subject area. They critically analyze a wide variety of genres and forms through readings and writings which are focused on developing interpretive skills with increasing complexity and sophistication. Grammar and vocabulary studies support advanced reading and writing levels. Presentation and research skills are expanded. Honors level English courses in grades 6-10 seek to prepare CCPS students for success in advanced courses at the high school level, which may include AP English courses, Dual Enrollment English courses, Honors English courses, or programs such as Germanna Scholars or Commonwealth Governor's School. Students will take the Grade 8 Reading & Writing SOL tests.

SOCIAL STUDIES

Civics & Economics 8 SOL

State standards for Civics and Economics examine the roles citizens play in the political, governmental, and economic systems in the United States. Students will view the Constitution of the United States and how these guiding principles originated or were influenced by Virginia. Students will identify the rights, duties, and responsibilities of citizens; and describe the structure and operation of government at the local, state, and national levels. Students investigate the process by which decisions are made in the American market economy and explain the government's role. The standards identify personal character traits, such as patriotism, respect for the law, and a sense of civic duty, that facilitate thoughtful and effective participation in civic life of an increasingly diverse democratic society. Students will take an end-of-course SOL test as mandated by the state.

SCIENCE

Physical Science 8 SOL

Physical Science in grade 8 is a course designed to cover the Virginia Standards of Learning for Physical Science. The Earth Science standards connect the study of Earth's composition,

structure, processes, and history; its atmosphere, fresh water, and oceans; and its environment in space. The standards emphasize historical contributions in the development of scientific thought about Earth and space. The standards stress the interpretation of maps, charts, tables, and profiles; the use of technology to collect, analyze, and report data; and the utilization of science skills in systematic investigation. Problem solving and decision making are an integral part of the standards, especially as they relate to the costs and benefits of utilizing Earth's resources. Major topics of study include plate tectonics, the rock cycle, Earth's history, the oceans, the atmosphere, weather and climate, and the solar system and universe. The Physical Science SOL test taken in 8th grade assesses 6th grade, Life Science, and Physical Science SOLs.

MATH

Pre-Algebra 8 SOL

Pre-Algebra 8 is a course designed to cover the Virginia Standards of Learning for 8th Grade. The eighth-grade standards continue to build on the concepts needed for success in high school level algebra, geometry, and statistics. Students will explore real numbers and subsets of the real number system, expound upon proportional reasoning, find the volume and surface area of more complex three-dimensional figures, apply transformations to geometric shapes in the coordinate plane, verify and apply the Pythagorean Theorem creating a foundation for further study of triangular relationships in geometry, represent data and make predictions by observing data patterns, build upon the algebraic concepts developed in the standards for grade six and seven mathematics. The grade eight standards are vital to providing a solid foundation in Algebra I for students in middle school mathematics. Students will take the Grade 8 SOL test.

Algebra I Accelerated 8 SOL

Prerequisite: Successful completion of Pre-Algebra

Algebra I Accelerated 8 is a course designed to cover the Virginia Standards of Learning for Algebra I. The study of Algebra I assist students in generalizing patterns or modeling relevant, practical situations with algebraic models. These standards require students to use algebra as a tool for representing and solving a variety of practical problems. Tables and graphs will be used to interpret algebraic expressions, equations, and inequalities and to analyze behaviors of functions. These standards include a transformational approach to graphing functions and writing equations when given the graph of the equation. Students will take the Algebra I SOL test.

Geometry Accelerated 8 SOL

Prerequisite: Successful completion of Algebra I; pass Algebra I SOL test

Geometry Accelerated 8 is a course designed to cover the Virginia Standards of Learning for Geometry. The study of Geometry includes an emphasis on developing reasoning skills through the exploration of geometric relationships including properties of geometric figures, trigonometric relationships, and mathematical proofs. In this course, deductive reasoning and logic are used in direct proofs, which are presented in different formats and employ definitions, postulates, theorems, and algebraic justifications. This set of standards includes emphasis on two- and three-dimensional reasoning skills, coordinate and transformational geometry, and the use of geometric models to solve problems. Students will take the Geometry SOL test.

YEAR-LONG ELECTIVES

Advanced Acting 8

Available Only at CMS

The culminating project for this class will be a showcase of student work representing historical theater periods and playwriting. The students will also participate in a traveling acting troupe that will perform throughout the community. The prerequisite for this course is Drama 7 Performance.

Advanced Band 8

Advanced band will be an opportunity for advanced musical growth. Students will learn more about their individual instruments while continuing to focus on the musical growth of the group. They will complete Book Two of the method and will begin work in Book Three. The class will learn about being musicians and not just players. There will be many performance opportunities, including at least one competition field trip and several football games. Occasional after school rehearsals will be required to prepare for performances.

Chorus 8

Students will learn in-depth sight reading, music theory and performance skills. A variety of musical styles will be studied and performed. Students will be expected to employ proper choral behaviors, vocal production and breathing techniques to improve performance ability. Performance opportunities will be plentiful throughout the year, with at least four "required" performances, at least two being in the evening.

Spanish I

Recommended background: B or higher in English and teacher recommendation

This course is an introductory course in the four skills of language learning: listening, speaking, reading, and writing. The acquisition of basic vocabulary and grammar concepts is a focus of this first year of study. The language is presented within the context of the contemporary Spanish speaking world and its culture, as well as the influence of the language and culture in the United States. Emphasis will be placed on the relationship between language and culture. Upon successful completion of this course, the student will not be fluent in the language but should be performing at Novice-Mid level of the American Council of Teachers of Foreign Language (ACTFL) proficiency guidelines. This is a high school academic elective geared to those students planning to work toward the Advanced Studies Diploma or those who have a strong interest in the acquisition of the language. This course is not intended for native Spanish speakers.

Yearbook

Available Only at CMS

Yearbook is a year-long course. Yearbook staff members will use this time to help them brainstorm for a theme, take photos, organize the book using the ladder diagram, and create aesthetically pleasing page layouts. Students will collaborate as a group to make a memorable yearbook.

SEMESTER-LONG ELECTIVES & EXPLORATORY COURSES

Agriscience Technology 8

Students interested in finding out more about the rapidly changing world of agriculture will like this combination of agriculture lab experiences, leadership training and new technologies. As in all agriscience classes, the computer will be used extensively as a learning tool and to prepare classroom presentations. International agriculture and agriculture business will be explored. Students will be asked to develop a supervised agriculture experience and to learn about parliamentary procedure. Ag lab work will include woodworking projects and the study of basic principles of electricity. Students will be able to participate in the FFA program throughout the year. FFA will focus on leadership development.

Art 8

Students will participate in planned art activities. Students will be challenged in watercolor and acrylic paints, a variety of drawing techniques, collage work, clay, pen and ink, pastel, and printmaking. Portions of the class will be spent studying art history and career opportunities. Creative thinking and the study of art styles and history throughout the world. Students will culminate semester end with an art exhibition held at the school.

Advanced Art 8

Prerequisite: Teacher Recommendation

This challenging course is designed for students that have been studying art in the 6th and 7th grades. These students should be acquainted with basic art techniques and skills. We will explore a variety of media (watercolor, printmaking, pastels and also 3-D media to name a few) and study many styles of art. Students will be responsible for designing and developing several art projects over the semester that will culminate with an exhibition of their work.

Family & Consumer Science 8

Students will receive a foundation for managing individual, family, career, and community roles and responsibilities. Students will focus on their individual roles in the community as well as how the community influences individual development. Students develop change-management and conflict-resolution skills and examine how global concerns affect communities. Students will enhance their knowledge of nutrition and wellness practices and learn how to maximize consumer and family resources. Students will apply textile, fashion, and apparel concepts to their daily lives, and will receive a background on the stages of early childhood development as related to childcare. Time is provided for exploring careers in the FACS career cluster and developing job-search skills. In addition, students will increase their leadership abilities and explore how volunteerism aids communities.

Guitar 8

Students will learn to properly play classical guitar. Students will learn to read music from a written staff and will be able to play guitar from the music. Performance opportunities will be expected during the semester.

Health & Physical Education 8

Students will work to improve the following components of physical fitness:
1. cardiovascular endurance
2. muscular strength
3. agility
4. speed
5. flexibility

Students will work together to improve their understanding of team strategies and also be given opportunities to improve individual skills. Positive attitudes towards classmates and teammates will be emphasized, while also demonstrating good sportsmanship towards school staff, peers and officials. Students will participate in various sports and games. In addition, students will review the components

of health and wellness to include healthy concepts, healthy decisions, and advocacy through health promotion. Family Life objectives will be addressed through Health and PE including an option for opt-outs.

Small Animal Care I

Students learn how to care for and manage small animals, focusing on instructional areas in animal health, nutrition, management, reproduction, and evaluation. Course content also includes instruction in the tools, equipment, and facilities for small animal care, and provides activities to foster leadership development. Live animal handling may occur.

Technological Systems

Technological Systems is the third course in the middle school sequence of technology classes. It is designed to challenge and prepare students who will be pursuing technology and/or engineering classes in high school and working toward the Advanced Studies Diploma. Strong Language Arts and Math skills are necessary. The course draws heavily upon concepts learned from the four core subjects (especially math and science) in order to synthesize solutions to problems. Students will learn how technology and industry are systems that integrate parts into structures that behave in predictable ways. Each technological system is a dynamic interaction of practices or actions, and students will explore this via a series of independent studies, both at school and at home.

Theatre Arts 8

Eighth grade students will explore the fundamentals of acting, improvisation, the production process, as well as theater appreciation and history. They will be participating in improvisational and ensemble acting exercises to work on collaborative problem solving. They will also research and become knowledgeable about other aspects of the production process including lighting, sound, costume and make-up design, set and prop design, producing, and directing.

Appendix A: High School Graduation Requirements

Standard Diploma

Discipline Area	Diploma Units of Credit	
	Standard	Verified
English	4	2
Mathematics	3	1
Laboratory Science	3	1
History and Social Studies	3	1
Health & Physical Education	2	0
World Language, Fine Arts or CTE	2	0
Economics & Personal Finance	1	0
Electives	4	0
Student Selected	0	0
Total	**22**	**5**

Advanced Studies Diploma

Discipline Area	Diploma Units of Credit	
	Standard	Verified
English	4	2
Mathematics	4	1
Laboratory Science	4	1
History and Social Studies	4	1
Health & Physical Education	2	0
World Language	3	0
Fine Arts or C.T.E.	1	0
Economics & Personal Finance	1	0
Electives	3	0
Total	**26**	**5**

Appendix B: Glossary of Terms & Acronyms

A/B schedule	some courses meet every other day; this arrangement is denoted as an A/B schedule, where one day is A and the next day is B; students will have different classes on A and B days during the same block
accelerated	term used to denote a high school level class or course taken during middle school
ACE	Academically Challenging Education – the name of our CCPS gifted services and courses
ACP	Academic and Career Plan – a plan for the future that each student begins to develop during elementary school and continues to refine throughout middle school and high school
block	CCPS middle and high schools feature a block schedule, which means that students meet in classes for approximately 90 minute “blocks” per subject (as opposed to shorter 45-50 minute “periods” as may be seen in some other school divisions)
credit	a unit of education used to measure progress toward meeting graduation requirements; each high school level class holds the possibility of earning a credit toward graduation (see also “verified credit”)
EL	English Leaner, this term designates students whose first language is not English
elective	a course that a student selects to augment his or her core classes in areas of interest and ability, may include music, art, technology, or other courses outside of math, science, English, and social studies
ESL	English as a Second Language, services and programs intended to support EL students
exploratory course	abbreviated course that allows middle school students to be introduced to elective studies in areas outside of the core academic subjects
extracurricular	activities, clubs, and pursuits that take place outside of the regularly scheduled school day, and are not associated with a class or course
extended	term used to designate courses that explore the subject matter in greater depth and/or breadth than a standard level course in the same subject
GPA	Grade Point Average, an indication of a student's academic achievement in high school, calculated as the total number of grade points received during grades 9-12 divided by the total number of grade points possible
honors	term used to describe courses that explore the subject matter in greater depth and/or breadth than a standard level course, may also be accelerated in terms of pace, and seek to challenge students with a higher level of rigor than a standard course in the same subject
IDEA	Individuals with Disabilities Education Act, a law that makes available a free appropriate public education to eligible children with disabilities throughout the nation and ensures special education and related services to those children

IEP	Individual Education Plan for students eligible under IDEA, a written document meant to address each child's unique learning issues and include specific educational goals
LEP	Limited English Proficiency, a term used to designate students who may qualify for ESL services as English Learners
PBA	Project Based Assessment, an assessment of content and skill mastery that takes the place of a test by requiring a student to complete a "real world" activity that demonstrates knowledge and skills acquired during a course of study
prerequisite	student must meet the specified criteria in order to be placed in the course
Profile of a Graduate	a set of specific traits each CCPS student works toward attaining (see page 2-3)
recommendation	student is strongly encouraged to meet the specified criteria in order to experience a high level of success in the course
SOL	Standards of Learning (see below)
standards of learning	minimum expectations set by VDOE for what students should know and be able to do at the end of each grade or course in English, mathematics, science, history/social science and other subjects
VDOE	Virginia Department of Education
verified credit	a credit that is verified by successful completion of an SOL test or Project Based Assessment