

**Arlington Public Schools**  
**MIDDLE SCHOOL PROGRAM OF STUDIES**  
**2022-23**

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MIDDLE SCHOOL**  
200 South Carlin Springs Road  
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MIDDLE SCHOOL**  
5800 North Washington Blvd.  
Arlington, VA 22205  
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125 South Old Glebe Road  
Arlington, VA 22204  
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**THE ARLINGTON MIDDLE SCHOOL PROGRAM OF STUDIES  
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January 2022



Dear Arlington Families:

Welcome to middle school! We hope you will use this document as a reference and a guide as you plan your middle school sequence of courses. The Program of Studies provides students and parents both general and specific information about curricular offerings and services at the middle schools. In our efforts to achieve clarity and brevity, we have written brief, objective descriptions of the many highlights of the APS' middle schools. You can obtain more information on most of the topics by calling your middle school counseling services office:

Dorothy Hamm Middle School	703/ 228 - 2910
Gunston Middle School	703/ 228 - 6909
Jefferson Middle School	703/ 228 - 5908
Kenmore Middle School	703/ 228 - 6798
Swanson Middle School	703/ 228 - 5508
Williamsburg Middle School	703/ 228 - 5445

Students have many choices as they pursue their interests and expand their experiences. The student, the parents, and the counselor should work together to plan the three years of middle school and to make appropriate revisions along the way. The student's long-range goals and interests as well as the requirements for graduation should guide your decision-making. The 2022-23 Program of Studies supports the process of planning and looking toward the future. Additionally, collaboration with your school's Offices of Counseling Services will help identify many other supports available to your child.

Several of the middle schools also offer focus programs that reflect the unique directions that middle schools have taken in meeting the specific needs of their students. All the other courses are offered at all five middle schools.

We encourage you to maintain communication with your school through orientations, Back-to-School Night, and other scheduled opportunities. You may also call your child's counselor to schedule an individual appointment.

We hope you take advantage of the many opportunities available to you during your child's years in middle school.

Sincerely,

Assistant Superintendent, Chief Academic Officer



# 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 and the Southern Association of Colleges and Schools 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, and social studies, with reading at Grade 6) during a prescribed block of time and then study, exploratory/electives, and non-core subjects during the rest of the day.

## THE CORE CURRICULUM

Students are assigned in groups to teams for their core subjects. This means that approximately fifty to one hundred and twenty-five 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. Teams also infuse career education activities into the core curriculum. 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.

## **THE 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.

### **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.

## 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 and 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.

## PREREQUISITE EXCEPTIONS

Beginning in middle school, students have the opportunity to enroll in advanced courses that may have suggested course prerequisites. The prerequisites are listed to help communicate to students and families what skills or experience may be needed to ensure a student's success in a course. Parents may still enroll their students in these courses without having completed prerequisites, but following this guidance is highly recommended. Parents should discuss their preferences with members of the school staff, especially with their child's counselor. The purpose of soliciting this feedback is to increase the likelihood of student success and inform parents of the academic rigor and requirements of these courses. If a parent decides to enroll a student in a course that was not initially recommended for the student, the parent should notify the school staff of this decision before the end of the school year or as soon as possible after the parent receives notice of the placement.



## 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.

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, Director.....	703-228-2879
ENGLISH LANGUAGE ARTS, Lori Silver, Supervisor.....	703-228-8045
ENGLISH LEARNERS, Sam Klein, Supervisor.....	703-228-6091
GIFTED SERVICES, Cheryl McCullough, Supervisor .....	703-228-6160
HEALTH & PHYSICAL EDUCATION, Deborah DeFranco, Supervisor .....	703-228-6165
MATHEMATICS, Shannan Ellis, Supervisor .....	703-228-6135
SCIENCE, Dat Le, Supervisor.....	703-228-6166
SOCIAL STUDIES, Kerri Hirsch, Supervisor .....	703-228-6140
SECONDARY EDUCATION, Tyrone Byrd, Director .....	703-228-7222
SECONDARY SPECIAL EDUCATION, Heather Rothenbuescher, Interim Director .....	703-228-6055
WORLD LANGUAGES, Elisabeth Harrington, Supervisor.....	703-228-6097

## GRADE 6 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.*

### ENGLISH LANGUAGE ARTS

#### Grade 6 English (11109)

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 6 Reading Full Year (11106) Semester (11108)

*Prerequisite for semester course. High academic achievement on previous reading assessments.*

The sixth-grade full year Reading course is recommended for all students to provide a framework to help students transition from learning to read in elementary school to reading to learn in middle school. This course focuses on the Communication and Multimodal Literacies and Reading strands of the Virginia Standards of Learning. During Grade 6 Reading, teachers focus on the following elements of reading instruction: the reading process, vocabulary instruction focusing on word origins, and how to approach both fiction and nonfiction texts. Students are taught that effective readers apply strategies before, during, and after reading in order to comprehend the meaning of a text. Students use reading as a tool for learning in the content areas. Explicit instruction in reading comprehension strategies, guided practice in how to apply the strategies, and independent reading—including book clubs and reading for pleasure—are also essential elements of the course.

Please note that the semester option is *not* available at all schools, as it is designed to be paired with Introductory World Language (French, Spanish, Latin, Spanish), Spanish for Fluent Speakers, or Transitional Spanish. Students selecting the semester option are expected to have strong scores on previous reading achievement tests. Consult with your teacher and counselor about whether the semester option is appropriate.

#### Grade 6 Reading Strategies Full Year (11102) Semester (11101)

The sixth-grade Reading Strategies course is recommended for students who are entering middle school reading below grade-level. In this course, teachers will use diagnostic data to inform the instruction of individual students. The goals of the course are to provide a framework to help students grow their love of reading, while learning and utilizing word reading and language comprehension skills that will help them access grade-level reading. This course focuses on the Communication and Multimodal Literacies and Reading strands of the Virginia Standards of Learning and Structured Literacy practices. During Grade 6 Reading Strategies, teachers focus on the following elements of reading instruction: learning reading comprehension strategies to form a lifelong love of reading, forming a reading identity, using differentiated structured literacy instruction in word reading and language comprehension, and learning from fiction and nonfiction texts. Book clubs and reading for pleasure will be essential elements of the course.

## HEALTH AND PHYSICAL EDUCATION

### Grade 6 Health and Physical Education (17110)

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.

## MATHEMATICS

### Math 6 (13110)

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.

### Pre-Algebra for 6<sup>th</sup> Graders

#### Full Year (13128)

Pre-Algebra for 6<sup>th</sup> 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.

Students will build understanding within each pre-algebra strand:

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 the content of this course includes:

- 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, ration tables, and graphs.
- The real number system including computing and classifying with subsets of the system.
- Positive and negative exponents, including the order of operations.
- Solving multiple practical problems involving rational numbers, proportional reasoning, and similarity.
- Slope as rate of change.
- Proportional relationships and additive relationships related to graphing a line and other practical problems.
- 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.
- Constructed three-dimensional models given various 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.
- 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.

## SCIENCE

### Grade 6 Science (14105)

During 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. In addition, the Grade 6 standards continue to focus on student growth in understanding the nature of science. This scientific view defines the idea 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; 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. The nature of science can provide explanations about nature, can predict potential consequences of actions, *but cannot be used to answer all questions*. 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 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, and
- humans impact the environment, and individuals can influence public policy decisions related to energy and the environment.

## SOCIAL STUDIES

### U.S. History to Present (12354)

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.

### **Exploring Theatre Arts**

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.

### **Exploring Visual Arts**

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.

## **BUSINESS AND INFORMATION TECHNOLOGY**

### **Exploring Business & Information Technology**

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.

## **ENGLISH**

### **Exploring Journalism**

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.

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## **GRADE 6 EXPLORATORY PROGRAM**

### **Full Year (19000)**

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.

### **ARTS EDUCATION**

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.

### **Exploring Chorus 6**

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.

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.

## **FAMILY AND CONSUMER SCIENCES**

### **Exploring Family and Consumer Sciences**

Exploring Family and Consumer Sciences prepares students for the demands of 21<sup>st</sup> 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.

## **WORLD LANGUAGE**

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.

### **Exploring French and/or Spanish**

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.

### **Exploring Latin**

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.

## **TECHNOLOGY EDUCATION**

### **Exploring Technology**

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.

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## **GRADE 6 SEMESTER OR YEAR-LONG NON-CORE CLASSES**

## **ARTS EDUCATION**

### **Instrumental Music**

The objectives for each class would include, but are not limited to, those that are listed. Specific names may be given to these ensembles at each school.

### **Beginning Music -Piano Keyboarding Semester (19252)**

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.

In ***Beginning Band***, Full Year

Brass & Percussion (19233), Woodwinds (19234)

Students will:

- Demonstrate proper care and holding position for a musical instrument.
- Demonstrate correct playing technique to produce a characteristic sound.
- 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 skill to play a range of one octave or beginning rudiments (percussion) and use these skills as a member of the ensemble.
- Develop the ability to tune the instrument using a tuner.
- Create simple rhythmic or melodic improvisations, 1 to 2 measures in length.
- Play ensemble music with a steady beat using a metronome and in response to conducting gestures.
- Demonstrate learning through appropriate performances and presentations.

In ***Intermediate Band***, Full Year (19201) students will:

- Enter with the skill set required to meet the criteria for intermediate band.
- Understand and respond to music notation, including articulations, compound meters, even subdivisions and key signatures with several accidentals.
- 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.
- Develop the ability to tune the instrument by ear.
- Create rhythmic or melodic improvisations, 2-4 measures in length.
- Respond to conducting gestures involving changes of tempo, articulation, and style.
- Demonstrate learning through performances and presentations of Grade I literature, including solo performance as appropriate.
- Sight Read two grade levels below concert literature.

In ***Beginning Orchestra***, Full Year (19237) students will:

- Demonstrate proper care and holding position for a musical instrument and bow.
- Demonstrate correct playing technique to produce a characteristic sound, including pizzicato and basic bowing techniques.
- 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.
- 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.

- Develop the ability to tune the instrument using a tuner.
- Create simple rhythmic or melodic improvisations, 1 to 2 measures in length.
- Play with a steady beat using a metronome and in response to conducting gestures.
- Demonstrate learning through appropriate performances and presentations.

In ***Intermediate Orchestra***, Full Year (19242) students will:

- Enter with the skill set required to meet the criteria for intermediate orchestra.
- Understand and respond to music notation, including articulations of various bowings, compound meters, even subdivisions and key signatures with two sharps.
- 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.
- Develop the ability to tune the instrument by ear.
- Create rhythmic or melodic improvisations, 2-4 measures in length.
- Respond to conducting gestures involving changes of tempo, articulation, and style.
- Demonstrate learning through performances and presentations, including solo performance as appropriate.
- Sight Read two grade levels below concert literature.

### **Theatre Arts**

**Full Year (11391)**

**Semester (11392)**

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.

### **Visual Arts I**

**Full Year (19040)**

**Semester (19041)**

Students will:

- Apply the principles of design and elements of art to create works of art.
- Create three-dimensional works of art by combining a variety of techniques and processes.

- Express personal interpretations and judgment of various works of art.
- Analyze and critique final works of art using art terminology.
- Explain and apply ethical decisions in art making.

### **Vocal Music**

The objectives for each class would include, but are not limited to, those that are listed. Specific names may be given to these ensembles at each school.

In **Beginning Chorus, Full Year (19261)**

Semester (19264) 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.

### **MATHEMATICS**

#### **Math Strategies**

**Full Year (13116)**

**Semester (13121)**

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.

### **SPECIAL EDUCATION**

#### **Instructional Studies, Full Year (10028)**

*Prerequisite: Student must be identified as in need of Special Education services*

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.

#### **Social Skills, Full Year (10023)**

*Prerequisite: Student must be identified as in need of Special Education services*

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.

### **STUDENT SUPPORT**

#### **Core Plus**

**Full Year (11129)**

**Semester (11128)**

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.

### **WORLD LANGUAGE**

#### **Introduction to Spanish (15501)**

**Semester Course**

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.

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### **GRADE 7 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. (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.*

### **ENGLISH LANGUAGE ARTS**

#### **Grade 7 English (11110)**

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.

## **HEALTH AND PHYSICAL EDUCATION**

### **Grade 7 Health and Physical Education (17120)**

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.

## **MATHEMATICS**

### **Math 7 (13111)**

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 pre-algebra 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.

### **Pre-Algebra for 7<sup>th</sup> Graders (13109)**

Pre-Algebra for 7<sup>th</sup> Graders is a rigorous treatment of pre-algebra 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 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 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.

### **Algebra I, Intensified (13140)**

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.

*Note: 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 I-11.6.30 on HS credits at the MS for more information.*

## **SCIENCE**

### **Grade 7 Life Science (14115)**

During 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. This scientific view defines the idea 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; 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. The nature of science can provide explanations about nature and can predict potential consequences of actions *but cannot be used to answer all questions*. 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.

## **SOCIAL STUDIES**

### **Civics, and Economics (12355)**

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.*

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## **GRADE 7 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. (See page 6)

## ARTS EDUCATION

### Guitar Full Year (19246)

#### Semester (19245)

Students will:

- Demonstrate proper care and holding position for a musical instrument.
- Demonstrate correct playing technique to produce a characteristic sound.
- Develop the ability to tune the instrument using a tuner.
- Receive an introduction to guitar fundamentals and reading standard music notation.
- Play primary chord structures and harmony.
- Play basic right-hand techniques and melodic presentation styles.
- Demonstrate learning through performances and presentations, with an emphasis on playing together in small groups or guitar ensemble.

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

### Beginning Music -Piano Keyboarding

#### Semester (19252)

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.

### Instrumental Music

The objectives for each class would include but are not limited to those that are listed. Specific names may be given to these ensembles at each school.

In **Beginning Band**, Full Year (19232) students will:

- Demonstrate proper care and holding position for a musical instrument.
- Demonstrate correct playing technique to produce a characteristic sound.
- 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 skill to play a range of one octave or beginning rudiments (percussion) and use these skills as a member of the ensemble.
- Develop the ability to tune the instrument using a tuner.
- Create simple rhythmic or melodic improvisations, 1 to 2 measures in length.
- Play ensemble music with a steady beat using a metronome and in response to conducting gestures.
- Demonstrate learning through appropriate performances and presentations.

In **Intermediate Band**, Full Year (19201) students will:

- Enter with the skill set established in Grade 7 Beginning Band and or meet the criteria for intermediate band.
- Understand and respond to music notation, including articulations, compound meters, even subdivisions and key signatures with several accidentals.
- 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.
- Develop the ability to tune the instrument by ear.
- Create rhythmic or melodic improvisations, 2-4 measures in length.
- Respond to conducting gestures involving changes of tempo, articulation, and style.
- Demonstrate learning through performances and presentations of Grade I literature, including solo performance as appropriate.
- Sight Read two grade levels below concert literature.

In **Advanced Band**, Full Year (19228) students will:

- Enter with the skill set established in Grade 7 Intermediate Band.
- Understand and respond to music notation, including other subdivisions (triplets, duplets, syncopation), expression marks in other languages.
- 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.
- Identify key signatures and play the corresponding scale in key signatures up to 4 sharps or flats.
- Create rhythmic or melodic improvisations, 2-4 measures in length.
- Demonstrate learning through performances and presentations of Grade I and II literature, including solo performance as appropriate.
- Sight Read two grade levels below concert literature.

In **Beginning Orchestra**, Full Year (19237) students will:

- Demonstrate proper care and holding position for a musical instrument and bow.

- Demonstrate correct playing technique to produce a characteristic sound, including pizzicato and basic bowing techniques.
- 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 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.
- Develop the ability to tune the instrument using a tuner.
- Create simple rhythmic or melodic improvisations, 1 to 2 measures in length.
- Play with a steady beat using a metronome and in response to conducting gestures.
- Demonstrate learning through appropriate performances and presentations.

In **Intermediate Orchestra**, Full Year (19242) students will:

- Enter with the skill set established in Beginning Orchestra Grade 7 and or meet the criteria for intermediate orchestra.
- Understand and respond to music notation, including articulations of various bowings, compound meters, even subdivisions and key signatures with two sharps.
- 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.
- Develop the ability to tune the instrument by ear.
- Create rhythmic or melodic improvisations, 2-4 measures in length.
- Respond to conducting gestures involving changes of tempo, articulation, and style.
- Demonstrate learning through performances and presentations, including solo performance as appropriate.
- Sight Read two grade levels below concert literature.

In **Advanced Orchestra**, Full Year (19243) students will:

- Enter with the skill set established in Intermediate Orchestra Grade 7.
- Understand and respond to music notation, including other subdivisions (triplets, duplets, syncopation), slurs of multiple notes, expression marks in other languages.
- 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.
- Identify key signatures and play the corresponding scale in key signatures up to 2 sharps and 1 flat.
- Create rhythmic or melodic improvisations, 2-4 measures in length.

- Demonstrate learning through performances and presentations, including solo performance as appropriate.
- Sight Read two grade levels below concert literature.

### **Jazz Band, Full Year (19239)**

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.

### **Theatre Arts**

#### **Full Year (11391)**

#### **Semester (11392)**

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.

### **Visual Arts I**

#### **Full Year (19040)**

#### **Semester (19041)**

Students will:

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

### **Vocal Music**

The objectives for each class would include, but are not limited to, those that are listed. Specific names may be given to these ensembles at each school.

In **Beginning Chorus**, Full Year (19261) Semester (19264) 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 at the level of Grade I or II.

In *Intermediate Chorus*, Full Year (19274) Semester (19275) students will:

- Continue to develop skills fostered in *Beginning Chorus*.
- Understand and respond to music notation in treble clef.
- Learn about the adolescent voice change and how to adjust for those changes in range and tone color.
- Develop the ability to maintain part independence when singing in two and three-part harmony, cappella.
- Develop the ear and voice to tune accurately to a pitch and within a chord.
- Create simple rhythmic or melodic improvisations, 2-4 measures in length.
- Respond to conducting gesture for fermata, accelerando and ritardando.
- Demonstrate learning through appropriate performances and presentations of Grade II or III literature, including solo performance as appropriate.
- Sight read at Level I.

In *Advanced Chorus*, Full Year (19285) students will:

- Understand and respond to music notation, in both treble and bass clef.
- Develop the skill to sing an extended range, and with greater part independence, demonstrating these skills as a member of the ensemble.
- Develop the ability to make refined pitch matching adjustments in a cappella singing of three and four-part literature.
- Create simple rhythmic or melodic improvisations, 4-8 measures in length.
- Respond to conducting gestures involving changes of tempo, articulation, and style.
- Demonstrate learning through appropriate performances and presentations of Grade III-IV literature, including solo performance as appropriate.
- Sight Read two grade levels below concert literature.

## **BUSINESS & INFORMATION TECHNOLOGY**

### **Digital Input Technologies**

**Full Year (16607)**

**Semester (16617)**

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).

### **Computer Programming MS (16640)**

**Full year, one credit**

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.

*Note: 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 non-dual enrollment Computer Programming Advanced or AP Computer Science Principles.*

## **ENGLISH**

### **Grade 7 Reading Strategies**

**Full Year (11111)**

**Semester (11113)**

*Teacher and/or counselor recommendation*

Reading Strategies 7 is a specialized English elective in which students receive targeted literacy instruction and additional time to practice foundational literacy skills.

Teachers will focus explicit instruction on essential elements of reading: phonics, phonemic awareness, fluency, vocabulary, and comprehension. In addition to these critical course components, assessments will periodically be administered to measure individual student progress toward reading achievement goals. Students will work individually and in small groups to:

- learn and practice active reading strategies.
- engage in structured literacy practices (explicit, systemic word work of encoding/decoding)
- build reading and writing stamina and fluency.
- increase vocabulary.
- improve comprehension.
- expand reading experiences.

### **Journalism**

#### **Full Year (11201)**

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.

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 new 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.

### **Media Journalism**

#### **Semester (11204)**

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.

Students will:

- Analyze all forms of media journalism for content and technical quality.
- Produce examples of new media content.
- Publish work online for an authentic audience through (i.e.: blogs, websites)
- Learn the basics of digital media production using iPads, and other available media devices.
- Understand the foundations of media literacy.

## **FAMILY AND CONSUMER SCIENCES**

### **Teen Living**

#### **Semester (18207)**

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.

## **MATHEMATICS**

### **Math Strategies Grade 7**

#### **Full Year (13117)**

#### **Semester (13120)**

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.

## **SPECIAL EDUCATION**

### **Instructional Studies**

#### **Full Year (10028)**

*Prerequisite: Student must be identified as in need of Special Education services*

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.

### **Social Skills, Full Year (10023)**

*Prerequisite: Student must be identified as in need of Special Education services*

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.

## STUDENT SUPPORT

### Core Plus

#### Full Year (11129)

#### Semester (11128)

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.

## TECHNOLOGY EDUCATION

### Inventions and Innovations

#### Full Year (18464)

#### Semester (18433)

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).

Students will

- Understand and employ the engineering problem-solving process.
- Investigate the roll and impacts of technology in the progress of human history.
- Research history-altering technological advancements and engineering achievements
- Assess both the positive and negative impacts of technology and engineering accomplishments.
- Practice teamwork and collaboration in solving problems and building prototypes.
- Operate the tools, machines, and equipment of the production laboratory correctly and safely.
- Select tools and manufacturing processes in the construction of design prototypes.
- Investigate, assess, and evaluate alternative solutions with the goal of selecting the best idea.
- Construct and illustrate an invention idea to effectively communicate how it works.
- Communicate ideas through sketches, multi view drawings, and Computer Aided Design software

## WORLD LANGUAGES

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. 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.
- A grade of “C” or better in the course must be verified if the student is to continue with the language in the Arlington Public Schools.
- A state-approved credit-by-Exam assessment has been taken and the student has demonstrated proficiency levels that may earn up to four credits.

Speakers of other languages taught in the Arlington Public Schools should consult with counselors for placement testing.

*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.*

**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.**

### American Sign Language I (15990)

#### Full Year, one credit

*Prerequisite: None*

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.

### Arabic I

#### Full Year (15800)

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.

### **Chinese I**

#### **Full Year (15615)**

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.

### **French I**

#### **Full Year (15110)**

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.

### **Latin I**

#### **Full Year (15310)**

In this first Latin course, students are introduced to the language and life of ancient Rome. The primary goal of Latin I is the development of reading skills supported by the skills of listening, speaking, and writing.

Students will:

- Read adapted Latin narratives and simple original Latin.
- Understand the essential elements of Latin pronunciation.

- Learn basic Latin vocabulary.
- Learn the endings of Latin nouns and verbs and their functions.
- Acquire a basic understanding of elementary Latin grammar.
- Increase the knowledge of word building in Latin and English through the study of Latin roots, prefixes, and suffixes.
- Learn about the daily life, customs, government, and mythology of the Romans.

### **Spanish I**

#### **Full Year (15510)**

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.

### **Spanish I, Intensified**

#### **Full Year (15516)**

*Prerequisite: Transitional Introduction to Spanish, or teacher recommendation*

Spanish I, Intensified is for students who have participated in the foreign Language in the Elementary School (FLES) Program for at least three years and have successfully completed Transitional Spanish or Introduction to Spanish. The goal of this course is to equip students to develop higher levels of proficiency based on their previous Spanish studies. The curriculum meets all objectives in Spanish I and provides rigorous content and additional advanced topics. This course will provide a greater focus on developing oral communication skills and a more in-depth study of the cultural perspectives and practice of Spanish-speaking countries.

### **Spanish for Fluent Speakers I**

#### **Full Year (15517)**

*Prerequisite: Demonstrated oral fluency in Spanish as determined by the teacher*

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.

### **Spanish for Fluent Speakers II, Full Year (15527)**

*Prerequisite: Successful completion of Spanish for Fluent Speakers I or equivalent proficiency in the language as determined by placement test*

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.

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## **GRADE 8 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.*

### **ENGLISH LANGUAGE ARTS**

#### **Grade 8 English (11120)**

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.

### **HEALTH AND PHYSICAL EDUCATION**

#### **Grade 8 Health and Physical Education (17200)**

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.

### **MATHEMATICS**

#### **Pre-Algebra for 8<sup>th</sup> Graders (13112)**

Pre-Algebra for 8<sup>th</sup> 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.

### **Algebra I (13130)**

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 8<sup>th</sup> 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.

*Note: 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 I-11.6.30 on HS credits at the MS for more information.*

### **Algebra I, Intensified (13140)**

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.

*Note: 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 I-11.6.30 on HS credits at the MS for more information.*

### **Geometry, Intensified (13141)**

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.

*Note: 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 I-11.6.30 on HS credits at the MS for more information.*

## **SCIENCE**

### **Grade 8 Physical Science (14125)**

During 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. This scientific view defines the idea 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; 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. The nature of science can provide explanations about nature, can predict potential

consequences of actions *but cannot be used to answer all questions*. 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.

## **SOCIAL STUDIES**

### **World Geography (12210)**

The focus of this course 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 population and 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 is placed on students' understanding and applying geographic concepts and skills to their daily lives.

The theme for Grade 8 is interaction. The objectives focus on the interactions of people and their environment in such regions of the world as Africa, Antarctica, Asia, Australia, Central America, the Caribbean, Europe, the Middle East, North America, South America, and areas of the former Soviet Union. The content is organized around the key concepts of location, place, human and environmental relationships, movement, and regions.

Students will:

- Develop skills for geographical analysis.
- Use maps, globes, photographs, and pictures.
- Analyze how selected physical and ecological processes shape the Earth's surface.
- Apply the concept of region.

- Locate and analyze physical, economic, and cultural characteristics of world regions, including Latin America and the Caribbean, Europe, United States and Canada, North Africa and Southeast Asia, East Asia, Australia and the Pacific Islands, and Antarctica.
- Compare and contrast the distribution, growth rates, and characteristics of human population in terms of settlement patterns and the location of natural and capital resources.
- Analyze past and present trends in human migration and cultural interaction as they are influenced by social, economic, political, and environmental factors.
- Identify natural, human, and capital resources and explain their significance.
- Distinguish between developed and developing countries and relate the level of economic development to the standard of living and quality of life.
- Analyze the global patterns and networks of economic interdependence.
- Analyze how the forces of conflict and cooperation affect the division and control of the Earth's surface.
- Analyze the patterns of urban development.
- Apply geography to interpret the past, understand the present, and plan for the future.

*Note: Students completing this course will take a World Geography Standards of Learning assessment. This course carries high school credit and will apply to high school graduation requirements. Please see page 56 for more information.*

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## **GRADE 8 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. (See page 6).

### **ARTS EDUCATION**

#### **Guitar, Full Year (19246)**

Students will

- Demonstrate proper care and holding position for a musical instrument.
- Demonstrate correct playing technique to produce a characteristic sound.
- Develop the ability to tune the instrument using a tuner.
- Receive an introduction to guitar fundamentals and reading standard music notation.
- Play primary chord structures and harmony.

- Play basic right-hand techniques and melodic presentation styles.
- Demonstrate learning through performances and presentations, with an emphasis on playing together in small groups or guitar ensemble.

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

### **Beginning Music -Piano Keyboarding Semester (19252)**

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.

### **Instrumental Music**

The objectives for each class would include but are not limited to those that are listed. Specific names may be given to these ensembles at each school.

In **Intermediate Band**, Full Year (19201) students will:

- Enter with the skill set established in Beginning Band (Elementary School or Grade 6 Beginning Band).
- Understand and respond to music notation, including articulations, compound meters, even subdivisions and key signatures with several accidentals.
- 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.
- Develop the ability to tune the instrument by ear.
- Create rhythmic or melodic improvisations, 2-4 measures in length.
- Respond to conducting gestures involving changes of tempo, articulation, and style.
- Demonstrate learning through performances and presentations of Grade I literature, including solo performance as appropriate.
- Sight Read two grade levels below concert literature.

In **Advanced Band**, Full Year (19228) students will:

- Enter with the skill set established in Intermediate Band.

- Understand and respond to music notation, with special attention to phrasing.
- 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.
- Identify key signatures and play the corresponding scale in selected major and minor keys.
- Develop more advanced playing techniques as appropriate to include multiple mallets, multiple tonguing, and alternate fingering/positions.
- Create rhythmic or melodic improvisations, 4-8 measures in length.
- Demonstrate learning through performances and presentations in a wide variety of styles.
- Sight Read two grade levels below concert repertoire.

In **Beginning Orchestra**, Full Year (19237) students will:

- Demonstrate proper care and holding position for a musical instrument and bow.
- Demonstrate correct playing technique to produce a characteristic sound, including pizzicato and basic bowing techniques.
- 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 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.
- Develop the ability to tune the instrument using a tuner.
- Create simple rhythmic or melodic improvisations, 1 to 2 measures in length.
- Play with a steady beat using a metronome and in response to conducting gestures.
- Demonstrate learning through appropriate performances and presentations.

In **Intermediate Orchestra**, Full Year (19242) students will:

- Enter with the skill set established in Beginning Orchestra Grade 8 and or meet the criteria established for Intermediate Orchestra.
- Understand and respond to music notation, including articulations of various bowings, compound meters, even subdivisions and key signatures with two sharps.
- 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.
- Develop the ability to tune the instrument by ear.
- Create rhythmic or melodic improvisations, 2-4 measures in length.
- Respond to conducting gestures involving changes of tempo, articulation, and style.

- Demonstrate learning through performances and presentations, including solo performance as appropriate.
- Sight Read two grade levels below concert literature.

In **Advanced Orchestra**, Full Year (19243) students will:

- Enter with the skill set established in Intermediate Orchestra Grade 8.
- Understand and respond to music notation, with special attention to phrasing.
- Develop the skill to play a range of two octaves, refining facility in shifting and demonstrate these skills as a member of the ensemble.
- Identify key signatures and play the corresponding scale in selected major and minor keys.
- Develop more advanced playing techniques as appropriate to include vibrato, parallel bowing, spiccato.
- Create rhythmic or melodic improvisations, 4-8 measures in length.
- Demonstrate learning through performances and presentations in a wide variety of styles.
- Sight Read two grade levels below concert repertoire.

### **Jazz Band, Full Year (19239)**

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.

### **Theatre Arts-Drama**

#### **Full Year (11394)**

#### **Semester (11393)**

Students will:

- Use improvisation to create scripted and un-scripted 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.

### **Visual Arts I**

#### **Full Year (19040)**

#### **Semester (19041)**

Students will:

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

### **Visual Arts II**

#### **Full Year (19117)**

#### **Semester (19115)**

Students will:

- Apply the principles of design and elements of art into a portfolio.
- Communicate depth using shading and various forms of perspective within the picture plane.
- Unify the principles of design to create personal works of art and improve quality of craftsmanship.
- Manipulate the elements of art and principles of design to create mood and expression.
- Engage in ethical decisions in art making.
- Analyze and critique final works of art using art terminology.

### **Vocal Music**

The objectives for each class would include, but are not limited to, those that are listed. Specific names may be given to these ensembles at each school.

In **Beginning Chorus**, Full Year (19261)

Semester (19264) 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 at the level of Grade I or II.

In **Intermediate Chorus**, Full Year (19274) Semester (19275)

Students will:

- Continue to develop skills fostered in *Beginning Chorus*.
- Understand and respond to music notation in treble clef.
- Learn about the adolescent voice change and how to adjust for those changes in range and tone color.
- Develop the ability to maintain part independence when singing in two and three-part harmony, acappella.
- Develop the ear and voice to tune accurately to a pitch and within a chord.
- Create simple rhythmic or melodic improvisations, 2-4 measures in length.
- Respond to conducting gesture for fermata, accelerando and ritardando.
- Demonstrate learning through appropriate performances and presentations of Grade II or III literature, including solo performance as appropriate.

- Sight read at Level I.

In *Advanced Chorus*, Full Year (19285) students will:

- Understand and respond to music notation, in both treble and bass clef.
- Develop the skill to sing an extended range, and with greater part independence, demonstrating these skills as a member of the ensemble.
- Develop the ability to make refined pitch matching adjustments in a cappella singing of three and four art literature.
- Create simple rhythmic or melodic improvisations, 4-8 measures in length.
- Respond to conducting gestures involving changes of tempo, articulation, and style.
- Demonstrate learning through appropriate performances and presentations of Grade III-IV literature, including solo performance as appropriate.
- Sight Read two grade levels below concert literature.

## **BUSINESS & INFORMATION TECHNOLOGY**

### **Computer Applications and Internet Technologies**

#### **Full Year (13107)**

#### **Semester (13106)**

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 21<sup>st</sup> 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).

### **Digital Input Technologies**

#### **Full Year (16607)**

#### **Semester (16617)**

This course 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:

- Learn 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.
- Practice formatting a variety of documents including business and personal letters, envelopes, 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).

### **Computer Programming MS (16640)**

#### **Full year, one credit**

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.

*Note: 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 non-dual enrollment Computer Programming Advanced or AP Computer Science Principles.*



## ENGLISH

### Grade 8 Reading Strategies

Full Year (11121)

Semester (11125)

*Teacher and/or counselor recommendation*

Reading Strategies 8 is a specialized English elective in which students receive targeted literacy instruction and additional time to practice foundational literacy skills. Teachers will focus explicit instruction on essential elements of reading: phonics, phonemic awareness, fluency, vocabulary, and comprehension. In addition to these critical course components, assessments will periodically be administered to measure individual student progress toward reading achievement goals. Students will work individually and in small groups to:

- learn and practice active reading strategies
- engage in structured literacy practices (explicit, systemic word work of encoding/decoding)
- build reading and writing stamina and fluency
- increase vocabulary
- improve comprehension
- expand reading experience.

### Journalism, Full Year (11201)

This elective course requires students to produce a newspaper or news broadcast. Through their work, students learn about newspaper and broadcasting 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.
- Experience the various jobs of journalistic work such as proofreading, editing, layout of pictures and copy, headline writing, script preparation, and final production.

### Yearbook, Full Year (11209)

In this course students produce the school yearbook. Through their work, students learn about publication writing and production.

Students will:

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

## FAMILY AND CONSUMER SCIENCES

### Life Management Skills

Full Year (18245)

Semester (18244)

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.

Students will:

- Practice good time and money management.
- Analyze factors affecting consumer choices.
- Relate positively to friends and family members.
- Learn basic clothing construction and care using state-of-the-art machines.
- Prepare well-balanced meals and understand the importance of good nutrition.
- Experience differences in ethnic foods and cultures.
- Maintain a clean work environment keeping food safe.
- Learn how to handle conflict and solve problems.
- Practice skills needed to take care of young children.
- Explore interpersonal and relationships with others.
- Produce a successful food product by understanding and properly using a recipe.
- Explore careers and related high school course selections.

### Individual Development (18210)

Full Year, one credit

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, decision-making and goal-setting skills, interpersonal and family relationships, and vocational planning.

Students will:

- Identify and analyze how values affect risk behaviors.
- Explore the influence of gender roles and stereotypes.
- Develop an awareness of choices and challenges.
- Learn appropriate relationship behaviors through practicing positive communication and conflict resolution skills.
- Participate in parenting activity simulated through the use of a computerized doll.
- Explore careers through job-seeking strategies, job requirements and job-site shadowing.

## MATHEMATICS

### Algebra Strategies, Full Year (13125)

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.

## **Math Strategies Grade 8**

**Full Year (13118)**

**Semester (13119)**

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.

## **SPECIAL EDUCATION**

**Instructional Studies, Full Year (10028)**

*Prerequisite: Student must be identified as in need of Special Education services*

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.

**Social Skills, Full Year (10023)**

*Prerequisite: Student must be identified as in need of Special Education services*

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.

## **STUDENT SUPPORT**

**Core Plus**

**Full Year (11129)**

**Semester (11128)**

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.

## **TECHNOLOGY EDUCATION**

**Technology of Robotic Design (18421)**

**Full year, one credit**

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.

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

## **Technological Systems**

**Full Year (18462)**

**Semester (18463)**

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 CO2 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.

Students will:

- 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.
- Employ the engineering problem-solving processes in finding solutions to simulated challenges.
- Define a system as a group of interrelated components that collectively achieve a desired result.
- 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.

## **WORLD LANGUAGE**

Students in Arlington Public Schools in grades 7-12 may receive high school world language credit for the study of world languages. 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.
- A grade of “C” or better in the course must be verified if the student is to continue with the language in the Arlington Public Schools.
- A state-approved credit-by-Exam assessment has been taken and the student has demonstrated proficiency levels that may earn up to four credits.

Speakers of other languages taught in the Arlington Public Schools should consult with counselors for placement testing. If a student is placed in an upper-level world language course based on a placement test, the student has the option of taking a state-approved proficiency-based test to potentially earn credits for the courses that were skipped.

*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 or successful completion of a state-approved proficiency exam. Successful completion of each world language course results in one credit toward the Advanced Studies Diploma.*

One or more levels of Arabic and Chinese, and Latin may be delivered through distance learning technologies. 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 and private post-secondary institutions do not recognize ASL as a world language. ASL is not an International Baccalaureate, (IB), language**

**American Sign Language I (15990)  
Full Year, one credit**

*Prerequisite: None*

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.

**American Sign Language II (15995)**

**Full Year, one credit**

*Prerequisite: Successful of American Sign Language I*

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.

**Arabic I, Full Year (15800)**

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.

**Arabic II, Full Year (15822)**

*Prerequisite: Successful completion of Arabic I or equivalent proficiency in the language as determined by the teacher*

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.

### **Chinese I, Full Year (15615)**

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.

### **Chinese II, Full Year (15625)**

*Prerequisite: Successful completion of Chinese I or equivalent proficiency in the language as determined by the teacher.*

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.

### **French I, Full Year (15110)**

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.

### **French II, Full Year (15120)**

*Prerequisite: Successful completion of French I or equivalent proficiency in the language as determined by the teacher.*

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.

### **Latin I, Full Year (15310)**

In this first Latin course, students are introduced to the language and life of ancient Rome. The primary goal of Latin I is the development of reading skills, supported by the skills of listening, speaking, and writing.

Students will:

- Read adapted Latin narratives and simple original Latin.
- Understand the essential elements of Latin pronunciation.
- Learn a basic Latin vocabulary.
- Learn the endings of Latin nouns and verbs and their functions.
- Acquire a basic understanding of elementary Latin grammar.
- Increase the knowledge of word building in Latin and English through the study of Latin roots, prefixes, and suffixes.
- Learn about the daily life, customs, government, and mythology of the Romans.

## **Latin II, Full Year (15320)**

*Prerequisite: Successful completion of Latin I or equivalent proficiency in the language as determined by the teacher.*

Students expand their skills by reading more complex and authentic Latin texts. They study Roman culture, history, and mythology in greater depth.

Students will:

- Read longer and more difficult adapted Latin passages.
- Begin to read original Latin passages in both prose and poetry.
- Expand Latin vocabulary.
- Continue to learn the forms of Latin words such as infinitives, participles, and the subjunctive.
- Become familiar with complex grammatical principles.
- See more clearly the impact of the Latin language on English and the Romance languages.

## **Spanish I, Full Year (15510)**

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.

## **Spanish II, Full Year (15520)**

*Prerequisite: Successful completion of Spanish I or equivalent proficiency in the language as determined by the teacher*

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.

## **Spanish for Fluent Speakers I, Full Year (15517)**

*Prerequisite: Demonstrated oral fluency in Spanish as determined by the teacher*

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.

## **Spanish for Fluent Speakers II, Full Year (15527)**

*Prerequisite: Successful completion of Spanish for Fluent Speakers I or equivalent proficiency in the language as determined by placement test*

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.

## **Spanish for Fluent Speakers III, Full Year (15537)**

*Prerequisite: Successful completion of Spanish for Fluent Speakers II or equivalent proficiency in the language as determined by placement test*

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.

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

### **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 post-secondary institutions do not recognize ASL as a world language.

**7<sup>th</sup> Grade additional offerings:** Because students take an introductory World Language class in the 6<sup>th</sup> grade, Jefferson offers Intensified Level I World Language options. These Intensified courses are in addition to traditional Level I World Language offerings and earn a high school credit upon successful completion.

**Chinese I, Intensified  
Full Year (15616)**

*Prerequisite: Intro to Chinese*

Chinese I, Intensified is for students who have successfully completed Introduction to Chinese. The goal of this course is to equip students to develop higher levels of proficiency based on their previous Chinese studies. The curriculum meets all objectives in Chinese I and provides a rigorous treatment of content and additional advanced topics. This course will provide a greater focus on developing oral communication skills and a more in-depth study of the cultural perspectives and practices of China.

## KENMORE MIDDLE SCHOOL

### ARTS & COMMUNICATIONS TECHNOLOGY FOCUS PROGRAM

Kenmore Middle School is entering its 24<sup>th</sup> 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.

#### **GRADE 6**

##### **HEALTH AND PHYSICAL EDUCATION**

##### **Grade 6 Health and Physical Education/Dance 6 Full Year (17111)**

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.

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

- Understand and practice the elements of dance.
- Understand and demonstrate the basic foundation of ballet, jazz, modern dance, and hip-hop dance.
- Understand and demonstrate cultural dances.

##### **ARTS EDUCATION**

##### **SHOWTIME, Full Year (11402)**

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.

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.

## **GRADE 7**

### **HEALTH AND PHYSICAL EDUCATION**

#### **Grade 7 Health and Physical Education/Dance 7 Full Year (17121)**

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.

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

- Understand and demonstrate the basic foundation of ballet, jazz, modern dance, and hip-hop dance.
- Perform dance sequences in front of an audience.
- Demonstrate rhythmic coordination to music.
- Understand the origins of cultural dances.

### **BUSINESS AND INFORMATION TECHNOLOGY**

#### **Multimedia Technology I Semester (16606)**

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

Students will

- Master basic desktop publishing skills using Microsoft Office and Adobe software applications.
- Be introduced to Internet skills and techniques.
- Master basic technology skills on the computer
- Become familiar with Programming (coding)
  - Storyboards (what they are; why they are used; how they are created)
  - Animated buttons to create simple animation and visual effects to enhance presentations.
- Operate a video camera and create video presentations.

- Learn to use Microsoft Movie Maker
  - Creating a multimedia presentation using drawing and painting tools
- Use the digital camera to take and edit photos to presentations using Adobe Creative Cloud.
- Use the scanner to add scanned images to presentations.

#### **Multimedia Technology II Semester (16609)**

Students will

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

### **ENGLISH LANGUAGE ARTS**

#### **Exploring Public Speaking Semester (11301)**

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

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

### **TECHNOLOGY EDUCATION**

#### **STEAM Foundations, Semester (18482)**

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.

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.

## **GRADE 8**

### **HEALTH AND PHYSICAL EDUCATION**

#### **Grade 8 Health and Physical Education/Dance 8 Full Year (17205)**

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.

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

- Use the elements of dance to choreograph a short dance sequence.
- Understand and demonstrate the basic foundation of ballet, jazz, modern dance, and hip-hop dance.
- Perform dance sequences in front of an audience.
- Demonstrate rhythmic coordination to music.
- Perform cultural dance sequences.

### **ARTS EDUCATION**

#### **Visual Art III, Full Year (19118)**

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

### **BUSINESS AND INFORMATION TECHNOLOGY**

#### **Multimedia Technology I, Semester (16606)**

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

Students will:

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

#### **Multimedia Technology II, Semester (16609)**

Students will:

- Design and produce web pages using HTML and a variety of web page creation software and Internet sites.
- Create hypertext links to other pages, sites, and software (PowerPoint, Excel, Word, etc.)

- Explore careers in the areas of multimedia and desktop publishing.

## **ENGLISH**

### **Exploring Public Speaking, Semester (11301)**

Students will practice all elements of preparation, delivery, and evaluation in preparing and presenting speeches including:

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

## **TECHNOLOGY EDUCATION**

### **STEAM Applications, Semester (18258)**

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.

## SWANSON MIDDLE SCHOOL

### World Language Elective

**Introduction to World Languages** Courses are designed to provide exposure to a World Language prior to committing to a high school credit-bearing course. This exposure will provide a foundation in the structure and culture of the target language to enable participating students to be more successful in a chosen language used to fulfill high school graduation requirements. To participate, students must be reading on grade level or above. See your child's school counselor for more information.

#### **6<sup>th</sup> Grade Introduction to World Languages course offerings:**

Students selecting one of the options below will participate in a semester of their chosen World Language course paired with a semester of Reading.

#### **Introduction to French (15101)**

##### **Semester Course**

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.

#### **Introduction to Latin (15301)**

##### **Semester Course**

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.

#### **Introduction to Spanish (15501)**

##### **Semester Course**

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.

## 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.

ELD 1 English 10786

ELD 2 English 10790

ELD 1 Reading 10787

ELD 2 Reading 10791

ELD 1 Science 10780

ELD 2 Science 10781

ELD Math (10880)

ELD 1 10789 (option for beginning Level 1 students not enrolled in SOL history course)

ELD 1-2 U.S. History to Present 10800

ELD 1-2 Civics and 10801

ELD 3 English 10796

ELD 4 English 10799

ELD 3 Reading 10794

ELD 4 Reading 10797

ELD 3-4 U.S. History, Civics, and Economics to 1865 10795

ELD 3-4 U.S. History, Civics, and Economics 1865 to present 10798

## **GIFTED 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 6<sup>th</sup> graders in sixth grade, Pre-Algebra for 7<sup>th</sup> 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.

## **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. Ultimate is an activity that is offered with more structure than other intramural activities. It is offered as gender separate and there is competition between schools (each school plays each other once)



The middle school interscholastic sports program offers students an opportunity to participate in competitions in swimming, 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.

### **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. 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.

### **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.

### **OFFICE OF STUDENT SERVICES**

The Office of School Support, Student Services includes counselors, school psychologists, school social workers, attendance specialists, and substance abuse counselors. The office also maintains a cooperative relationship with school health services. A multi-disciplinary team model is used to assist in promoting the social and emotional growth of middle school students. Counselors are based in the schools, while other staff are assigned to schools for a portion of each week.

### **OFFICE OF SPECIAL EDUCATION**

The Office of Academic Support, Special Education offers the following classes in the Functional Life Skills program. The curriculum content is in accordance with the student’s instructional needs as delineated by an Individual Education Program (IEP), and the Aligned Standards of Learning which supports the Virginia Alternative Assessment Program (VAAP). Curriculum focuses on developing functional life skills in the areas of communication, self-help, social skills, pre-vocational skills, and functional academic skills. Instruction take place in a variety of natural settings within the school and community at large.

#### **English (10035)**

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.

#### **Mathematics (10036)**

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.

#### **Social Studies (10039)**

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

#### **Science (10038)**

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

## **Reading (10014)**

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.

## **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/special-education/homebound-instruction/>. 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.

## **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.

## **HOME/SCHOOL COOPERATION AND COMMUNICATION**

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. At the midpoint of each of the four grading periods, each student receives an interim report from the core team of teachers indicating the student's current progress. Elective/exploratory teachers also issue interim reports to indicate unsatisfactory work, failing work, or work significantly below the ability level of the student. 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 conference 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 leave a telephone message for a teacher (who is generally in the classroom during most of the school day) or send a note or e-mail requesting a response. Teachers will usually indicate any preferences they have in their course syllabus. Teachers will make every effort to respond as soon as possible. Parents/guardians may also call the counselor directly to ask a question concerning a student's progress.

### **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.

## OPTIONS FOR HIGH SCHOOL

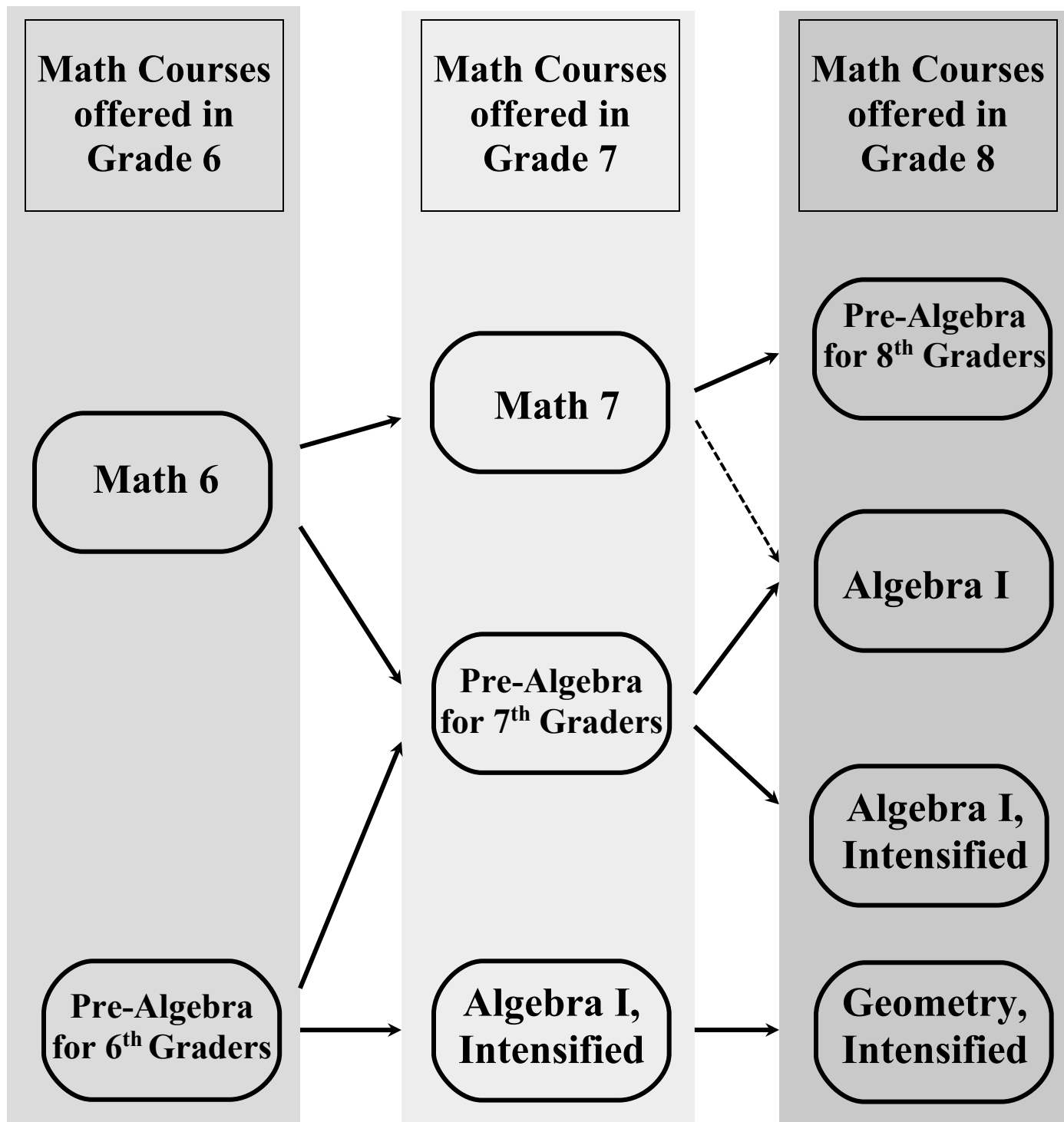
The high schools of Arlington Public Schools offer a comprehensive program to meet the intellectual and social/emotional needs of students. In addition to comprehensive high schools, Arlington Public Schools has a number of other options which families may wish to explore. These optional programs include 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>		
<b>Program</b>	<b>Location</b>	<b>Admissions Policy</b>
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, 9<sup>th</sup> grade applicants must have earned a verified credit in Algebra I and 10<sup>th</sup> 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</li> </ul> <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> <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>

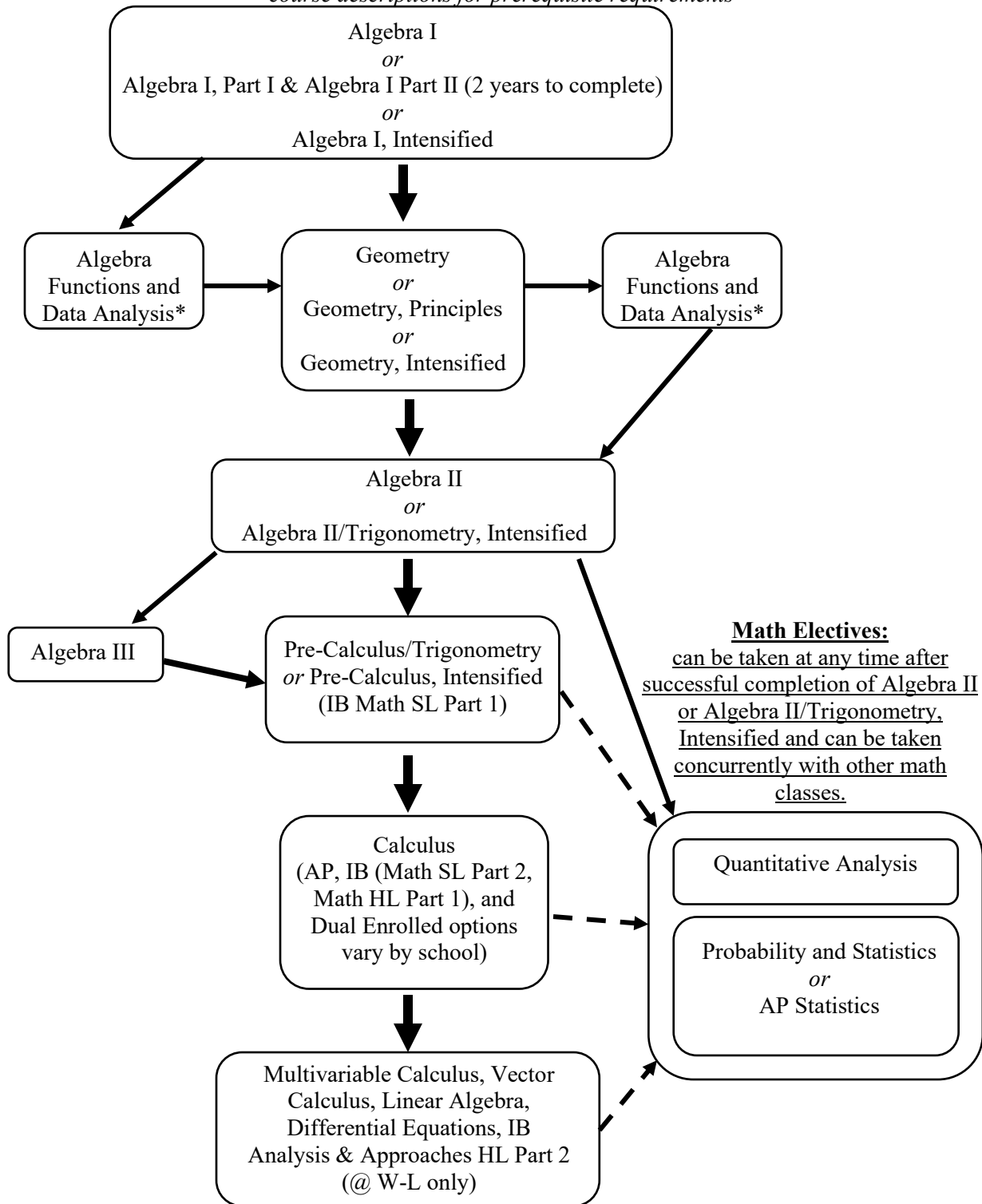
## Suggested APS Middle School Mathematics Pathways



At all grade levels, there are additional “Math Strategies” courses available as electives for students who would benefit from assistance to meet grade-level proficiency.

## Arlington Public Schools' Math Course Pathways from Algebra I and above

*Students will enter these pathways when enrolled in any Algebra I course (which will occur at different grade levels). There are multiple pathways and courses that students may take depending upon their readiness. Please see specific course descriptions for prerequisite requirements*



For specific IB and Dual Enrolled courses not mentioned here, please see the index of courses offered at individual high schools. Students needing additional support may be concurrently enrolled in Algebra I, Geometry, or Algebra II and a Strategies course.

\*AFDA may be taken after Algebra I and before Geometry OR after Geometry and before Algebra II in high school only.

## World Languages Sequences of Study<sup>1</sup>

### American Sign Language

7 <sup>th</sup> grade	8 <sup>th</sup> grade	9 <sup>th</sup> grade	10 <sup>th</sup> grade	11 <sup>th</sup> grade	12 <sup>th</sup> grade
Level 1	Level 2	Level 3	Level 4		
	Level 1	Level 2	Level 3	Level 4	
		Level 1	Level 2	Level 3	Level 4
			Level 1	Level 2	Level 3
				Level 1	Level 2

### Arabic

7 <sup>th</sup> grade	8 <sup>th</sup> grade	9 <sup>th</sup> grade	10 <sup>th</sup> grade	11 <sup>th</sup> grade	12 <sup>th</sup> grade
Level 1	Level 2	Level 3	Level 4	Level 5 IB/I	IB II
	Level 1	Level 2	Level 3	Level 4	Level 5
		Level 1	Level 2	Level 3	Level 4

### Chinese

7 <sup>th</sup> grade	8 <sup>th</sup> grade	9 <sup>th</sup> grade	10 <sup>th</sup> grade	11 <sup>th</sup> grade	12 <sup>th</sup> grade
Level 1	Level 2	Level 3	Level 4	Chinese Language & Culture, AP/IB I	IB II
	Level 1	Level 2	Level 3	Level 4	Chinese Language & Culture, AP
		Level 1	Level 2	Level 3	Level 4

### French

7 <sup>th</sup> grade	8 <sup>th</sup> grade	9 <sup>th</sup> grade	10 <sup>th</sup> grade	11 <sup>th</sup> grade	12 <sup>th</sup> grade
Level 1	Level 2	Level 3	Level 4	Level 5 or French Language & Culture, AP or IB I*	French Language & Culture, AP or Advanced Studies in French or IB II
	Level 1	Level 2	Level 3	Level 4	Level 5 or French Language & Culture, AP
		Level 1	Level 2	Level 3	Level 4
			Level 1	Level 2	Level 3
				Level 1	Level 2
					Level 1

### German

7 <sup>th</sup> grade	8 <sup>th</sup> grade	9 <sup>th</sup> grade	10 <sup>th</sup> grade	11 <sup>th</sup> grade	12 <sup>th</sup> grade
		Level 1	Level 2	Level 3	
			Level 1	Level 2	Level 3
				Level 1	Level 2
					Level 1

### Japanese

7 <sup>th</sup> grade	8 <sup>th</sup> grade	9 <sup>th</sup> grade	10 <sup>th</sup> grade	11 <sup>th</sup> grade	12 <sup>th</sup> grade
		Level 1	Level 2	Level 3	
			Level 1	Level 2	Level 3
				Level 1	Level 2
					Level 1

<sup>1</sup> This sequence is for regular programs. For a complete description of the International Baccalaureate language offerings, please see the High School Program of Studies for more details.

## Latin

7 <sup>th</sup> grade	8 <sup>th</sup> grade	9 <sup>th</sup> grade	10 <sup>th</sup> grade	11 <sup>th</sup> grade	12 <sup>th</sup> grade
Level 1	Level 2	Level 3	Level 4	Level 5 or Latin, AP or IB I	Latin, AP or Advanced Studies in Latin or IB II
	Level 1	Level 2	Level 3	Level 4	Level 5 or Latin, AP
		Level 1	Level 2	Level 3	Level 4
			Level 1	Level 2	Level 3
				Level 1	Level 2
					Level 1

## Spanish

7 <sup>th</sup> grade	8 <sup>th</sup> grade	9 <sup>th</sup> grade	10 <sup>th</sup> grade	11 <sup>th</sup> grade	12 <sup>th</sup> grade
Level 1	Level 2	Level 3	Level 4	Level 5 or Spanish Language & Culture, AP or IB I	Spanish Language & Culture, AP or Spanish Literature, AP or Advanced Studies in Spanish or IB II
	Level 1	Level 2	Level 3	Level 4	Level 5 or Spanish Language & Culture, AP
		Level 1	Level 2	Level 3	Level 4
			Level 1	Level 2	Level 3
				Level 1	Level 2
					Level 1

## Spanish for Fluent Speakers

7 <sup>th</sup> grade	8 <sup>th</sup> grade	9 <sup>th</sup> grade	10 <sup>th</sup> grade	11 <sup>th</sup> grade	12 <sup>th</sup> grade
Level 1	Level 2	Level 3	Spanish Language and Culture, AP	Spanish Literature, AP	Advanced Studies in Spanish
	Level 1	Level 2	Level 3	Spanish Language and Culture, AP	Spanish Literature, AP or Advanced Studies in Spanish
		Level 1	Level 2	Level 3	Spanish Language and Culture, AP
			Level 1	Level 2	Level 3
				Level 1	Level 2
					Level 1

### Notes:

1. German, and Japanese are only offered at the high school level.
2. Excepting Washington Liberty High School, Chinese at the high schools is only offered through an online provider with the assistance of a native Chinese-speaking assistant.
3. An AP or IB exam is not available in American Sign Language or Arabic.
4. IB level languages are only available at Washington Liberty High School
5. An AP course is not offered in either German or Japanese.
6. APS students who demonstrate strong proficiency in one or more foreign languages may earn up to 4 credits (Level 1-4) by participating successfully in the Credit by Exam. Please see [www.apsva.us/worldlanguages](http://www.apsva.us/worldlanguages) for more information. Duplicate credits not allowed.



## HIGH SCHOOL GRADUATION REQUIREMENTS

The requirements for a student to earn a diploma and graduate from a Virginia high school shall be those in effect when that student enters Grade 9 for the first time. Students shall be awarded a diploma upon graduation from a Virginia high school. When students below Grade 9 successfully complete courses offered for credit in Grades 9 through 12, credit shall be counted toward meeting the standard units required for graduation. To earn a verified unit of credit for these courses, students must meet the requirements of the Virginia Standards of Quality (.8VAC20-131-110).

The following requirements shall be the only requirements for a diploma, unless a local school board has prescribed additional requirements that have been approved by the Board of Education. All additional requirements prescribed by local school boards that have been approved by the Board of Education remain in effect until such time as the local school board submits a request to the board to amend or discontinue them.

### Requirements for a Standard Diploma.

First-time ninth grade classes prior to 2013-Beginning with the ninth-grade class of 2018-19 and beyond students shall earn the required standard and verified units of credit.

To graduate with a Standard Diploma, a student must earn at least 22 standard units of credit by passing required courses and electives and earn at least five verified credits by passing end-of-course SOL tests or other assessments approved by the Board of Education.

Additionally, students must:

- Complete an Advanced Placement, honors, International Baccalaureate, or dual enrollment course; or complete a high-quality work-based learning experience; or earn a career and technical education credential.
- Successfully complete one virtual course.
- Be trained in emergency first aid, cardiopulmonary resuscitation (CPR), and the use of automated external defibrillators (AED), including hands-on practice of the skills necessary to perform cardiopulmonary resuscitation.
- Acquire and demonstrate foundational skills in Virginia’s 5 C’s: critical thinking, creative thinking, collaboration, communication, and citizenship.

Discipline Area	Standard Unit of Credit Required	Verified Credits Required
English (reading and writing)	4	2
Mathematics	3	1
Science	3	1
History & Social Sciences	3	1
Health & Physical Education	2	
World Languages Fine Arts or Career & Technical Education	2	
Economics & Personal Finance	1	
Electives	4	Courses to satisfy this requirement shall include at least two sequential electives.
<b>Total</b>	<b>22</b>	<b>5</b>

**Requirements for an Advanced Studies Diploma.**

Beginning with the ninth-grade class of 2018-19 and beyond, students shall earn the required standard and verified unit of credit.

To graduate with an Advanced Studies Diploma, a student must earn at least 26 standard units of credit by passing required courses and electives, and at least five verified credits by passing end-of-course SOL tests or other assessments approved by the Board of Education.

Additionally, students must:

- Complete an Advanced Placement, honors, International Baccalaureate, or dual enrollment course; or complete a high-quality work-based learning experience; or earn a career and technical education credential.
- Successfully complete one virtual course.
- Be trained in emergency first aid, cardiopulmonary resuscitation (CPR), and the use of automated external defibrillators (AED), including hands-on practice of the skills necessary to perform cardiopulmonary resuscitation.
- Acquire and demonstrate foundational skills in Virginia’s 5 C’s: critical thinking, creative thinking, collaboration, communication, and citizenship.

<b>Discipline Area</b>	<b>Standard Unit of Credit Required</b>	<b>Verified Credits Required</b>
English (reading and writing)	4	2
Mathematics	4	1
Science	4	1
History & Social Sciences	4	1
World Languages	3	Courses to satisfy this requirement shall include three years of one language or two years of two languages.
Health & Physical Education	2	
Fine Arts or Career & Technical Education	1	
Economics & Personal Finance	1	
Electives	3	Courses to satisfy this requirement shall include at least two sequential electives. World languages levels 1 and 2 are not allowed to serve as the sequential elective because world languages are a separate requirement.
<b>Total</b>	<b>26</b>	<b>5</b>

The Arlington Public Schools prohibits discrimination on the basis of race, religion, sex, sexual orientation, national origin, age, disability, pregnancy or marital status. This policy provides equal access to courses and programs, counseling services, physical education and athletics, vocational education, instructional materials and extra – curricular activities. Violations of this policy should be reported to the Assistant Superintendent of Administrative Services at (703) 228-6008 or the Assistant Superintendent for Personnel at (703) 228-6110.



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