

FRANKLIN MIDDLE SCHOOL

Guide to Course Offerings

2012-2014



Franklin Middle School
3300 Lees Corner Road
Chantilly, VA 20151
703-904-5100

Welcome to Franklin Middle School!

Dear Students and Parents/Guardians:

It is with great enthusiasm that we welcome you to Franklin Middle School for the new school year. As a middle school, we encompass the middle school philosophy of education which is designed to meet the ever demanding educational and social changes and needs of the eleven to fourteen year old student. Middle school students are part of a team that will be comprised of approximately 130-150 students, along with four core team teachers. The team teachers teach the core classes of English, social studies, mathematics, and science. These teams of teachers will also instruct a period each day called Falcon Time. This activity period allows students an opportunity to complete make-up work, work on enrichment and remedial skills, and to complete homework assignments. Each team of teachers has an administrator and counselor assigned to assist in the education of the students. Students participate in a variety of elective courses in addition to the challenging core classes.

A schedule of orientation programs for parents and students has been developed and timely notification will be published so that parents and students will be able to discuss the Franklin Middle School structure and curricular offerings. This pertains both to the seven Franklin feeder schools and our current seventh grade students. Each of our school counselors will be assigned to an elementary feeder school to work with the parents and students in transitioning to Franklin Middle School. The counselors will be also working with their current seventh grade team students to register them for eighth grade and their current eighth grade students who will be transitioning to high school.

With our current trend in going *Green*, we will produce this booklet yearly for our rising seventh grade students. Our current seventh grade students can use this book for two years. This booklet will be posted on our web page at www.fcps.edu/FranklinMS along with any updates or changes. It will be provided to anyone who does not have access to a computer.

We look forward to meeting and working with each of you. Should you have any questions regarding the information presented in this course guide or any other questions regarding the middle school, please contact Franklin's Student Services Department. Best wishes for a successful school year!!

Sharon Eisenberg
Principal

Patti Bowers
Director of Student Services

Franklin Middle School Mission Statement

The Franklin Middle School learning community consisting of parents, students and staff is committed to a rigorous and differentiated instructional program in a safe and nurturing environment. The curriculum and climate challenge and support each student to strengthen core knowledge and higher level thinking, awaken curiosity and creativity, apply problem-solving strategies, develop self-advocacy and communication skills, and become community-minded, life-long learners.

What to Expect in Middle School

Time: School begins at 8:00 AM and ends at 2:50 PM.

Classes: Students are enrolled in seven (7) classes a day plus Falcon Time which is a time to get help from a teacher or begin homework. Most classes will be for the entire year; some classes are only for a semester.

Lunch: Lunch is 30 minutes and there are 3 lunch shifts. The student's schedule will determine the lunch period assigned.

Lockers: Each student is assigned a hallway locker and a gym locker. Students should NOT share lockers or tell other students their locker combinations.

After School Activities: Teachers are available through core labs and by appointment to help students. Extracurricular activities, such as club meetings, intramural sports, group games and so much more are also scheduled during after school times.

Late Buses: Late buses are available on Mondays, Wednesdays and Thursdays.

Student Services: Each student is assigned a school counselor. The middle school student services program provides support to students in transition from childhood to adolescence. School counselors help students to make the best of their abilities, to know the educational and career opportunities available to them. Counselors also meet with teachers and parents to discuss achievement or any issue related to the student's school experiences. Parents are encouraged to contact their child's counselor if there are any questions or concerns regarding academic, social, or emotional development.

Homework: Students should plan for homework each day. Homework includes reading, studying, reviewing class notes, and continuing to work on long term projects.

Agenda Book: Each student will receive an Agenda Book at the beginning of the school year. Students are required to carry their Agenda Book with them throughout the school day. Students are to record daily and long-term assignments in their agenda books. In addition, Agenda Books are used as hall passes when students are excused to rest rooms and other places in the school building while classes are in session. Bar codes are also placed on the agenda books to track students' attendance in after school activities.

FRANKLIN MIDDLE SCHOOL

STANDARD AND ELECTIVE COURSE OFFERINGS

Standard Courses - Grade 7

English 7 or English 7 Honors
United States History 7 or History 7 Honors
Middle School Math 7 or Math 7 Honors
 or Algebra 7 Honors*(pre-testing is required)
Science 7 or Science 7 Honors
Health & PE 7

Elective Choices:

TWO Full-Year Courses
 OR
ONE Full-Year Course
TWO Semester Courses
 OR
FOUR Semester Courses

Standard Courses – Grade 8

English 8 or English 8 Honors
Civics 8 or Civics 8 Honors
Middle School Math 8 or
Algebra 1 or Algebra 1 Honors
 or Geometry Honors
Science 8 or Science 8 Honors
Health & PE 8

Elective Choices:

TWO Full-Year Courses
 OR
ONE Full-Year Course
TWO Semester Courses
 OR
FOUR Semester Courses

SPECIALIZED PROGRAMS

Exceptional Education: All exceptional education placements are determined by the Office of Student Services and Special Education. The exceptional education department offers a continuum of services as determined by the student's Individual Educational Plan (IEP).

English for Speakers of Other Languages (ESOL): This program serves English language learners who process, understand or produce language in different ways. The WIDA English language proficiency (ELP) levels are: 1 – Entering, 2 – Beginning, 3 – Developing, 4 – Expanding, 5 – Bridging, and 6 – Reaching. Students at levels one through four enroll in varying numbers of ESOL courses, depending on their individual academic needs.

Advanced Academics Program/Honors Program: This program is designed for those students who have demonstrated high achievement in one or more areas of academic strength. The Advanced Academics Program/Honors Program is offered in both 7th and 8th grades through the core subjects of English, social studies, science and math. Honors courses use a Fairfax County Public Schools-developed middle school curriculum that extends the FCPS Program of Studies in depth and complexity. The curriculum is based on the Parallel Curriculum Model, a nationally endorsed model for high-ability learners. Honors classes, which are available in all FCPS middle schools, seek to provide opportunities to build on the individual strengths of each student.

SEVENTH GRADE CORE REQUIRED PROGRAMS

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



ENGLISH

English 7

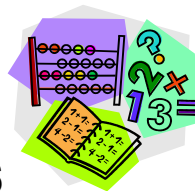
Year

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

English 7 Honors

Year

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



MATHEMATICS

Mathematics 7

Year

Students examine algebra- and geometry-preparatory concepts and skills; strategies for collecting, analyzing, and interpreting data; and number concepts and skills especially proportional reasoning. Reasoning, problem solving, communication, concept representation, and connections among mathematical ideas are emphasized in a hands-on learning environment. Graphing calculators and computers are integrated with instruction. This course provides students the opportunity to acquire the concepts and skills necessary for success in Algebra I or Algebra I Honors.

Mathematics 7 Honors

Year

The depth and level of understanding in Mathematics 7 Honors is beyond the scope of Mathematics 7. This course is based on Mathematics 8 curriculum and includes extensions and enrichment. Emphasis is placed on mathematical reasoning, non-routine problem solving, and algebraic connections among mathematical ideas. This course provides students the opportunity to acquire the concepts and skills necessary for success in Algebra I or Algebra I Honors.

Algebra 1 Honors for Grade 7 Students

Credit: 1

Year

Seventh grade students may be enrolled in Algebra 1 Honors upon meeting all of the following criteria set by FCPS: completion of a year-long accelerated math program, score at or above the 91st percentile on the Iowa Algebra Aptitude Test and a score of pass advanced (500 or above) on the Virginia Standards of Learning grade 7 mathematics test. Identified students are assessed at their elementary schools and parents are notified in late spring. The point of contact for more information should be your child's 6th grade math teacher. (Please refer to the course description for Algebra 1 Honors in the eighth grade required courses section of this booklet).

SOCIAL STUDIES



United States History 7: 1865 to the Present

Year

The grade seven program provides a survey of American history since 1865. This course incorporates the four strands of history, geography, civics, and economics. Important trends in American history are identified by the analysis of the role of ideas, individuals, and important events. Students develop historical-thinking skills and extend their understanding of how economics and geography shapes history.

US History 7 Honors

Year

This course extends the standard program of studies for US History in grade 7, a survey of American history since 1865. As they study the four strands of history, geography, civics, and economics the students will think conceptually; make connections across time, place and subject areas; perform as a practitioner or scholar in a discipline; and self-assess and reflect on their learning and the learning process. Instruction is enriched and extended through research-based practices designed to engage and challenge advanced learners, e.g. problem-based learning, research, and investigations.



SCIENCE

Investigations in Environmental Science 7

Year

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

Investigations in Environmental Science 7 Honors

Year

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

HEALTH & PHYSICAL EDUCATION

Health & Physical Education 7

Year

Students strengthen and/or master basic skills developed at the elementary level. Emphasis is on highly organized lead-up activities, modified games, and fitness and wellness activities. Content areas include rhythmic activities and dance, physical fitness, wellness-related testing, fitness planning, and application of skills in selected games and sports. Health units include alcohol, tobacco, and other drug use prevention, disease prevention, personal safety, injury and violence prevention, emotional and social health, and human growth and development.

Adapted Physical Education

Year

Grade: 7

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

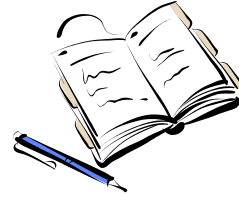
Adapted physical education is a developmental course for general education and/or special education students. This course serves students who are temporarily or permanently physically disabled or have deficiencies in motor coordination and/or physical fitness. This program is individualized and is directed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



EIGHTH GRADE CORE REQUIRED PROGRAMS

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

ENGLISH



English 8

Year

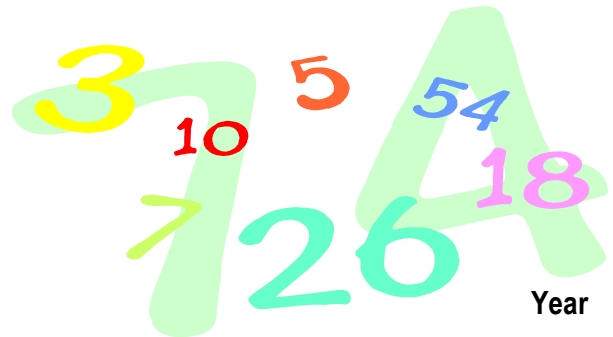
Students read and study a variety of literature, building on an understanding of reading as a process that includes analyzing and interpreting the text. Language study includes vocabulary building, learning about grammar, and spelling. Through varied and frequent writing assignments, students build on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

English 8 HN

Year

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

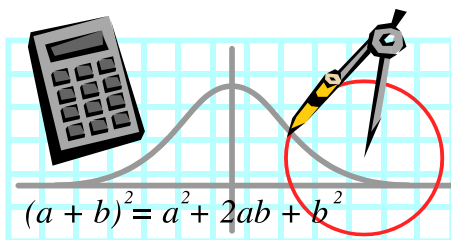
MATHEMATICS



Mathematics 8

Year

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



Algebra 1

Year

Credit: 1

Prerequisite: Middle School Mathematics

This course extends students' knowledge and understanding of the real number system and its properties through the study of variables, expressions, equations, inequalities, and analysis of data derived from real-world phenomena. Emphasis is placed on making connections in algebra to geometry and statistics. Calculator and computer technologies will be used as tools wherever appropriate. Use of a graphing calculator is considered essential to provide a graphical and numerical approach to topics in addition to a symbolic approach. Topics include linear equations and inequalities, systems of linear equations, relations, functions, polynomials, and statistics.

Algebra 1 Honors

Year

Credit: 1

Prerequisite: Mathematics 7 and/or Mathematics 8

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



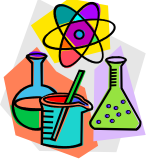
Geometry Honors

Year

Prerequisite: Algebra 1 or Algebra 1 Honors

Credit: 1

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



SCIENCE

Investigating Matter and Energy

Year

Investigating Matter and Energy builds upon the experiences in the physical sciences introduced to students in the upper-elementary grades. Properties of matter, energy forms and their transformations and forces and motion are content strands developed through a sequence of hands-on investigations. To augment the inquiry-based investigations, computer technologies including graphing calculators, Vernier probeware, CD-ROMs, and streaming videos are used to build background knowledge and enhance student understanding. Process skills related to scientific investigation, reasoning, and logic are integrated throughout the course as students carry out investigations, collect and analyze data, and formulate conclusions.

Students are required to take the Standards of Learning Test for this course, which consists of 6th, 7th and 8th grade skills and knowledge.

Investigating Matter and Energy Honors

Year

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



SOCIAL STUDIES

Civics and Economics

Year

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

Civics and Economics Honors

Year

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

HEALTH & PHYSICAL EDUCATION

Health & Physical Education 8

Year

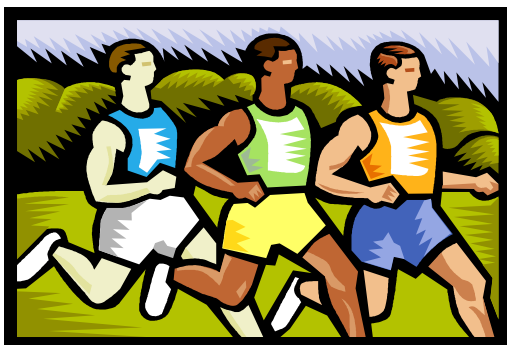
Students continue to strengthen and/or master basic skills, and participate in wellness activities and wellness-related testing and fitness planning. Content areas include rhythmic activities and dance, and application of skills in selected games and sports. Students participate in lifetime sports and activities for lifetime wellness planning. Health units include alcohol, tobacco, and other drug use prevention, personal safety, injury and violence prevention, community and consumer health, emotional and social health, and human growth and development.

Adapted Physical Education

Year

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

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



SEVENTH AND EIGHTH GRADE ELECTIVE PROGRAM



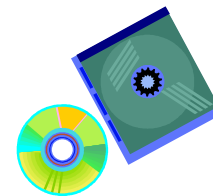
TECHNOLOGY AND ENGINEERING EDUCATION

Technology Exploration 7

Semester

Grade: 7

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



Technology Exploration 8

Semester

Grade: 8

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

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



FAMILY AND CONSUMER SCIENCE

Family and Consumer Science 7

Semester

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

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

Family and Consumer Science 8

Semester

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

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

FINE AND PERFORMING ARTS VISUAL ARTS



Art Foundations

Grade: 7

Semester

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

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

3 D Art Exploration

Grade: 8

Semester

Work in the third-dimension by creating sculptures, ceramic objects, models and installations that express ideas about personal experiences and observations of the world. Learn to use a variety of art media, non-traditional materials, tools and equipment to compose, construct, and form functional and decorative artworks. Build knowledge, refine skills, improve techniques, and craftsmanship to meet challenges and solve problems in unique ways. Investigate three-dimensional artworks produced by artists in different times and places to inform the art-making process.

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

Music



BAND

Year

Cadet Band

Grade: 7, 8

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

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

Intermediate Band

Year

Grade: 7, 8

Prerequisite: Successful audition

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

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

Advanced Band

Year

Grade: 7, 8

Prerequisite: **Successful Audition or Permission of Instructor**

Prerequisite: Successful audition

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

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

Percussion Ensemble

Year

Grade: 7, 8

Prerequisite: Successful Audition or Permission of Instructor and previous experience on Percussion.

This course is designed to meet specific needs of percussionists. Content includes study of appropriate ensemble literature, and rehearsal and performance techniques from the various areas of musical composition. Instrumentation of the group is at the discretion of the instructor. Students must meet both the school day and after-school participation requirements to receive credit for the course.

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



ORCHESTRA

Beginning Orchestra (Concert Orchestra)

Year

Grade 7, 8

Prerequisite – none

Beginning level string class introduces students to the violin, viola, cello and double bass, and develops beginning skills. Guidance will be given by the instructor in the selection of an instrument. Simple duets, rounds, and other literature will be performed in class. Rehearsals and performances outside of normal school hours may be required as a part of this course. **This course requires a student materials fee as listed in FCPS Notice 5922.**

Intermediate Orchestra (Symphonic Orchestra)

Year

Grade: 7, 8

Prerequisite: Successful audition

This course offers the opportunity to participate in string orchestra ensemble. Additionally, intermediate level orchestra students will continue to develop skills on violin, viola, cello, and double bass. A variety of musical styles will be studied through the playing of appropriate string orchestra literature. Students must meet both the school day and after-school participation requirements to receive credit for the course.

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

Advanced Orchestra (Chamber Orchestra)

Year

Grade: 7, 8

Prerequisite: Successful Audition

Orchestra offers instruction to the experienced player through in-depth study and performance of challenging string orchestra literature, with an emphasis on upper level skills. Students must meet both the school day and after-school participation requirements to receive credit for the course.

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



Mixed Chorus

Grade: 7, 8

Year

Prerequisite: none

This course provides instruction in proper vocal techniques, music fundamentals, and sight reading. Through a variety of choral literature, students will experience two and/or three-part singing. Types of performances may include concert choral performances, choral choreography, and/or musical dramas. Students must meet both the school day and after-school participation requirements to receive credit for the course.

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

Intermediate Women's Chorus

Grade: 7, 8

Year

Prerequisite: Beginning Chorus, or successful audition

Intermediate level chorus will provide for the continued study of correct vocal production and development of musicianship through the study of appropriate choral literature. Students must meet both the school day and after-school participation requirements to receive credit for the course.

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

Intermediate Men's Chorus

Grade: 7, 8

Year

Prerequisite: Beginning Chorus, or successful audition

Intermediate level chorus will provide for the continued study of correct vocal production and development of musicianship through the study of appropriate men's choral literature. Students must meet both the school day and after-school participation requirements to receive credit for the course.

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

Advanced Women's Chorus

Grade: 7, 8

Year

Prerequisite: Successful audition

This course offers advanced instruction in vocal techniques, music fundamentals, and sight-reading. Through a variety of choral literature, students will experience three and/or four-part singing. Types of performances may include concert choral performances, choral choreography, and/or musical dramas. Students must meet both the school day and after-school participation requirements to receive credit for the course.

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

THEATRE ARTS



Speech and Theatre Arts Appreciation

Grade: 7

Semester

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

Advanced Theatre Arts Appreciation

Grade 8

Semester

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

WORLD LANGUAGES

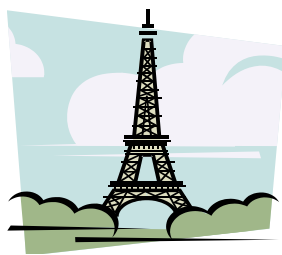


Introduction to Foreign Language (IFL)

Grade: 7

Semester

Students are introduced to one or more world languages and cultures. The languages most often studied are French, German, Latin, and Spanish, but Chinese, Japanese, and Russian may also be included. Students learn the most basic structures, vocabulary, and expressions in each language and study the culture of the people who speak them. They are exposed to the basic steps and study habits necessary to learn a world language. Students are made aware of how knowledge of world languages enriches a person's life and expands the options of career goals. The 18-week course can include as many as four languages. This course does not count as a world languages credit.



French 1 Part A

Grade: 7

Prerequisite: none

Year

In this course, students begin to develop the ability to communicate about themselves and their immediate environment using simple sentences containing basic language structures. These language structures include subject pronouns; the verbs to be, to have and basic regular verbs; subject-verb agreement; and expressions of likes and dislikes. Students begin to study the POS themes and topics of level 1. Students also explore traditions, customs, beliefs, and cultural contributions and how these elements relate to language. This course does not count as a world languages high school credit.

French 1 Part B

Grade: 8

Prerequisite: French 1 Part A or permission of instructor

Year

Students continue to develop the ability to communicate about themselves and their immediate environment using simple sentences containing basic language structures. This communication is evidenced in all four language skills - listening, speaking, reading and writing - with emphasis on the ability to communicate orally and in writing. Students continue to explore and study the POS themes of Personal and Family Life, School Life, Social Life, and Community Life. Credit becomes a part of the high school transcript, is included in the determination of the high school grade point average (GPA), and counts towards fulfilling the world languages requirements of the high school Advanced Studies diploma. It also counts towards the number of credits required for high school graduation.

French 1

Grade: 8

Credit: 1

Year

Students develop the ability to communicate about themselves and their immediate environment using simple sentences containing basic grammatical structures. This communication is evidenced in all four language skills: listening, speaking, reading and writing- with emphasis on the ability to communicate orally and in writing. Students begin to explore and study the POS themes of Personal and Family Life, School Life, Social Life, and Community Life. For middle school students, this credit becomes a part of the high school transcript, is included in the determination of the high school grade point average (GPA), and counts toward fulfilling the world languages requirements of the high school Advanced Studies diploma. It also counts toward the total number of credits required for graduation.



Spanish 1 Part A

Year

Grade: 7

Prerequisite: none

In this course, students begin to develop the ability to communicate about themselves and their immediate environment using simple sentences containing basic language structures. These language structures include subject pronouns; the verbs to be, to have and basic regular verbs; subject-verb agreement; and expressions of likes and dislikes. Students begin to study the POS themes and topics of level 1. Students also explore traditions, customs, beliefs, and cultural contributions and how these elements relate to language. This course does not count as a world languages high school credit.

SPANISH 1 PART B

Year

Grade: 8

Prerequisite: Spanish 1, Part A or permission of instructor

Students continue to develop the ability to communicate about themselves and their immediate environment using simple sentences containing basic language structures. This communication is evidenced in all four language skills - listening, speaking, reading and writing - with emphasis on the ability to communicate orally and in writing. Students continue to explore and study the POS themes of Personal and Family Life, School Life, Social Life, and Community Life. Credit becomes a part of the high school transcript, is included in the determination of the high school grade point average (GPA), and counts towards fulfilling the world languages requirements of the high school Advanced Studies diploma. It also counts towards the number of credits required for high school graduation.

Spanish 1

Year

Grade: 8

Credit: 1

Students develop the ability to communicate about themselves and their immediate environment using simple sentences containing basic grammatical structures. This communication is evidenced in all four language skills; listening, speaking, reading and writing- with emphasis on the ability to communicate orally and in writing. Students begin to explore and study the POS themes of Personal and Family Life, School Life, Social Life, and Community Life. For middle school students, this credit becomes a part of the high school transcript, is included in the determination of the high school grade point average (GPA), and counts toward fulfilling the world languages requirements of the high school Advanced Studies diploma. This course also counts toward the total number of credits required for graduation.



ENGLISH/LITERARY ARTS

Creative Writing/Skills for Success

Semester

Grade: 7, 8

Students develop their creative writing talents with emphasis on building skills and expertise as writers. Instruction will focus on the writing of poetry, short stories, plays, and descriptions. Students refine their skills in use of the Six Traits of Writing through planning, drafting, revising, and editing written work. Students expand their writing skills through analyzing and evaluating their own writing and that of other writers. The study skills component includes lessons from The Seven Habits of Highly Effective Teens by Sean Covey. Through a variety of instructional techniques, students develop higher-level thinking, organization, time management, and other study skills fundamental to school success.



FOCUSED REMEDIATION CLASSES AND TUTORIALS

Franklin Middle School is anchored in the belief that all students will learn, therefore assessment of student progress is continual. Data used to assess academic progress includes standardized test results, progress grades, instructor referrals, curricular common assessments, and academic cumulative history. As a result of this continual evaluation, Franklin Middle School has developed a curricular program that includes small remediation classes that focus on specific basic skills and support the basic academic subjects. Each semester, as students' academic progress is evaluated, recommendations will be made for students to participate in these focused remediation classes. These classes take the place of an elective.

Action Literacy 7 / Reading 7

Year

Action Literacy is a one semester Language Arts course designed to provide direct instruction in reading comprehension, writing process, and vocabulary. The course content has been specifically designed to support the attainment of the foundational skills and knowledge necessary to be successful in seventh grade English. Students are placed in these classes from teacher recommendation previous grades or SOL scores.

Action Literacy 8 / Reading 8

Year

Action Literacy is a one-semester Language Arts course designed to provide direct instruction in reading comprehension, writing process, and vocabulary. The course content has been specifically designed to support the attainment of the foundational skills and knowledge necessary to be successful in eighth grade English. Students are placed in these classes from teacher recommendation previous grades or SOL scores for a semester or for the school year.

Power Mathematics 7

Year

The Power Mathematics course provides students with foundational concepts and skills to support success with current mathematics explorations and enhance experiences with future mathematics study. Power Mathematics in grade seven focuses on fundamental skills with integer operations, order of operations, equivalence, percent and percent applications, along with area and graphing concepts. Students are placed in these classes from teacher recommendation previous grades or SOL scores for a semester or year.

Algebra Readiness 8

Year

Algebra Readiness is a semester course designed to assist students in mastering all of the Virginia Standards of Learning for mathematics in grade 8 and focuses on specific identified areas of the mathematics study that need remediation, in order to assure readiness for Algebra I.



READ 180
Grade: 7, 8

Year

Read 180 is a reading intervention class that teaches active reading strategies to improve comprehension. The Read 180 program is offered to seventh and eighth grade students who need language arts support. The program includes direct small-group instruction, independent reading practice in multi-leveled fiction and non-fiction books and the Read 180 computer program focused on vocabulary, comprehension and spelling skills. Class enrollment is limited to 15 students. The goal is that the comprehension skills taught in this class will enable students to be more successful in other subject areas, including English, math, science, and social studies.



ENGLISH FOR SPEAKERS OF OTHER LANGUAGES

The ESOL program serves English language learners who process, understand or produce language in different ways. Students at WIDA English language proficiency (ELP) levels of; 1 – Entering, 2 – Beginning, 3 – Developing, and 4 – Expanding, enroll in varying numbers of ESOL courses, depending on their individual academic needs.

Beginning ESOL English

Year

WIDA ELP Level 1 & 2

Grade: 7, 8

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

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

Beginning ESOL English

Year

WIDA ELP 1 & 2 English

Grade: 7, 8

This is the second of two English classes in which WIDA ELP Levels 1 & 2 students are enrolled. This class is designed to support the development of academic language and skills through alignment with the grade level Language Arts Standards. It maintains a focus on vocabulary development, literacy skills and the writing process. This course may be repeated.

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

ESOL US History 7

Year

WIDA ELP Level 1 & 2

Grade: 7

This is the Social Studies class in which grade 7 WIDA ELP Levels 1 & 2 students may be enrolled. It is aligned with the grade 7 US History II Standards of Learning and the FCPS POS. This class is designed to support the development of academic language and skills through alignment with the grade level Social Studies Standards. It supports the development of vocabulary and academic discourse of Social Studies.

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

ESOL Civics & Economics 8

Year

WIDA ELP Level 1 & 2

Grade: 8

This is the Social Studies class in which grade 8 WIDA ELP Level 1 & 2 students are enrolled. This class is designed to support the development of academic language and skills through alignment with the grade 8 Civics & Economics Standards. It supports the development of vocabulary and academic discourse of Social Studies.

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

ESOL Focus Science

Year

WIDA ELP Level 1 & 2

Grade: 7, 8

This course is the science course for WIDA ELP Level 1 & 2 students. It is designed to develop the academic language of science through scaffold grade level tabs. Students explore the scientific process along with key vocabulary and concepts through Life and Physical Science. This course may be repeated.

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

Developing ESOL English

Year

WIDA ELP Level 2 & 3

Grade: 7, 8

This is the English language classes in which WIDA ELP Levels 2 & 3 students may be enrolled. This class is designed to support the development of academic language and skills through alignment with the grade level Language Arts Standards. It maintains a focus on vocabulary development, reading comprehension and the writing process. When appropriate Level 3 ESOL students should be enrolled in grade level English. This course may be repeated.

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

ESOL Academic Language

Year

WIDA ELP Level 3 & 4

Grade: 7, 8

The class is designed to continue the development of academic language across the curriculum. WIDA ELP Level 4 students are enrolled in both this course and a grade level English class. This course may be taken by WIDA ELP Level 3 students in conjunction with Developing ESOL English (572061). Students read a variety of genres and use technology as they work with the writing process to extend and refine their English language skills. This course may be repeated.



EXCEPTIONAL EDUCATION

Students with IEP's are eligible to participate in courses specifically designed to meet identified needs as specified in the Individualized Education Plan (IEP).

Students may have experiences in general education classes with the support of a special education teacher. Students who require more specialized instruction and reinforcement are enrolled in small group special education classes. Students may also be fully mainstreamed in their academic courses according to their IEP. The objective of the exceptional education program is to offer a continuum of services to meet the needs of individual students.

Basic Skills

Year

Grade: 7, 8

This elective course is designed to provide support to a student in core curricular areas and to provide direct instruction in specific learning strategies, study skills, time management, organization and coping skills. Time is also allotted to address individual areas of need as identified in a student's Individual Educational Plan (IEP). While students may receive assistance on core curricular assignments, the course is not designed to serve as a study hall. The course may be taught as an elective both years, as appropriate.

Work Awareness and Transition

Year

Grade: 7, 8

This year-long course is designed to explore possible careers to help students plan for high school courses. Students learn work-related skills and behaviors such as attitude towards work and appropriate interpersonal/co-worker relationships.

Personal Development

Year

Grade: 7, 8

This special education course is designed for students who need additional social/emotional support in order to progress in the general education curriculum because their social/emotional needs affect their school performance. Course topics include: understanding yourself, goal-setting, communication, building relationships, dealing with emotions, stress management, wellness, problem-solving, decision-making, self-advocacy, and career and transition. This course is appropriate for students who have documented social/emotional needs on their individualized education program (IEP).

STANDARD DIPLOMA

22 CREDIT DIPLOMA REQUIREMENTS FOR GRADUATION

The requirements for a student to earn a diploma shall be those in effect when the student enters the 9th grade for the first time. The following applies to 9th grade students who enter high school in 2011-2012 and beyond.

To graduate from high school, students shall meet the minimum requirements for the Standard Diploma as outlined below, including 22 standard credits, 6 of which must be verified credits. A **standard** credit is earned when a student passes a course. A **verified** credit is earned when a student passes a course and the associated end-of-course SOL test. In some cases, students may utilize substitute tests, certifications, or the appeal process to earn verified credits. State guidelines prescribe the number of verified credits required for graduation for students entering a Virginia public high school for the first time during the tenth grade or after. Consult your school counselor for specific information.

Students receive credit toward graduation for high school courses taken and passed in middle school. These courses count toward credits in the required sequences as well as toward the total number of credits required for graduation and calculation of the grade point average (GPA). **Middle school parents may request that grades for any high school credit-bearing course taken in the middle school be removed from the student's high school transcript, and therefore the student will not earn high school credit for the course. In addition, the student will not be eligible for a verified credit in any course which has been removed from the transcript. The request to remove a course from the transcript must be made in writing to the middle or high school the student will attend the following year, prior to the end of the first nine weeks.**

Standard Diploma Course Requirements (8 VAC 20-131-50)		
Subject Area	Standard Credits	Verified Credits
English	4	2
Mathematics ¹	3	1
Laboratory Science ^{2,6}	3	1
History and Social Sciences ^{3,6}	4	1
Health and Physical Education	2	
*World Language, Fine Arts or Career and Technical Ed ⁷	2	
Economics & Personal Finance	1	
Electives ⁴	3	
Student Selected Test ⁵		1
Total Credits	22	6

*Foreign Language is designated World Language in Fairfax County Public Schools.

¹ Courses completed to satisfy this requirement shall include at least two different course selections from among: Algebra I, Geometry, Algebra II, or other mathematics courses above the level of Algebra II. The Board of Education shall approve additional courses to satisfy this requirement.

² Courses completed to satisfy this requirement shall include course selections from at least three different science disciplines: earth sciences, biology, chemistry, or physics or completion of the sequence of science courses required for the International Baccalaureate Diploma. The Board shall approve courses to satisfy this requirement.

³ Courses completed to satisfy this requirement shall include U.S. and Virginia History, U.S. and Virginia Government, and World History/Geography I and World History/Geography II. AP World History satisfies the requirement for World History/Geography II.

⁴ Courses to satisfy this requirement shall include at least two sequential electives as required by the Standards of Quality.

⁵ A student may utilize additional tests for earning verified credit in computer science, technology, career and technical education, economics, or other areas as prescribed by the Board in 8 VAC 20-131-110.

⁶ Students who complete a career and technical education program sequence and pass an examination or occupational competency assessment in a career and technical education field that confers certification or an occupational competency credential from a recognized industry, or trade or professional association or acquires a professional license in a career and technical education field from the Commonwealth of Virginia may substitute the certification, competency credential, or license for (i) the student selected verified credit and (ii) either a science or history and social science verified credit when the certification, license, or credential confers more than one verified credit. The examination or occupational competency assessment must be approved by the Board as an additional test to verify student achievement.

⁷ Pursuant to Section 22.1-253.13:4, Code of Virginia, credits earned for this requirement shall include one credit in fine or performing arts or career and technical education.

STANDARD TECHNICAL DIPLOMA

22 CREDIT DIPLOMA REQUIREMENTS FOR GRADUATION

The requirements for a student to earn a diploma shall be those in effect when the student enters the 9th grade for the first time. The following applies to 9th grade students who enter high school in 2012-2013 and beyond.

To graduate from high school with a Standard Technical Diploma, students shall meet the minimum requirements as outlined below, including 22 standard credits, 6 of which must be verified credits. A **standard** credit is earned when a student passes a course. A **verified** credit is earned when a student passes a course and the associated end-of-course SOL test. In some cases, students may utilize substitute tests, certifications, or the appeal process to earn verified credits. State guidelines prescribe the number of verified credits required for graduation for students entering a Virginia public high school for the first time during the tenth grade or after. Consult your school counselor for specific information.

Students receive credit toward graduation for high school courses taken and passed in middle school. These courses count toward credits in the required sequences as well as toward the total number of credits required for graduation and calculation of the grade point average (GPA). **Middle school parents may request that grades for any high school credit-bearing course taken in the middle school be removed from the student's high school transcript, and therefore the student will not earn high school credit for the course. In addition, the student will not be eligible for a verified credit in any course which has been removed from the transcript. The request to remove a course from the transcript must be made in writing to the middle or high school the student will attend the following year, prior to the end of the first nine weeks.**

Standard Technical Diploma Course Requirements (8 VAC 20-131-50)		
Subject Area	Standard Credits	Verified Credits
English	4	2
Mathematics ¹	3	1
Laboratory Science ^{2,5}	3	1
History and Social Sciences ^{3,5}	4	1
Health and Physical Education	2	
Fine Arts or *World Language	1	
Economics & Personal Finance	1	
Career and Technical Education ⁴	4	
Student Selected Test ⁶		1
Total Credits	22	6

¹ Courses completed to satisfy this requirement shall include at least three different course selections from among: Algebra I, Geometry, or Algebra II or other mathematics courses above the level of Algebra II. The Board of Education shall approve courses to satisfy this requirement.

² Courses completed to satisfy this requirement shall include course selections from at least three different science disciplines from among: earth sciences, biology, chemistry, or physics, or completion of the sequence of science courses required for the International Baccalaureate Diploma. The Board shall approve courses to satisfy this requirement.

³ Courses completed to satisfy this requirement shall include U.S. and Virginia History, U.S. and Virginia Government, and World History/Geography I and World History/Geography II. AP World History satisfies the requirement for World History/Geography II.

⁴ Courses completed to satisfy this requirement must include a career concentration as approved by the Board. If a career concentration includes a specific assessment approved by the Board and the student is eligible to take the assessment, then the student must take this assessment.

⁵ Students who complete a career and technical education program sequence and pass an examination or occupational competency assessment in a career and technical education field that confers certification or an occupational competency credential from a recognized industry or trade or professional association or acquires a professional license in a career and technical education field from the Commonwealth of Virginia may substitute the certification competency credential or license for (i) the student selected verified credit and (ii) either a science or history and social science verified credit when the certification license or credential confers more than one verified credit. The examination or occupational competency assessment must be approved by the Board as an additional test to verify student achievement.

⁶ A student may utilize additional tests for earning verified credit in computer science, technology, career and technical education, economics or other areas as prescribed by the Board in 8 VAC 20-131-110.

ADVANCED STUDIES DIPLOMA

26 CREDIT DIPLOMA REQUIREMENTS FOR GRADUATION

The requirements for a student to earn a diploma shall be those in effect when the student enters the 9th grade for the first time. The following applies to 9th grade students who enter high school in 2011-2012 and beyond.

To graduate from high school with an Advanced Studies Diploma, students shall meet the minimum requirements as outlined below which include 26 credits, 9 of which must be verified credits. A **standard** credit is earned when a student passes a course. A **verified** credit is earned when a student passes a course and the associated end-of-course SOL test. In some cases, students may utilize substitute tests or certifications to earn verified credits. State guidelines prescribe the number of verified credits required for graduation for students entering a Virginia public high school for the first time during tenth grade or after. Consult your school counselor for specific information.

Students receive credit toward graduation for high school courses taken and passed in middle school. These courses count toward credits in the required sequences as well as toward the total number of credits required for graduation and calculation of the grade point average (GPA). **Middle school parents may request that grades for any high school credit-bearing course taken in the middle school be removed from the student’s high school transcript, and therefore the student will not earn high school credit for the course. In addition, the student will not be eligible for a verified credit in any course which has been removed from the transcript. The request to remove a course from the transcript must be made in writing to the middle or high school the student will attend the following year prior to the end of the first nine weeks.**

Advanced Studies Diploma Course Requirements (8 VAC 20-131-50)		
Subject Area	Standard Credits	Verified Credits
English	4	2
Mathematics ¹	4	2
Laboratory Science ²	4	2
History and Social Sciences ³	4	2
*World Language ⁴	3	
Health and Physical Education	2	
Fine Arts or Career and Technical Ed	1	
Economics & Personal Finance	1	
Electives	3	
Student Selected Test ⁵		1
Total Credits	26	9

*Foreign Language is designated World Language in Fairfax County Public Schools.

¹ Courses completed to satisfy this requirement shall include at least three different course selections from among: Algebra I, Geometry, Algebra II, or other mathematics courses above the level of Algebra II. The Board of Education shall approve courses to satisfy this requirement.

² Courses completed to satisfy this requirement shall include course selections from at least three different science disciplines from among: earth sciences, biology, chemistry, or physics or completion of the sequence of science courses required for the International Baccalaureate Diploma. The Board shall approve courses to satisfy this requirement.

³ Courses completed to satisfy this requirement shall include U.S. and Virginia History, U.S. and Virginia Government, and World History/Geography I and World History/Geography II. AP World History satisfies the requirement for World History/Geography II.

⁴ Courses completed to satisfy this requirement shall include three years of one language or two years of two languages.

⁵ A student may utilize additional tests for earning verified credit in computer science, technology, career or technical education, economics, or other areas as prescribed by the Board in 8 VAC 20-131-110.

ADVANCED TECHNICAL DIPLOMA

26 CREDIT DIPLOMA REQUIREMENTS FOR GRADUATION

The requirements for a student to earn a diploma shall be those in effect when the student enters the 9th grade for the first time. The following applies to 9th grade students who enter high school in 2012-2013 and beyond.

To graduate from high school with an Advanced Technical Diploma, students shall meet the minimum requirements as outlined below which include 26 credits, 9 of which must be verified credits. Any student who meets the requirements for both the Advanced Studies and the Advanced Technical Diploma may choose between these two diplomas. A **standard** credit is earned when a student passes a course. A **verified** credit is earned when a student passes a course and the associated end-of-course SOL test. In some cases, students may utilize substitute tests or certifications to earn verified credits. State guidelines prescribe the number of verified credits required for graduation for students entering a Virginia public high school for the first time during tenth grade or after. Consult your school counselor for specific information.

Students receive credit toward graduation for high school courses taken and passed in middle school. These courses count toward credits in the required sequences as well as toward the total number of credits required for graduation and calculation of the grade point average (GPA). **Middle school parents may request that grades for any high school credit-bearing course taken in the middle school be removed from the student's high school transcript, and therefore the student will not earn high school credit for the course. In addition, the student will not be eligible for a verified credit in any course which has been removed from the transcript. The request to remove a course from the transcript must be made in writing to the middle or high school the student will attend the following year prior to the end of the first nine weeks.**

Advanced Technical Diploma Course Requirements (8 VAC 20-131-110)		
Subject Area	Standard Credits	Verified Credits
English	4	2
Mathematics ¹	4	2
Laboratory Science ²	4	2
History and Social Sciences ³	4	2
*World Language ⁴	3	
Health and Physical Education	2	
Economics & Personal Finance	1	
Fine Arts or Career and Technical	1	
Career and Technical Education ⁵	3	
Student Selected Test ⁶		1
Total Credits	26	9

*Foreign Language is designated World Language in Fairfax County Public Schools.

¹ Courses completed to satisfy this requirement shall include at least three different course selections from among: Algebra I, Geometry, Algebra II, or other mathematics courses above the level of Algebra II. The Board of Education shall approve courses to satisfy the requirement.

² Courses completed to satisfy this requirement shall include course selections from at least three different science disciplines from among: earth sciences, biology, chemistry, or physics or completion of the sequence of science courses required for the International Baccalaureate Diploma. The Board shall approve courses to satisfy this requirement.

³ Courses completed to satisfy this requirement shall include U.S. and Virginia History, U.S. and Virginia Government, and World History/Geography I and World History/Geography II. AP World History satisfies the requirement for World History/Geography II.

⁴ Courses completed to satisfy this requirement shall include three years of one language or two years of two languages.

⁵ Courses completed to satisfy this requirement must include a career concentration as approved by the Board. If a career concentration includes a specific assessment approved by the Board and the student is eligible to take the assessment, then the student must take this assessment.

⁶ A student may utilize additional tests for earning verified credit in computer science, technology, career or technical education, economics, or other areas as prescribed by the Board in 8 VAC 20-131-110.

MODIFIED STANDARD DIPLOMA

20 CREDIT DIPLOMA REQUIREMENT FOR GRADUATION

The requirements for a student to earn a diploma shall be those in effect when the student enters the ninth grade for the first time. The following applies to 9th grade students who entered high school in 2000-2001 and beyond.

The Modified Standard Diploma is intended for certain students who have a disability and are unlikely to meet the credit requirements for a Standard Diploma. Eligibility and participation in the Modified Standard Diploma program shall be determined by the student's Individual Education Program (IEP) team including the student, when appropriate, at any point after the student's eighth grade year. There are no verified credit requirements for the Modified Standard Diploma. Students pursuing the Modified Standard Diploma are required to meet literacy and numeracy requirements on the 8th grade English reading and mathematics Standards of Learning (SOL) tests. Students may substitute a higher level high school SOL test for the 8th grade SOL tests for the literacy and numeracy requirements.

A student who has chosen to pursue a Modified Standard Diploma shall also be allowed to pursue the Standard Diploma, Advanced Studies Diploma, or Standard Technical Diploma or Advanced Technical Diploma (based on year of entry into 9th grade) at any time throughout the high school career. The student may not be excluded from courses and tests required to earn a Standard, Advanced Studies, Standard Technical, or Advanced Technical Diploma.

Modified Standard Diploma Course Requirements (8 VAC 20-131-50)	
Subject Area	Standard Credits
English	4
Mathematics ¹	3
Science ²	2
History and Social Sciences ³	2
Health and Physical Education	2
Fine Arts or Career and Technical Ed.	1
Electives ⁴	6
Total Credits	20

¹ Courses completed to satisfy this requirement shall include content from among applications of algebra, geometry, personal finance, and probability and statistics in courses that have been approved by the Board of Education.

² Courses completed shall include content from at least two of the following: applications of earth science, biology, chemistry, or physics in courses approved by the Board.

³ Courses completed to satisfy this requirement shall include one unit of credit in U.S. and Virginia History and one unit of credit in U.S. and Virginia Government in courses approved by the Board.

⁴ Courses to satisfy this requirement shall include at least two sequential electives in the same manner required for the Standard Diploma.

Declaration of Nondiscrimination

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

Grading System

Effective September 2009

FCPS adopted a new grading scale effective September 2009. Changes in the FCPS grading policy include a modified ten-point grading scale that uses pluses and minuses. An asterisk (*) is used on the transcript to distinguish B+, C+, and D+ grades earned prior to September 2009. For example, B* = B+.

A (93-100) = 4.0	B- (80-82) = 2.7	D+ (67-69) = 1.3
A- (90-92) = 3.7	C+ (77-79) = 2.3	D (64-66) = 1.0
B+ (87-89) = 3.3	C (73-76) = 2.0	F (below 64) = 0.0
B (83-86) = 3.0	C- (70-72) = 1.7	

Grading System Prior to September 2009

A (94-100) = 4.0	C (74-79) = 2.0
B+ (90-93) = 3.5	D+ (70-73) = 1.5
B (84-89) = 3.0	D (64-69) = 1.0
C+ (80-83) = 2.5	F (below 64) = 0.0

GRADE POINT AVERAGE

Middle schools do not calculate a grade-point average. High school grade point average (GPA) is calculated on the basis of **all courses for which high school credit has been earned or attempted, including repeated courses previously passed**. In order for a repeat course to raise a GPA, the student's grade must be higher than the one originally given. All classes appearing on the high school transcript including high school classes taken in summer school, middle school, elementary school, or online are included when calculating GPA.

Algebra 1 Honors, Geometry Honors and Algebra 2 Honors receive an additional 0.5 weight added to the final grade upon successful completion of the course. Successful completion is defined as completing the course with a passing grade. For example, a final grade of A in an honors class shall receive 4.5 quality points.

High school credit bearing courses dropped will not be counted in grade point average (GPA) except when a final grade of F is received: (a) for the fourth grading period of a full-year course, or (b) for the second grading period of a semester course. A student's GPA is determined by dividing the total number of quality points earned by the number of courses included in the transcript. The grade point average is reported to three decimal places (thousandths). Fairfax County Public Schools does not rank its students.

EXPUNGING HIGH SCHOOL COURSES TAKEN IN MIDDLE SCHOOL

In accordance with Virginia state regulations, FCPS Regulation 2430 permits parents of students who take a high school credit-bearing course in middle school to request that the grade be omitted from the student's high school transcript and the student not earn high school credit for the course. **Parents must make this request in writing no later than the end of the first nine weeks of the school year following completion of the course.** The form to make this request, along with the process for making the request, is available at: <http://www.fcps.edu/it/forms/is104.pdf> or through your student's school counselor. Parents are strongly advised to discuss this decision with their student's school counselor and the impact of expunging a course on desired high school diploma type and standard and verified credit requirements.

COURSES TAKEN OUTSIDE OF FCPS

Currently enrolled FCPS students who wish to take a course outside of FCPS and transfer back the credit must have written approval from their school prior to enrolling in the course. The course must meet the requirements outlined in the current version of FCPS regulation 2460 and Virginia state regulations. For additional information about pursuing coursework outside of FCPS for credit, please contact your school counselor.

WITHDRAW POLICY

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

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

PROMOTION POLICY

Middle School

To qualify for promotion, seventh and eighth grade middle school students must demonstrate knowledge and competency based upon identified standards of achievement in the four core areas of language arts, mathematics, science, and social studies. To guarantee promotion, students must demonstrate proficiency in the foundational knowledge and skills in each of the four core subject areas and earn a passing final grade based on grade level expectations.

Students who earn an "F" as a final grade in one or two core subjects are retained, at the discretion of the principal, and encouraged to participate in an intervention program. Based upon the extent to which a student demonstrates knowledge and competency of identified standards of achievement in an intervention program, he/she is promoted or retained. Students who are promoted may receive continued intervention throughout the following school year. If students do not participate in an intervention program, they are retained at the discretion of the principal.

Students who earn an "F" in three or four core courses are retained, at the discretion of the principal.

To be placed in grade 9, the student must be promoted from the 8th grade.

WORLD LANGUAGES PROFICIENCY CREDIT

The Credit Exam for World Languages is given each fall to students who wish to demonstrate written proficiency in one of several languages: Amharic, Arabic, Bengali, Chinese, Farsi, French, German, Hindi, Japanese, Korean, Nepali, Punjabi, Russian, Somali, Spanish, Tagalog/Pilipino, Telugu, Twi, Urdu, or Vietnamese. Students who are successful on the exam receive two world languages credits which may be used to fulfill the world languages requirements/electives of the Advanced Studies, Advanced Technical, Standard Technical or Standard Diplomas. In addition, middle school students in grades 6-8 enrolled in ESOL 5720-5730 courses may receive up to two world languages credits towards high school graduation requirements in the two-plus-two option for fulfilling the world languages requirement. High school students enrolled in ESOL 5720 courses may receive elective or up to two world languages credits toward high school graduation requirements in the two-plus-two option for fulfilling the world languages requirement. For more information on the exam, go to: <http://www.fcps.edu/is/worldlanguages/creditexam/index.shtm> or contact the World Languages Team at 571-423-4602.

Fairfax County Public Schools Advanced Academic Programs provide challenging learning experiences that are designed to meet the unique learning profile of a broad range of advanced learners. Through a continuum of opportunities, students engage in complex subject matter, preparing them for more challenging and rigorous classes as they advance in grade level. Advanced Academic courses at the middle school consist of honors courses and the Level IV center program. Students who have demonstrated high achievement, interest, and/or potential in one or more academic areas may enroll in honors courses. Students eligible for full time Level IV center placement have the option to take full honors at their local middle school.

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

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

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

International Baccalaureate Middle Years Program

The International Baccalaureate Middle Years Program (IBMYP) is designed for students ages 11-16 (grades 6-10). The program helps students develop the knowledge, understanding, attitudes, and skills necessary to participate actively and responsibly in a changing world. The curriculum is supported by the fundamental concepts of intercultural awareness, holistic learning, and communication. The IBMYP program is available at the following middle and high schools: Glasgow, Holmes, Hughes, Poe, Whitman, Annandale, Mt. Vernon, South Lakes, and Stuart.

Advanced Placement in High School

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

International Baccalaureate in High School

Annandale, Edison, Lee, Marshall, Mount Vernon, Robinson, South Lakes, and Stuart High Schools offer the International Baccalaureate (IB) Diploma and the Word Program. To qualify for the IB Diploma, students must select at least one subject from each of six IB subject groups including English, world languages, mathematics, science, social studies, and an elective. Students take at least 3 and not more than 4 of these subjects at higher level (HL), the others at standard level (SL). All students enrolled in an IB course are required to complete the end-of-course IB exams. IB diploma candidates must complete 150 hours of extracurricular activities and community service, take the Theory of Knowledge course, and write a 4000 word essay on a topic of their choice. Students in IB schools may also take IB courses in areas of academic strength and interest. IB diploma course students take one or more IB courses and the associated exam(s) and receive recognition for each IB exam with a score of "4" or better.

The IB program is offered in English, social studies, mathematics, science, world languages, fine arts, and other electives. IB courses are offered as open enrollment to all students committed to rigorous, academic work. Further information about the IB program may be obtained by contacting the school counselor or IB coordinator at the participating school. Annandale, South Lakes, Mount Vernon, and Stuart High Schools implement the IB Middle Years Program in 9th and 10th grade. Students may choose to work toward the MYP certificate which requires the completion of a personal project at the end of 10th grade and success on the MYP 10th grade assessments.

Thomas Jefferson High School for Science And Technology

The Thomas Jefferson High School for Science and Technology is a unique Fairfax County public school offering a comprehensive college preparatory program emphasizing the sciences, mathematics, and technology. As the Governor's School for Science and Technology in Northern Virginia, the school serves students who are selected in a competitive process and intend to pursue college preparation in the sciences, engineering, or related fields. Students may obtain information about application procedures and deadlines from the School Counseling Office of their local schools or by calling Thomas Jefferson High School for Science and Technology Office of Admissions at 571-423-3770 or at: <http://www.tjhsst.edu/abouttj/admissions/index.html>

FCPS ONLINE COURSES

FCPS Online Campus is a program designed to provide students with an online option for earning high school credits toward graduation. This program supports the Governor's "Early College Scholars" program by providing advanced courses to students.

Students registered in any Fairfax County Public School are eligible to apply to take a course through the FCPS Online Campus. These courses are for students who have scheduling conflicts, transportation issues, or have special needs requiring web-based instruction. Tuition will be charged when a student is already scheduled to receive seven credits during the academic year or when a student enrolls in an FCPS online summer course. Students must meet all course requirements to enroll in an FCPS online course. Students interested in enrolling in an FCPS Online Campus course should consult their school counselor for information regarding the registration process. For more information go to: <http://www.fcps.edu/is/onlinecampus/>.

The following courses are currently available on line for middle school students:

Algebra 1, Algebra 1 Honors, Geometry, Geometry Honors, Algebra 2, Algebra 2 Honors , Precalculus
Spanish 1, Spanish 2

STUDENT FEES

Courses that require a student fee for consumable materials have been designated in this catalog. The schedule of divisionwide student fees to be charged for any elective course can be found in Notice 5922 at <http://www.fcps.edu/Directives/topicalindexQR.shtml#REVE>. Students eligible for the federal Free and Reduced-Price meals program may have course and test fees waived. For more information, see your school counselor.

Notes: