



**THE HOLMES MIDDLE SCHOOL
COURSE DESCRIPTION GUIDE**

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2009 - 2010 COURSE DESCRIPTION GUIDE

The Holmes Course Description Guide is designed to provide information on course offerings and to assist students and their parents with course selections. The course offerings at Holmes adhere to the guidelines and requirements of the Fairfax County School Board and the Virginia State Board of Education.

Included in this description guide are required and elective course offerings. All students are required to register for a seven (7) period day. Parents, students, teachers and counselors working together can help select appropriate courses.

CLUSTER III OFFICE

Cecelia Krill – Assistant Superintendent
Barbara Lanzer - Director
Phone 571-423-1130

ADMINISTRATION

| | |
|----------------------------|-------------------------------------|
| Roberto Pamas | Principal |
| Joyce Cooper | 8 th Grade Administrator |
| Christopher Farmerie | 7 th Grade Administrator |
| German Cabezas | After-School Coordinator |

OFFICE OF SCHOOL COUNSELING

| | |
|-----------------------|---|
| David Czarnecki..... | Director of Student Services 6 th Grade Administrator |
| Counselors | |
| Carrie Schaefer..... | 8 th Grade – 703-658-5941 |
| Malvolia Gregory..... | 7 th Grade – 703-658-5942 |
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**HOLMES MIDDLE SCHOOL
MISSION STATEMENT**

Holmes Middle School is anchored in the belief that students in transition from the elementary to the high school require a school focus which encourages and nurtures their educational, emotional, physical, and social development. The curriculum is organized to maximize individual growth, academic skills, and to provide optimum opportunities for exploration of related and extracurricular activities.

The staff at Holmes will continue to provide a safe learning environment that stimulates involvement and fosters learning and self-esteem. We seek and will continue to seek the involvement of parents and the community in this learning process.

STATEMENT OF PURPOSE

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

The Fairfax County Middle Schools, grades 6-8, will provide early adolescents with an environment in which to learn and grow positively during the transition 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. Core subjects, teacher teaming, flexible block scheduling, exploratory electives, and after school activities will be integral parts of the middle school program. Through a well-planned, continuous program, students will be offered the opportunity to become productive and contributing members of society.

DECLARATION OF NONDISCRIMINATION

No student in Holmes Middle School shall, on the basis of race, sex, color, religion, national origin, disability, or marital or parental status be excluded from or denied enrollment in any academic activity or course offering.

MIDDLE SCHOOL PHILOSOPHY

In implementing the statement of purpose, Holmes Middle School is organized to promote the intellectual, physical, social and emotional growth of each child. This guide describes the courses, experiences and services that contribute to that growth.

Intellectual Growth

An important task of education is to foster intellectual growth through learning activities which staff members design and direct for students. In middle school, students in grades six, seven and eight pursue a core curriculum of academic subjects (English, math, social studies, and science, with reading at grade 6) during a prescribed block of time and non-core subjects during a shorter block of time.

Physical Growth

The middle school also provides students with activities to promote physical growth, physical fitness and well being. These include a required health and physical education course during the school day and optional intramural program after school.

Social/Emotional Growth

The middle school promotes the social and emotional growth of the early adolescent through specific activities as well as program organization. Students are assigned to teams 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 boy or girl to grow emotionally and socially even as he or she works academically.



INTERNATIONAL BACCALAUREATE MIDDLE YEARS PROGRAM - IBMYP

Holmes Middle School is an authorized International Baccalaureate World School.

IBO Mission Statement

The International Baccalaureate Organization aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the IBO works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

The Middle Years Philosophy

Through its three fundamental principles of intercultural awareness, holistic education, and communication, the IB fosters tolerance and respect, promotes interdisciplinary teaching which will help students see knowledge as an interrelated whole, and encourages the use of all forms of communication to help maintain cultural identity, personal development and intercultural understanding. *"The IBMYP philosophy includes ALL middle school students. It is based on the best available research and collaboration of practitioners from all over the world."*

- Promotes responsible global citizenship, while preparing students for their future.
- Provides inter-cultural awareness for all members of the school community.
- Focuses on rigorous academics.
- Facilitates communication for the development of interdisciplinary, thematic instruction so students connect what they learn.
- Calls for students to develop higher level thinking skills and important life skills.
- Provides assessment criteria and moderation of assessment.

Areas of interaction

Five perspectives known as the areas of interaction are at the core of the MYP program. These are: *approaches to learning, community and service, health and social education, environments, and human ingenuity.*

The MYP program provides a thorough study of various disciplines (see curriculum model). It also accentuates the *interrelatedness* of them, acknowledging the role of the subject disciplines and transdisciplinary study. At the same time, the IBO recognizes the importance of respecting the independence and integrity of each discipline is recognized.

The areas of interaction pervade and recur throughout the MYP, through the eight subject groups, but also through interdisciplinary teaching and projects, whole school activities and the MYP personal project.

STUDENT SERVICES

The middle school student services program provides support to students in transition from childhood to adolescence. All students are assigned to a counselor who assists them in their emotional and social development by helping them to understand themselves, to make the best use of their abilities, to know the educational and career opportunities available to them, and to make realistic plans and decisions for the future. Counselors meet with students individually, in small groups, or in large groups. Counselors also meet with staff and parents to discuss achievement or any issue related to the child's school experiences. Counselors consult with the school psychologist and/or school social worker when circumstances indicate a need. Support staff functions as an integral part of the guidance services team, connecting with community agencies to ensure that our students receive the best assistance available. The counselors at Holmes provide the leadership for many school-wide programs including: testing, career units, mentoring, peer tutoring, minority achievement, transition and orientation, and parent programs.

MISSION STATEMENT

Our goal is to assist all students in reaching their full potential. We believe in establishing collaborative relationships with students, parents, and teachers in order to meet the needs of the individual. We strive to develop well-rounded students who will excel intellectually, emotionally, physically, and socially. Ultimately, our goal is to prepare all students to become world-class citizens.

THE FCPS STUDENT PROMOTION POLICY

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 master 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 and encouraged to attend a summer program. Based upon the extent to which a student demonstrates knowledge and competency of identified standards of achievement in a summer program, he/she is promoted or retained. Students who are promoted will receive continued intervention throughout the following school year. If students do not attend a summer program, they are retained at the discretion of the principal.

Students who earn an "F" in three or four core courses are retained.

COURSE DESCRIPTIONS

SIXTH GRADE COURSES

SIXTH GRADE CORE

All sixth grade students are assigned to a four core block, an academic wheel, an exploratory wheel, and a health and physical education period. The core consists of language arts, mathematics, social studies and science with remediation and enrichment as appropriate.

LANGUAGE ARTS

The integrated Language Arts program for grade six emphasizes literature as a focus through which language, reading, speaking/listening, and writing skills are taught. The classroom environment offers students time, choice, and opportunities for active involvement in each of the communication processes. Students listen to and read selected literature, practice language skills in all areas of study, and participate in numerous and varied reading and writing activities. Emphasis is placed on talking about language, literature, reading, and writing. Guided student choice is encouraged. In addition to a reading/writing workshop approach, reading instruction will focus on strategies to improve comprehension and study skills in content area subjects.

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

MATHEMATICS

The mathematics curriculum for grades K-6 includes objectives in seven content strands: Number Concepts and Theory; Operations Mental Math and Estimation; Applications and Problem Solving; Data Analysis; Statistics and Probability; Geometry and Spatial Relationships; and Measurement.

Mathematical concepts are introduced through the use of physical materials and are developed through applications and problem-solving situations. Sixth grade students refine their understanding of the patterns and relationships within the number system. Students learn to apply percents and ratios in problem-solving situations, work with fractions and decimals, and explore computation with integers. Sixth graders also analyze similarities and differences among plane and solid shapes, explore rigid transformations in a plane, and use rules to find shape measures; determine the best method for supporting data, and find mean, median, and range. In addition, students design and carry out independent probability experiments.

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

U.S. HISTORY TO 1877

Social Studies instruction incorporates the four strands of history, geography, civics and economics. The program provides a survey of American history from exploration to 1877. Important trends in American history are identified by an analysis of the role of individuals, ideas, and important events. Students develop historical thinking skills and extend their understanding of how economics and geography shape history.

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

SCIENCE

In the sixth grade science curriculum, students investigate concepts and properties of astronomy, liquids and matter, weather, and electricity and magnetism. In science, activities involving experimental design are implemented. Language Arts and scientific literacy skills are reinforced through each unit.

HEALTH AND PHYSICAL EDUCATION

Students develop and attain skills, knowledge, and effective strategies as applied to competency in a variety of basic skills related to health and wellness (physical education and fitness activities.) Content areas include basic skills acquisition, application of skills in setting, sport and game skills, rhythmic activities and dance skills, tumbling and gymnastics, and fitness and wellness conditioning. Students study health units on alcohol, tobacco, and other drug use prevention, personal health and safety, nutrition, mental health, and human growth and development.

ACADEMIC WHEEL

Wheel was developed to meet the needs of sixth grade students who are entering middle school for the first time. During the first quarter of the school year, Wheel encompasses a host of skills and strategies that the Galaxy team has developed to help students be successful in their academic work. Topics such as the following will be included: organization, note taking, assignment book utilization, and developing proper social skills. During the remaining quarters, teachers focus on the strategies students should use before, during, and after reading in all content areas. Math enrichment and lessons on IBMYP may also be included.

SIXTH GRADE EXPLORATORY ELECTIVES

EXPLORATORY OFFERINGS

All 6th grade students will take four or five elective classes as part of the exploratory wheel (i.e. a method of rotating elective classes throughout the year); these elective classes include Introduction to Art, Family & Consumer Science, Introduction to Foreign Language, General Music, Theatre Arts, Computer Solutions, and Introduction to Technology. Please note that the number of elective classes assigned to the students will be determined by student enrollment and the availability of staff members. Band and orchestra for sixth graders will be offered once per week, with a pullout coming from Health and Physical Education. Chorus will be offered once per week, with a pullout coming from Teacher Advisory time.

INTRODUCTION TO ART 6

The art program involves students in learning about two- and three-dimensional art forms in a variety of lessons. Art lessons are taught so that students experience a sequence of activities which help them use skills and processes, and create with art media, as well as study art history and appreciation/aesthetics. Each lesson provides activities that are appropriate for students' intellectual and physical maturity, and is structured so that students utilize and build on life-experience, as well as on knowledge from other subjects.

FAMILY & CONSUMER SCIENCE 6

This is an exploratory program that creates simulated life experiences to teach personal, family, and community roles. Students explore concepts and practice skills related to identifying self, relating to others, becoming independent, considering career interests, and managing resources.

INTRO TO FOREIGN LANGUAGE WITH EMPHASIS ON SPANISH 6

Students are introduced to Spanish and cultures of people in Spanish-speaking countries. Students learn the most basic structures, vocabulary, and expressions in Spanish. Students explore traditions, customs, beliefs, and cultural contributions and how these elements relate to language. Through study of Spanish, students recognize, compare, and contrast language concepts as well as cultural perspectives, and practices. This course does not count as a foreign language credit.

INTRO TO FOREIGN LANGUAGE WITH EMPHASIS ON FRENCH & LATIN 6

Students are introduced to French and Latin and the associated cultures. Students learn the most basic structures, vocabulary, and expressions in French and Latin. Students explore traditions, customs, beliefs, and cultural contributions and how these elements relate to language. Through the study of French and Latin, students recognize, compare,

and contrast language concepts as well as cultural perspectives, and practices. This course does not count as a foreign language credit.

GENERAL MUSIC 6

This course includes the study of fundamental concepts of music including: singing, listening, music-reading readiness, movement and rhythm, playing instruments, and improvisation. This course is required for all 6th grade students.

THEATRE ARTS 6

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 obtained to appreciate and understand the purpose of theatre arts in school and other activities.

COMPUTER SOLUTIONS 6

Computer Solutions provides students with practice in proper keyboarding techniques and the utilization of software applications including word processing, database, spreadsheet, presentation, publishing, and web browsers.

INTRODUCTION TO TECHNOLOGY 6

Students will study the basic elements of technology and explore technological systems including the technological processes of energy, information, construction, transportation, communication, production, and manufacturing. Students will assess the impact of technology on individuals, society, and the environment.

SIXTH GRADE PERFORMING ARTS ELECTIVES

BAND 6

Prerequisite: None

Sixth grade students learn the fundamentals of playing a band instrument. Experienced students may progress to higher levels within this class. No experience is required to participate. Rehearsals and performances outside of normal school hours will be required as a part of this course.

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

ORCHESTRA 6

Prerequisite: None

Sixth grade students learn the fundamentals of playing a string instrument. Experienced students may progress to higher levels within this class. No experience is required to participate. Rehearsals and performances outside of normal school hours will be required as a part of this course.

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

CHORUS 6

Prerequisite: None

This course provides instruction in proper vocal techniques, music fundamentals, and rehearsal practices. Through a variety of choral literature, students will experience two and/or three-part singing. Types of performances may include concert choral performances, choral choreography, and/or musical dramas. Rehearsals and performances outside of normal school hours will be required as a part of this course.

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

SEVENTH AND EIGHTH GRADE COURSES

SEVENTH AND EIGHTH GRADE CORE

All seventh and eighth grade students are assigned four core subjects, two electives, and health and physical education. The core subjects include English, math, social studies, and science. Eighth grade students may choose to take one of the following enrichment electives: French I, Spanish I, or Latin I. Students study the following subjects during the core block of time:

ENGLISH

ENGLISH 7

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

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

ENGLISH 8

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.

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

MATHEMATICS

Note: Algebra I is a requirement for enrollment in Thomas Jefferson High School for Science and Technology.

MATHEMATICS 7

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.

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

MATHEMATICS 8

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.

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

ALGEBRA 1

Credit: one

Prerequisite: Math 7 or Math 7 Honors

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 and polynomials.

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

ALGEBRA 1 HONORS

Credit: one

Grade: 7, 8

Prerequisite: Math 7, or Math 7 Honors, or Compacted Math 6 and pass proficient on Math 8 SOL

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. This course has an end-of-course Standards of Learning test. Students who have mastered the standards of Mathematics 7 and 8 in grade 7 are eligible to take Algebra 1 Honors in grade 8. When taken in grade 8, Algebra 1 Honors becomes a part of the high school transcript record, is included in the determination of the high school grade point average (GPA), and counts as one of the required mathematics credits for high school graduation. Parents may request that the Algebra 1 Honors grade be omitted from the student's transcript and the student not earn high school credit for the course. Students taking Algebra 1 Honors in grade 8 must pass the course to be promoted to grade 9.

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

GEOMETRY HONORS

Credit: one

Prerequisite: Algebra I

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 software, and other appropriate technology tools will be used to assist in teaching and learning.

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

SCIENCE

INVESTIGATIONS IN ENVIRONMENTAL SCIENCE

Grade: 7

Investigations in Environmental Science builds upon the experiences in the life sciences introduced to students in upper-elementary grades. Cellular structure and function, heredity, diversity, populations and ecosystems are content strands developed through a sequence of hands-on investigations. To augment the inquiry-based investigations, computer technologies including 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.

INVESTIGATING MATTER AND ENERGY

Grade: 8

Investigating Matter and Energy builds upon the experiences in the physical sciences introduced to students in the upper-elementary grades. Properties of matter, energy forms and their transformations, and forces and motion are content strands developed through a sequence of hands-on investigations. To augment the inquiry-based investigations, computer technologies including graphing calculators, Vernier 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 End of Course Test.

SOCIAL STUDIES

UNITED STATES HISTORY, 1877 to the PRESENT

Grade: 7

The grade seven program provides a survey of American history since 1877. 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 geography shapes history.

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

CIVICS AND ECONOMICS

Grade: 8

The grade eight program is designed to prepare students to be responsible, productive citizens in a democratic republic and an interconnected world. Basic knowledge and

understanding of the concepts and processes of democratic government and the American economic system are stressed. Students are helped to understand the meaning of individual rights and responsibilities; the ideals of liberty, justice, equality; and the rule of law. Students learn about making choices and recognizing the consequences of decisions, including personal, political, and economic decisions. Students also learn that citizens must value individual and group expression, appreciate diversity, and develop moral values. A service learning component helps students personalize citizenship education.

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

HEALTH AND PHYSICAL EDUCATION

HEALTH AND PHYSICAL EDUCATION 7

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 tumbling, rhythmic activities and dance, physical fitness, wellness-related testing, fitness planning, and application of skills in selected games and sports. Students study health units on alcohol, tobacco, and other drug use prevention, disease and the human body, personal safety, injury prevention, lifetime health habits, emotional and social health, and human growth and development.

HEALTH AND PHYSICAL EDUCATION 8

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

ADAPTED PHYSICAL EDUCATION

Grade: 6, 7 and 8

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 suited for the student's level of performance that will improve deficiencies, and maximize participation. Students in adapted physical education will participate in all health education units required on their grade level.

SEVENTH AND EIGHTH GRADE EXPLORATORY ELECTIVES

All seventh grade students are assigned four core subjects, a health and physical education block, and two (2) full year electives; or a combination of a full year elective and two (2) semester electives; or four (4) semester electives. The core consists of English, U.S. History, Mathematics, and Science. The electives include Exploring Work & Family Roles, Technology Exploration, Introductory Art, Computer Solutions, Theatre Arts Appreciation, Introduction to Foreign Language, Band, Chorus and Orchestra. The possible combinations of courses vary with the individual student's schedule, counselor/teacher recommendations, and staffing/scheduling considerations.

By the eighth grade, all students have experienced a variety of exploratory courses during sixth and seventh grades so that they are ready to choose more advanced electives to study during the elective period. An eighth grader may choose two full year classes, one full year and two semester classes, or four semester classes. The possible combination of courses varies with the student's individual schedule, counselor/teacher recommendations, and staffing/scheduling considerations. Students are offered remediation, academic enrichment, or a foreign language from the component of the core time block, and exploratory options during the elective period.

FAMILY & CONSUMER SCIENCES

FAMILY & CONSUMER SCIENCE 7
Grade: 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 & CONSUMER SCIENCE 8
Grade: 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 ARTS & VISUAL ARTS

INTRODUCTORY ART
Grade: 7 and 8

Semester

Students develop creative thinking and problem-solving skills as they observe and express ideas about the world around them. Emphasis is placed on making interdisciplinary connections based on the Virginia Standards of Learning for all disciplines. Students use a variety of tools and materials in the production of artworks in drawing, painting, printmaking, sculpture, and crafts. Students study artists and their work as they develop an understanding of content, techniques and skills.

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

INTERMEDIATE ART

Semester

Grade: 8

Students will refine their ability to communicate visually. Emphasis is placed on making interdisciplinary connections based on the Virginia Standards of Learning for all disciplines. Students work with a wide range of tools and materials to achieve quality, style, and craftsmanship in drawing, painting, printmaking, sculpture, and crafts. Students study art history and culture and they evaluate and critique their own artwork and the work of others.

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

FINE ARTS & MUSIC

BEGINNING BAND

Year

Grade: 7 and 8

Prerequisite: None

Beginning level band classes develop skills on woodwind, brass, or percussion instruments. Guidance will be given by the instructor in the selection of an instrument. Simple duets, rounds and other ensemble literature will be performed in the class. 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 BAND

Year

Grade: 7 and 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. 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.

ADVANCED BAND

Year

Grade: 7 and 8

Prerequisite: Successful audition

Advanced level band offers instruction to the advanced player. In-depth study of musical styles will be realized through challenging band literature. Rehearsals and performances outside of normal school hours will be required as a part of this course.

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

BEGINNING STRING ORCHESTRA

Year

Grade: 7 and 8

Prerequisite: None

Beginning level string class introduces students to 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

Year

Grade: 7 and 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. 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.

ADVANCED ORCHESTRA

Year

Grade: 7 and 8

Prerequisite: Successful audition

Advanced Orchestra offers instruction to the experienced player through in-depth study and performance of challenging string orchestra literature, with an emphasis on upper level skills. Rehearsals and performances outside of normal school hours will be required as a part of this course.

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

INTERMEDIATE CHORUS (Mixed)

Year

Grade: 7 and 8

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. Rehearsals and performances, both in and out of school, may be required.

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

ADVANCED MIXED CHORUS (Concert Choir)

Year

Grade: 7 and 8

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. 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.

WOMEN'S CHORUS (Treble Choir)

Year

Grade: 7 and 8

Prerequisite: Successful audition

Students participate in a choral experience designed to develop skills as individual musicians and as members of a women's ensemble. Emphasis is placed upon vocalization and sight singing through the use of appropriate choral literature, with rehearsal and performance requirements both in and out of school.

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

FINE ARTS - THEATER ARTS

THEATRE ARTS APPRECIATION

Semester

Grade: 7 and 8

Students develop an appreciation of theater 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 obtained to appreciate and understand the purpose of theatre arts in school and other activities.

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

ADVANCED THEATRE ARTS APPRECIATION

Year

Grade: 8

Prerequisite: Theatre Arts Course in Grade 7 and/or recommendation of the theatre instructor

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

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

FOREIGN LANGUAGE

NOTE: Foreign Language is a prerequisite for enrolling in the International Baccalaureate (IB) Program in high school. IFL classes do not count as a foreign language class.

INTRO TO FOREIGN LANGUAGE WITH EMPHASIS ON SPANISH Semester

Grade: 7 and 8

Prerequisite: None

Students are introduced to Spanish and cultures of people in Spanish-speaking countries. Students learn the most basic structures, vocabulary, and expressions in Spanish. Students explore traditions, customs, beliefs, and cultural contributions and how these elements relate to language. Through study of Spanish, students recognize, compare, and contrast language concepts as well as cultural perspectives, and practices. This course does not count as a foreign language credit.

INTRO TO FOREIGN LANGUAGE WITH EMPHASIS ON FRENCH & LATIN

Grade: 7 and 8

Semester

Prerequisite: None

Students are introduced to French and Latin and the associated cultures. Students learn the most basic structures, vocabulary, and expressions in French and Latin. Students explore traditions, customs, beliefs, and cultural contributions and how these elements relate to language. Through the study of French and Latin, students recognize, compare, and contrast language concepts as well as cultural perspectives, and practices. This course does not count as a foreign language credit.

FRENCH 1

Credit: one

Grade: 8

Prerequisite: None

Students develop the ability to communicate about themselves and their immediate environment using simple sentences containing basic language structures. This communication is evidenced in all four language skills – listening, speaking, reading and writing – with emphasis on the ability to communicate orally and in writing. Students begin to explore and study the POS themes of Personal and Family Life, School Life, Social Life and Community Life. For middle school students, 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 foreign language requirements of the high school diplomas. It also counts toward the total number of credits required for graduation.

LATIN 1

Credit: one

Grade: 8

Prerequisite: None

Students learn basic language structures and essential elements of Latin pronunciation in order to be able to read simple passages in Latin. The relationship of English to Latin is emphasized in vocabulary building, word derivation, and meanings of prefixes and suffixes. Language structures and syntax are developed through the study of literary passages. The geography, history, government, and the culture of the Roman Empire are studied. For middle school students, credit becomes a part of the high school transcript, is included in the determination of the high school grade point average and counts toward fulfilling the foreign language requirements of the high school diploma. It also counts toward the total number of credits required for graduation.

SPANISH 1

Credit: one

Grade: 8

Prerequisite: None

Students develop the ability to communicate about themselves and their immediate environment using simple sentences containing basic language structures. This communication is evidenced in all four language skills – listening, speaking, reading and writing – with emphasis on the ability to communicate orally and in writing. Students begin to explore and study the POS themes of Personal and Family Life, School Life, Social Life, and Community Life. For middle school students, 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 foreign language requirements of the high school diplomas. It also counts toward the total number of credits required for graduation.

SPANISH FOR FLUENT SPEAKERS 1

Credit: one

Grade: 8

This course offers fluent speakers of Spanish the opportunity to strengthen their basic skills in reading and writing Spanish. The students learn about the Hispanic contributions to the English language and American culture. The students also study the major historical figures and events of Spanish-speaking countries. The course is conducted in Spanish and counts toward fulfilling the foreign language requirement. Middle School: credit becomes a part of the high school transcript, is included in the determination of the high school grade point average (GPA), and counts toward fulfilling the foreign language requirements of the high school diplomas. It also counts toward the total number of credits required for graduation.

BUSINESS & INFORMATION TECHNOLOGY

COMPUTER SOLUTIONS

Semester

Grade: 7 and 8

Computer Solutions provides students with the skills necessary to use the computer as a problem-solving tool to complete a variety of projects. Students participate in team building activities that include both academic and business competencies. Basic touch keyboarding instruction is provided in the course as well as an introduction to software applications. Students will then use these computer skills to complete cross-curricular activities.

ADVANCED COMPUTER SOLUTIONS

Semester

Grade: 8

Prerequisite: Successful completion of Computer Solutions and/or teacher approval

Advanced Computer Solutions reinforces the concepts taught in Computer Solutions and advances the database, spreadsheet, presentation, publishing, and Internet skills of students. The Advance Computer Solutions course extends student expertise in a project-based curriculum. Students need the prerequisite of successful completion of Computer Solutions and/or teacher approval. The Advance Computer Solutions course is intended to serve as a bridge to the high school business department curriculum.

TECHNOLOGY EDUCATION

TECHNOLOGY EXPLORATION 7

Semester

Grade: 7

Students are provided active learning situations and higher-order thinking skill development through practical problem-solving experiences; experience with technology; and exploration of personal interests, aptitudes, and abilities. The goal of the course is to prepare students to be technologically literate through the study of resources, processes, systems, and impacts of technology. Schools with modular “synergistic” labs provide active learning situations that allow students to explore technology and related careers.

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

TECHNOLOGY EXPLORATION 8

Semester

Grade: 8

Technological Systems is the concluding technology education experience at the middle school level. By simulating technological systems and assessing their impacts as well as applying and expanding what they have learned in academic subjects and previous technology education courses, students acquire a global view of technology. Schools with modular “synergistic” labs provide active learning situations that allow students to explore technology and related careers. The content covered in all modular labs is designed to reinforce the Virginia Standards of Learning (SOL) in math, science, language arts, social studies, and technology.

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

COLLEGE PREP

AVID (Advancement via Individual Determination)

Grade: 7 and 8

Prerequisite: Participants selected through application and interview process.

Corequisite: Concurrent enrollment in either Algebra or a Foreign Language.

This course is designed to support motivated, capable students in pursuing a rigorous course of study leading to acceptance to and success in a four-year college or university. Through a variety of instructional techniques, students develop skills in higher-level thinking, writing across the curriculum, and reading strategies for accessing challenging course material. Students develop time management, note taking, research, organization, and other skills fundamental to success in higher-level math, social studies, English, science, and foreign language courses. Students participate in college, career, and cultural exploration activities, including field trips.

READING

READ 180

Year

Grade: 6, 7, and 8

Read 180 is an interactive reading program designed to boost the reading skills of middle school students. During each class session, students participate in a variety of reading stations, including computer activities, independent reading and small group instruction. The goals of this program focus on improvement of students' reading skills, leading to confident and successful lifelong learners and readers.

READING

Year

Grade: 6, 7, and 8

This course provides an opportunity for students to improve reading and study skills. Students learn reading skills and strategies that improve comprehension of fiction and nonfiction material. Reading competencies addressed in the Virginia Standards of Learning are incorporated into the course objectives. With approval, schools may offer an alternate plan for incorporating reading instruction into other courses.

SPECIAL PROGRAMS

GIFTED & TALENTED SCHOOL BASED PROGRAM / HONORS

The middle school-based program provides differentiated instruction delivered through classes specifically designed for identified academically and creatively gifted students. For grade six, Holmes will continue the Young Scholars Initiative through pull-out enrichment in critical and creative thinking, research, and skills in self-direction. Sixth

grade students will also be evaluated by Holmes staff for placement in Compacted Mathematics 6 using the following as possible guidelines: test data in student's cumulative file including ability and achievement testing, grades in core subject areas, gifted behavior rating scale (GBRS), teacher/school recommendations, and a mathematics assessment. Seventh and eighth grade students are grouped for interdisciplinary instruction in math, English, social studies, and science.

ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL)

Grades: 6, 7, and 8

Students in the ESOL Program possess moderate, limited, or no proficiency in English and need varying degrees of English instruction. The curriculum provides survival skills for adjusting to a new culture, basic conversation skills development, and an expansion of basic reading, and language skills (oral and written) in a sequential manner.

Students are divided into three levels: Level 1, who take a minimum of four courses of ESOL; Level 2, who take a minimum of two courses of ESOL; and Level 3/Level 4, who take one course of ESOL and regular English. Regular and ESOL teachers work together to provide additional support in reading, mathematics, and health and physical education as difficulties are encountered.

LITERATURE

ESOL Level 1 LITERATURE

Grade: 6, 7, and 8

This is two parts of the four-course Level 1 curriculum. Level 1 students' language and vocabulary needs necessitate a two-period language class. It is a literature-based class that helps students develop language skills, which enable them to function socially and academically, while preparing them for later SOL achievement. It may be tied to FOCUS Science and ESOL Social Studies and draws on content-related readings and a variety of genres for language development. Students work on developing vocabulary, reading comprehension and the writing process as well as strategies that will enable them to succeed in mainstream classes. Opportunities to use technology for research and publishing are essential in this course. Students are placed by staff at Student Registration and an ESOL teacher. This course may be repeated.

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

ESOL Level 2 LITERATURE

Grade: 6, 7, and 8

This course is taken concurrently with an ESOL social studies class. It draws on a variety of literature through which students continue to develop proficiency in listening, speaking, reading and writing and is preparing students who will need to take the SOL. Fiction and non-fiction literature serve as the foundation for vocabulary and grammar

development, and literature selections may be tied to topics in ESOL social studies. The course relies heavily on reading strategies and the writing process along with opportunities to use technology for research and desktop publishing. Students are placed by staff at Student Registration and an ESOL teacher. This course may be repeated. This course earns one foreign language elective credit.

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

ESOL LEVELS 3-4 LITERATURE

Grade: 6, 7, and 8

This is the last course in the middle school ESOL sequence. Level 3 and 4 students have considerable language proficiency and take this course while enrolled in mainstream grade 6, 7 or grade 8 English. Students read a variety of literary genres and use technology as they work with the writing process to extend and refine their English skills. Course themes are designed to complement the learning that takes place in mainstream English classes and to serve as a foundation for future SOL achievement. Placement is made by Student Registration and an ESOL teacher. This course may be repeated.

SOCIAL STUDIES

ESOL Social Studies 6

This course is the social studies course for Levels 1 and 2 6th graders when the levels are combined. It is aligned with the 6th grade Standards of Learning and the FCPS POS. It is designed to give students a chance to develop language skills while studying content that will be relevant when the student takes the SOL exam. This class relies heavily on reading and the writing process and integrates technology as a tool for research and publishing.

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

ESOL Social Studies 7

This course is the social studies course for Levels 1 and 2 7th graders when the levels are combined. It is aligned with the 7th grade Standards of Learning and FCPS POS. It is designed to give students a chance to develop language skills while studying content that will be relevant when the student takes the US History SOL exam.

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

ESOL Social Studies 8

This course is the social studies course for Levels 1 and 2 students when the levels are combined. It is aligned with the 8th grade Standards of Learning and FCPS POS. It is designed to give students a chance to develop language skills while studying content that will be relevant when the student takes the Civics and Economics SOL exam.

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

MATH

ESOL Math

Grade: 6, 7, and 8

This course provides instruction in elementary math skills to Level 1 and 2 ESOL students, who are 2 or more years below grade level. It presents the elementary math program of studies (grades 1-6) in a compacted format using manipulatives, adapted materials and ESOL strategies for teaching the language of math. This course may be repeated and is the first step in preparing students to take the math SOL.

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

SCIENCE

ESOL Level 1 Science

Grade: 6, 7, and 8

This course is the science course for Level 1 students. It is an alternating year curriculum taking into account that some students may be Level 1 at all; 6th, 7th and 8th grades. It is designed to keep beginning ESOL students at pace academically while they are learning English. Students learn the basics of scientific process along with key vocabulary and concepts through exploration and experimentation with science kits. In even years students learn biology, physics and earth science through the study of these science kits: Plant Growth, Microworlds, Light and Sound, and Electricity and Magnetism. In odd years, students learn biology, chemistry, physics and earth science based on these kits: Weather, Simple Machines, Mystery Powders and Caterpillars and Butterflies. This curriculum provides a foundation for future SOL achievement.

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

SPECIAL EDUCATION / INSTRUCTIONAL SUPPORT

Classroom teachers, counselors, or parents may refer students for special education. The Cluster III Eligibility Committee in accordance with Fairfax County Schools Regulation 3401.1 determines their eligibility for services. Each student is evaluated on educational, sociocultural, psychological, and medical information. The parents and the appropriate teacher for each student who is enrolled in one of the special education programs develop an individualized educational plan (IEP). Programs serving middle school students at Holmes currently include services for students with learning disabilities, physical disabilities, emotional disabilities, speech and language impairments, hearing impairments, and mild retardation. Holmes Middle School provides for the inclusion of students with disabilities as members of teams. The special education programs also utilize the expertise of a psychologist, social worker, speech and language clinician, and other itinerant specialists as specified in each student's Individualized Education Plan (IEP). The continuum of learning disabilities services ranges from team-taught classes

where the learning disabilities teacher teaches with the general education teacher, to smaller classes taught within specialized settings.

Holmes Middle School offers as part of a continuum of services a program for students with emotional disabilities (ED). Students' needs are met in a variety of settings that include general and special education classes.

There are currently two classrooms for students with mild retardation. Their educational programs, as with other students with disabilities within the building, are individualized and are provided in a variety of settings. Additionally, the program provides prevocational experiences and career exploration within the school and the community.

HEARING OR VISION IMPAIRED PROGRAM

Itinerant specialists in hearing or vision meet individually with students as often as required by each student's IEP. They aid the students in their efforts to overcome their impairments.

SPEECH AND LANGUAGE THERAPY PROGRAM

Speech and language therapy is offered to students in accordance with their IEPs for correcting oral communication difficulties. Therapy directed toward remediation of problems in oral language, articulation, voice and stuttering is provided to students individually or in small groups.

EMOTIONAL DISABILITIES (RESOURCE / SELF-CONTAINED) PROGRAM

Emotional Disabilities (ED) Resource Program is a pull-out program designed to provide monitoring and consultation service for emotional disabled students who attend regular school full-time. The ED Resource teacher communicates with general education teachers and appropriate specialists regarding the students' progress, and typically meets with individual ED Resource students on a weekly basis to work on IEP goals. The Self-Contained program provides intensive support in academic areas in accordance with a student's IEP. Students are integrated into general education for elective classes.

LEARNING DISABILITIES (RESOURCE / SELF-CONTAINED) PROGRAM

The learning disabilities (LD) resource teacher meets with small groups daily to provide instruction according to each student's IEP. These IEP goals are developed in accordance with the Virginia Standards of Learning guidelines. Materials are adapted and modified to address the individual educational needs of the student. Students are provided with strategies to enhance their skills in selected academic areas. The LD resource teacher communicates with general education teachers regarding the students' progress.

The department for self-contained learning disabled students provides intensive special education support in all academic areas in accordance with their IEPs. Most students are integrated into general education classes for elective courses. Students participate in general education and physical education classes and extra curricular activities.

BASIC SKILLS

Year

Grade: 6, 7, and 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 and 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.

LIFE SKILLS

Year

Grade: 7 and 8

This comprehensive individualized program is designed to prepare students for a style of living that will require a minimum of dependence on family. The course is geared to meet the needs of the students as they prepare to enter employment and emphasizes developing interpersonal skills, following directions, working independently, completing a task, and developing self-advocacy and other community living skills.