

# Langston Hughes Middle School



Guide to Course Offerings  
2012—2013



An International Baccalaureate World School  
Offering the Middle Years Program since 2003.

Langston Hughes Middle School  
11401 Ridge Heights Road— Reston, VA 20191  
(703) 715-3600 and (703) 715-3602

# Langston Hughes Middle School

## **COURSE DESCRIPTION GUIDE 2012—2013**

The Hughes 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 Hughes 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 seven (7) classes. Parents, students, teachers and counselors working together can help select appropriate courses.

### **CLUSTER VIII OFFICE Fabio Zuluaga— Assistant Superintendent Jane Dreyfuss—Director**

#### **ADMINISTRATION**

|                  |                              |
|------------------|------------------------------|
| Aimee Monticchio | Principal                    |
| Margaret Barnes  | Assistant Principal          |
| Sarah Aiellao    | Assistant Principal          |
| Amielia Mitchell | Director of Student Services |
| Chris Powell     | IBMYP Coordinator            |
| Franklin Kyle    | After School Specialist      |

#### **STUDENT SERVICES DEPARTMENT**

|                       |                              |
|-----------------------|------------------------------|
| Amielia Mitchell      | Director of Student Services |
| Carmen Roman          | Student Services Assistant   |
| Mark Blocker          | Counselor                    |
| Marissa Brooks        | Counselor                    |
| Phyllis DeGraffenried | Counselor                    |

## Welcome to Langston Hughes Middle School

At the middle school level, Langston Hughes provides opportunities for active learning in an environment appropriate for developing academic success, interactive skills, and personal self-esteem. We strive to meet the challenging and diverse needs of the early adolescent student through the team approach to education. All LHMS students are members of a team comprised of approximately 130 students taught by an English, math, science, social studies, and special education/resource teacher. Each teaching team has common planning time in order to meet regularly to coordinate curriculum that emphasizes interdisciplinary teaching units, to discuss student issues, to meet with students and parents, and to plan team activities. A school counselor and an assistant principal work closely with each team. An exploratory program of elective courses, physical education, clubs, and activities complements core team classes.

LHMS students are taught, guided, challenged, and supported by specialized staff and faculty. These include a principal, grade-level assistant principals, teachers, a director of student services, school counselors, librarians, instructional assistants, and support staff.

### What the middle school student should expect

**Time:** School begins at 8:00 am. and ends at 2:50 p.m. Student will attend 4 classes per day.

**Lunch:** The lunch period is 30 minutes. The student's schedule will determine the lunch period assigned.

**Lockers:** Each student is assigned a hall locker. Students will also have a locker assigned in physical education class. Locker combinations should not be given to other students.

**After School Activities:** Teachers are available after school to help students. Students are encouraged to participate in the "Hughes After School" program. This program provides students with opportunities to complete homework assignments, have fun with their peers, and participate in recreational activities in a safe structured environment at school.

Along with daily homework assistance and tutoring, "Hughes After School" students can look forward to participating in intramural sports, cooking, recycling, STEP team, art, dance, team building activities, health and wellness clinics, group games, and so much more. This program has something for everyone.

**Late Buses:** Late buses are available Mondays, Wednesdays, and Thursdays

**Grades:** The Fairfax County Public Schools' grading scale is as follows:

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 |    |                  |

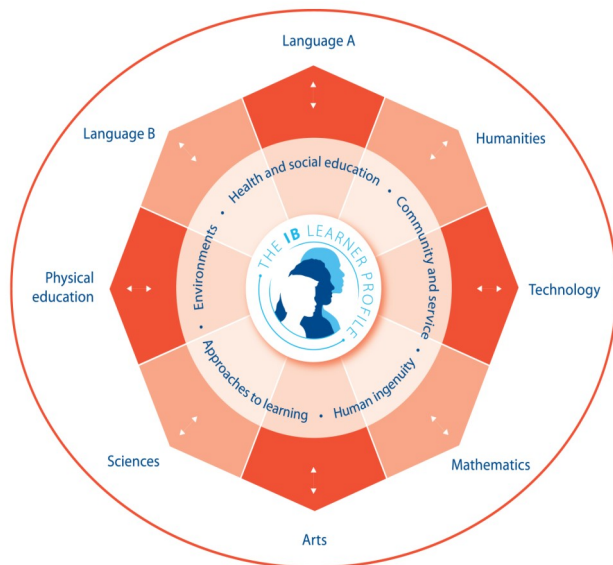


# South Lakes/Langston Hughes International Baccalaureate Middle Years Program

## Information for Parents

Langston Hughes Middle School partnering with South Lakes High School provides the International Baccalaureate Middle Years Program (IB MYP) for all 7th through 10th grade students. All students receive instruction following IB MYP principles and participate in various IB MYP activities.

Although all students participate in the IB MYP, some students may seek additional recognition for their efforts. Students who register for and complete successfully all eight (8) IB MYP subjects each year, who complete 25 hours of community service each year, and who complete a Personal Project in their 10th grade year are eligible for the IB MYP Certificate sponsored by Fairfax County Public Schools.



*IB MYP model*

### *Mapping out the IB MYP for your student*

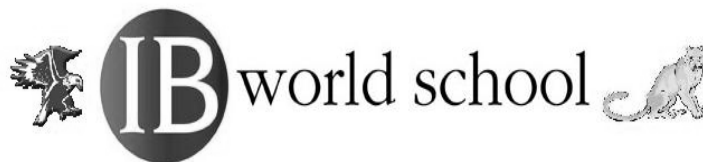
- 7th grade:** \*Register for all MYP subjects  
(4 Core + PE + Arts + Foreign Language)  
Complete Community Service
- 8th grade:** \*Register for all MYP subjects  
(4 Core + PE + Arts + Foreign Language)  
Complete Community Service
- 9th grade:** \*Register for all MYP Subjects  
(4 Core + PE + Arts + Foreign Language)  
Complete Community Service  
Commit to MYP Certificate  
Begin Personal Project
- 10th grade:** \*Register for all MYP Subjects  
(4 Core + PE + Arts + Foreign Language)  
Complete Community Service  
Complete Personal Project  
Complete MYP Assessed Tasks

*\* Although there are 8 MYP Subjects, technology is integrated in the other MYP classes .*

### **South Lakes/Langston Hughes Middle Years Program**

Aimee Monticchio  
Principal, Hughes M.S.

Chris Powell  
IB MYP Coordinator  
703-715-3766



Reston, VA

Bruce Butler  
Principal, South Lakes H.S.

Chris Powell  
IB MYP Coordinator  
703-715-4750

## SCHOOL COUNSLING PROGRAM

The developmental guidance and counseling program is an essential and integral element in the total educational program. Middle-school counselors, under the leadership of the director of student services, deliver a full range of services. These include individual and group team-based counseling, academic guidance, crisis intervention, career awareness activities, coordination of standardized testing, parent and school consultation and conferences, special needs screening and GTC and Honors identification.

The middle school counselors help students make the transitions from elementary to middle school and from middle to high school. School counselors strive to provide diverse and developmentally appropriate opportunities for their middle school students to be academically successful, capable, increasingly self-reliant, and resourceful.

## MIDDLE SCHOOL 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 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 8<sup>th</sup> 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.shtml> or contact the World Languages Team at 571-423-4602.

## 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.

## **ADVANCED ACADEMIC PROGRAMS**

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>

The Center program for students in grades 3 through 8 offers identified students a highly challenging instructional program that follows the FCPS Program of Studies. Differentiation in the depth, breadth, and pace of instruction is designed to meet the needs of advanced learners with a strong emphasis on higher level thinking skills. Adaptations are made to the curriculum in order to provide an appropriate level of challenge for gifted learners with a strong emphasis on critical and creative thinking, problem-solving, and decision-making. Students participate with the entire student body in school-based activities, such as student government, physical education, band and strings, chorus, and other electives.

### **HIGH SCHOOL OPTIONS**

As parents/guardians of rising eighth grade students, you and your students should begin considering and preparing for the academic options available in high school. For all advanced programs (AP, IB, or TJHSST), Algebra and a study of a foreign language should begin NO LATER THAN eighth grade.

#### **International Baccalaureate World School**

South Lakes High School is an authorized International Baccalaureate (IB) World School. South Lakes offers two IB programs, the IB Middle Years and the IB Diploma.

#### **IB Middle Years Program**

Students in 9th and 10th grade are automatically considered IB MYP students. The IB MYP culminates at the end of 10th grade in a comprehensive assessment process. Students who are interested in pursuing the IB MYP Certificate are registered during their 9th grade year. Participating in the IB MYP Certificate is not a prerequisite for the IB Diploma Program, although the MYP strongly supports success in the DP.

## ***IB Diploma Program***

The IB Diploma program is a college-preparatory curriculum offered to students in the final two years of high school; pre-IB coursework is recommended in grades 9 and 10. **Middle school students who are interested in pursuing IB coursework are encouraged to enroll in Algebra 1 and a foreign language in the eighth grade.**

Students may elect to pursue the full IB Diploma or take individual IB Diploma courses as certificate candidates. IB Diploma courses are offered in English, foreign language (French, German, Spanish, Japanese), science (Biology, Chemistry, Physics), mathematics, and various electives (Art, Music, Theater, Computer Science, Psychology, Business and Management). IB Diploma candidates also complete an independent research project, the Theory of Knowledge class, and a required number of community service hours. The successful IB Diploma student would be best described as one who is highly motivated and possesses both the willingness and ability to think, read and write critically. IB Diploma students should have enjoyed prior success in highly challenging academic courses and demonstrated that success through excellent grades and standardized test scores. Students in IB Diploma should be focused more on learning than only in earning grades. The decision to enroll in IB Diploma classes should be made with input from the student, parents, teachers and counselor.

If you have questions about South Lake's IB Diploma program, please contact the IB Coordinator's office at 703-802-4500

#### **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>

## **STUDENT FEES**

Courses that require a student fee for consumable materials have been designated in this catalog. The schedule of division-wide 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.

**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 9<sup>th</sup> 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 <sup>1</sup>  | 3                | 1                |
| Laboratory Science <sup>2, 6</sup>                                  | 3                | 1                |
| History and Social Sciences <sup>3, 6</sup>                         | 4                | 1                |
| Health and Physical Education                                       | 2                |                  |
| *World Languages, Fine Arts or Career and Technical Ed <sup>7</sup> | 2                |                  |
| Economic and Personal Finance                                       | 1                |                  |
| Electives <sup>4</sup>  | 3                |                  |
| Student Selected Test <sup>5</sup>                                  |                  | 1                |
| <b>Total Credits</b>  | <b>22</b>        | <b>6</b>         |

\*Foreign Languages is designated World Languages in Fairfax County Public Schools.

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

<sup>2</sup> 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.

<sup>3</sup> 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.

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

<sup>5</sup> 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.

<sup>6</sup> 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.

<sup>7</sup> 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 9<sup>th</sup> grade for the first time. The following applies to 9<sup>th</sup> 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 <sup>1</sup>   | 3                | 1                |
| Laboratory Science <sup>2,5</sup>                                | 3                | 1                |
| History and Social Sciences <sup>3,5</sup>                       | 4                | 1                |
| Health and Physical Education                                    | 2                |                  |
| Fine Arts or *World Language                                     | 1                |                  |
| Economics and Personal Finance                                   | 1                |                  |
| Career and Technical Education <sup>4</sup>                      | 4                |                  |
| Student Selected Test <sup>6</sup>                               |                  | 1                |
| <b>Total Credits</b>   | <b>22</b>        | <b>6</b>         |

<sup>\*1</sup> 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.

<sup>2</sup> 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.

<sup>3</sup> 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.

<sup>4</sup> 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.

<sup>5</sup> 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.

<sup>6</sup> 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 9<sup>th</sup> 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.**

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

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

<sup>1</sup> 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.

<sup>2</sup> 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.

<sup>3</sup> 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.

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

<sup>5</sup> 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 9<sup>th</sup> 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.**

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

\*Foreign Languages is designated World Languages in Fairfax County Public Schools.

<sup>1</sup> 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.

<sup>2</sup> 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.

<sup>3</sup> 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.

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

<sup>5</sup> 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.

<sup>6</sup> 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 9<sup>th</sup> 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 8<sup>th</sup> grade English reading and mathematics Standards of Learning (SOL) tests. Students may substitute a higher level high school SOL test for the 8<sup>th</sup> 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 9<sup>th</sup> 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.

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

<sup>1</sup> 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.

<sup>2</sup> 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.

<sup>3</sup> 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.

<sup>4</sup> 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, or 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 (located at 10640 Page Avenue Suite 400, Fairfax Virginia 22030, 703-246-3632) regarding access to facilities; Office of Equity and Compliance (571-423-3050 or TTY 703-280-9833), regarding equal employment opportunity, discrimination, and sexual harassment issues; Office of Monitoring and Compliance (571-423-4210), 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.

# ART (Visual)

## Art Foundations

(910532)

18 weeks (semester)

Grades: 7 & 8

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.**

## 3D Art Exploration

(910632)

18 weeks (semester)

Grades: 7 & 8

*Prerequisite: Art Foundations or Grade 8*

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.**



## Introduction to Computers in Art

(911562)

18 weeks

(semester)

*Prerequisite: ART Foundations or Grade 8*

Become familiar with the computer as a production tool for creating original artwork. Use technology to explore subjects, ideas and themes related to living in the world. Connect knowledge and understandings learned across subject areas in unique ways. Work with a variety of software applications including Adobe Photoshop and Adobe Illustrator or other available software to produce artworks. Make interdisciplinary connections based on the Virginia Standards of Learning for all disciplines and develop knowledge regarding ethical issues concerning computer generated imagery. Prior computer experience is not required. **This course requires a student materials fee as listed in FCPS Notice 5922.**



## Art Extensions

(911532)

18 weeks (semester)

Grades: 7 & 8

*Prerequisite: Art Foundations or eighth grade standing*

Use new materials and techniques, and refine your art making skills. Students begin to develop a personal style and attain a high level of quality and craftsmanship in drawing, painting, printmaking, sculpture, ceramics and crafts. Interpret and express feelings and ideas in innovative ways and make interdisciplinary connections based on the Virginia Standards of Learning for all disciplines. Study great artists from different times and diverse cultures and learn to critique personal artworks and the works of others to inform personal art making.

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

# BUSINESS & INFORMATION TECHNOLOGY

## **Computer Solutions**

(660932)

18 weeks (semester)

Grades: 7 & 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 will 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.

This course will also provide students with a practice knowledge of the Microsoft Office 2003 package which includes word, excel, access, and power point. Using these programs and on line research tools, students will explore the history and ethics of computers, create documents, design electronic presentations and create charts and graphs. Computer Solutions is intended to help students gain the familiarity, skill and understanding of a variety of computer programs that will help them in the transition from middle school to high school.



## **Digital Input Technologies**

(616032)

18 weeks (semester)

Grades: 7 & 8

*Prerequisite: Computer Solutions or equivalent skill*

Digital Input Technologies introduces new and emerging input devices (e.g., speech- and handwriting-recognition software, headset/microphone, personal data assistant [PDA], scanner, digital camera, digital video camera, keyboard, and mouse) to prepare students for using tools that are becoming standard in the workplace and in everyday life.

## **Career Search and Investigation**

(907042)

18 weeks (semester)

Grades: 7 & 8

Students will explore the 16 Career Clusters and develop an understanding of career pathways. In addition, students will use approved career exploration resources to investigate the world of work in order to make informed career decisions. An emphasis will be placed on helping students to create an academic and career portfolio and learn to use a career plan of study. Upon completion of the course, students will recognize connections between education and work; demonstrate the career decision-making process; apply knowledge of self and career interests to education planning; identify personal characteristics for job success; and recognize that career planning is a life-long process.

# ENGLISH LANGUAGE ARTS

## English 7

(111000)

36 weeks (year)

Grade: 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.**

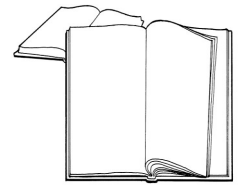
## English 7 honors

(111036)

36 weeks (year)

Grade: 7

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



## English 8

(112000)

36 weeks (year)

Grade: 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.**

## English 8 honors

(112036)

36 weeks (year)

Grade: 8

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



# ENGLISH SPEAKERS OF OTHER LANGUAGES

## Beginning ESOL English

Grades: 7 & 8

(571061/571062)

WIDA ELP Level 1 & 2

36 weeks (year)

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.**



## ESOL Academic Writing

Grades: 7 & 8

(573062)

WIDA ELP Levels 2, 3, & 4

18 weeks (semester)

This course is designed to meet the specific writing needs of LEP students. The writing process is taught through the Six Traits. **Students are required to take the Standards of Learning End of Course Test.**

## ESOL Focus Science

Grades: 7 & 8

(571400)

WIDA ELP LEVEL 1 & 2

36 weeks (year)

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

## ESOL US History 7

Grade: 7

(571217)

WIDA ELP LEVEL 1 & 2

36 weeks (year)

This is the Social Studies class in which grade 7 WIDA ELP Levels 1 & 2 students are 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 and Economics 8

Grade: 8

(571218)

WIDA ELP Level 1 & 2

36 weeks (year)

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 and Economics standards. It supports the development of vocabulary and academic discourse of Social Studies.



# ENGLISH SPEAKERS OF OTHER LANGUAGES

## ESOL Fast Math

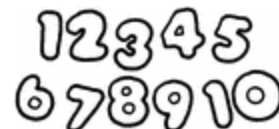
Grades: 7 & 8

(571300)

36 weeks (year)

WIDA ELP Level 1 & 2

This is the course for WIDA ELP Level 1 & 2 students who have significant gaps of two or more years below grade level in mathematics skills & concepts. This course is an articulated mathematics curriculum from the grade 7 mathematics standards. FAST Math is designed and developed around a framework of skills progression to accommodate multiple entry points that recognize students' different strengths and supports differentiated instruction within the FAST Math Class.. **Students are required to take the Standards of Learning End of Course Test.**



## ESOL Fast Math 3

Grades: 7 & 8

(571390)

36 weeks (year)

WIDA ELP LEVEL 1 & 2

This course provides instruction in 7th and 8th grade math skills to WIDA ELP Level 1 and 2 students, who have gaps (one grade level below) in math and language which would impact success in mainstream math classes. It presents the 7th and 8th grade POS in a compacted format using manipulatives, adapted materials and ESOL strategies for teaching the language of math. This class helps prepare students to take the math SOL.. **Students are required to take the Standards of Learning End of Course Test.**

## Developing ESOL English

Grades: 7 & 8

(572061)

36 weeks (year)

WIDA ELP LEVEL 2 & 3

This is the English class in which WIDA ELP Levels 2 & 3 may be enrolled. This class is designed to support the development of academic language 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

Grades: 7 & 8

(573061)

36 weeks (year)

WIDA ELP LEVEL 3 & 4

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.

# FAMILY AND CONSUMER SCIENCES

## Family and Consumer Sciences 7

(826332)

18 weeks (semester)

Grade: 7

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.**

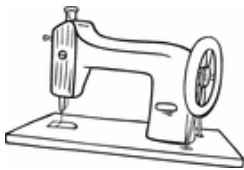


## Family and Consumer Sciences 8

(824432)

18 weeks (semester)

Grade: 8



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—DRAMA

## Speech and Theatre Arts Appreciation

(139063)

18 weeks (semester)

Grade: 7

Students develop an appreciation of speech and theatre arts through an introduction to the basic concepts and skills of oral communication and acting. They begin to develop poise and confidence in speaking, and they develop skills in listening and discussing in group situations. They participate in a variety of dramatic activities by exploring improvisation and interpretation. Course may consist of speech topics, drama topics, or a combination of both. **This course requires a student materials fee as listed in FCPS Notice 5922.**

## Theatre Arts Appreciation

(139067)

18 weeks (semester)

Grades: 7 & 8



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

## Advanced Theatre Arts Appreciation

(139569)

18 weeks (semester)

Grade: 8

*Prerequisite: Theatre Arts Course in Grade 7 and/or recommendation of the theatre and speech arts teacher.*

Students who are continuing the study of theatre 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 material fee as listed in FCPS Notice 5922.**



# MATHEMATICS

## Algebra 1

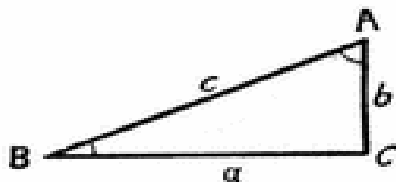
Grade: 8

(313000)

36 weeks (year)

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



## Algebra 1 Honors

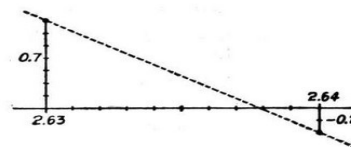
Grades: 7 & 8

(313036)

36 weeks (year)

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



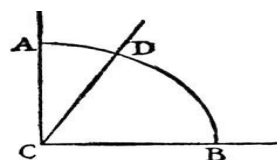
## Geometry Honors

Grade: 8

(314336)

36 weeks (year)

*Prerequisite: Algebra 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. **Students are required to take the Standards of Learning End of Course Test.**

# MATHEMATICS

## Mathematics 7

(311100)

36 weeks (year)

Grade: 7

*Prerequisite: Grade 6 mathematics*

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.**

$$\begin{array}{l} 1+1=2 \\ 2+2=4 \\ 4+4=8 \end{array}$$

## Math 7 Honors

(313036)

36 weeks (year)

Grade: 7



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.

*Newton*

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

## Mathematics 8

(311200)

36 weeks (year)

Grade: 8

*Prerequisite: Mathematics 7*

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.**



# MUSIC –Instrumental

## Advanced Orchestra

(923910)

36 weeks (year)

Grades: 7 & 8

*Prerequisite: Successful audition*

Advanced orchestra offers instruction to the experienced player through in-depth study and performance of challenging string orchestra literature, with the 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 Orchestra

(923810)

36 weeks (year)

Grades 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. 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.**



## Music Participation Lab 1

(921132)

18 weeks (semester)

Grades: 7 & 8

This course provides students an opportunity to examine many kinds of music. Students will be actively involved in music through singing, listening, playing instruments, moving, and improvising. Other experiences may include vocal and instrumental ensembles, musical dramatizations, contemporary music, computer music, guitar, piano, and/or recorder.

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

# MUSIC



## Beginning Band

Grades: 7 & 8

(9232110)

36 weeks (year)

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 will be required as a part of this course. **This course requires a student materials fee as listed in FCPS Notice 5922.**

## Intermediate Band

Grades: 7 & 8

(923311)

36 weeks (year)

*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 will be required as a part of this course. **This course requires a student materials fees listed in FCPS Notice 5922.**



## Advanced Band

Grades: 7 & 8

(923411)

36 weeks (year)

*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. Selection for the advanced band is determined by the director and is based not only on talent and ability but also upon the student's sense of self-discipline and responsibility. **This course requires a student materials fee as listed in FCPS Notice 5922.**

## Percussion Ensemble

Grades: 7 & 8

(925010)

36 weeks (year)

*Prerequisite: Successful audition*

This course is designed to meet specific needs and/or interests for percussion instruments. Content includes study of appropriate ensemble literature, and rehearsal and performance techniques from the various areas of musical composition. Performances and rehearsals both in and out of school will be required. 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.**

# MUSIC –Vocal

## Chorus

(926032)

18 weeks (semester)

Grades: 7 & 8

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. 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.**

## Beginning Mixed Chorus

(926010)

36 weeks (year)

Grades: 7 & 8

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. 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 Mixed Chorus

(928510)

36 weeks (year)

Grade: 8

*Prerequisite: 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 Women's Chorus

(928911)

36 weeks (year)

Grades: 7 & 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. 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.**



# HEALTH and PHYSICAL EDUCATION

## **Health and Physical Education**

(712033/34)

36 weeks (year)

Grade: 8

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. Parents may opt-out a student from any topic included in the Family Life Education program.



## **Health and Physical Education**

(720033/34)

36 weeks (year)

Grade: 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 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, personal safety, injury prevention, lifetime health habits, emotional and social health, and human growth and development. Parents may opt-out a student from any topic included in the Family Life Education program.



## **Adapted Physical Education**

(770016)

36 weeks (year)

Grades: 7 & 8

*Prerequisite: Student's IEP 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 who have deficiencies in motor coordination and/or physical fitness. This program is individualized and directed toward improvement of deficiencies. Students in adapted physical education will participate in all health education units required on their grade level. The program includes specifically selected activities that are suited for the student's level of performance that will improve deficiencies, and maximizes participation.

# WORLD LANGUAGES

**Spanish for Fluent Speakers 1** (551061) 36 weeks (year) \***One high school credit**

Grades: 8

*Prerequisite: Permission from Instructor*

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 number of credits required for graduation.

**Spanish Immersion 1** (551067) 36 weeks (year) \***One high school credit**

Grade: 7

*Prerequisite: Participation in the Elementary Partial-Immersion Program in grades 1—6.*

This course serves as a transition from elementary partial-immersion to the sequential foreign language high school program. Students expand their knowledge of the language to include communicating about themselves and their immediate environment. This communication is evidenced in all four language skills: listening, speaking, reading, and writing, with an emphasis on the ability to communicate orally and in writing. The content of this course is aligned with the Level 1 POS. 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 Advanced Studies diploma. It also counts towards the number of credits required for high school graduation.

**Spanish Immersion 2** (552068) 36 weeks (year) \***One high school credit**

Grade 8

*Prerequisite: Seventh Grade Immersion 1 or permission from foreign language department*

This course is designed to meet the needs of the immersion students in regard to their second language development. Students continue their development of language proficiency in all four skills: listening, speaking, reading, and writing. They read material on familiar topics and produce short writing samples while studying the themes and topics of Home Life, Student Life, Leisure Time, and Vacation and Travel. The content of this course is aligned with the Level 2 POS. Credit becomes part of the high school transcript, is included in the determination of the high school grade point average (GPA), and counts towards fulfilling the foreign language requirements of the Advanced Studies diploma. This course counts toward the number of credits required for graduation.

# WORLD LANGUAGE

|                  |                                |          |
|------------------|--------------------------------|----------|
| <b>French I</b>  | (511000)                       | Grade: 8 |
| <b>Spanish I</b> | (551000)                       | Grade: 8 |
| 36 weeks (year)  | <b>*One high school credit</b> |          |



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, 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 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 foreign language requirements of the high school diplomas. **It also counts toward the total number of credits required for graduation.**

|                   |          |          |
|-------------------|----------|----------|
| <b>French 1A</b>  | (511300) | Grade: 7 |
| <b>Spanish 1A</b> | (551300) | Grade: 7 |
| 36 weeks (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 pronoun; 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 foreign language high school credit.**



|                   |  |          |
|-------------------|--|----------|
| <b>French 1B</b>  | (511500)   | Grade: 8 |
| <b>Spanish 1B</b> | (551500)   | Grade: 8 |
| 36 weeks (year)   | <b>*One high school credit upon completion of 1A and 1B.</b> |          |

*Prerequisite: Students must take the 1A class in 7th grade.*

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 foreign language requirements of the high school Advanced Studies diploma. **It also counts towards the number of credits required for high school graduation.**

# SCIENCE

## Investigations in Environmental Science

(411500)

36 weeks (year)

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.

## Investigations in Environmental Science Honors

(411536)

36 weeks (year)

Grade: 7

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.

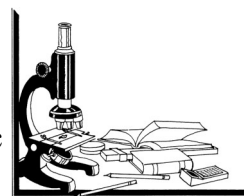
## Investigating Matter and Energy

(412500)

36 weeks (year)

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.**



## Investigating Matter and Energy Honors

(412536)

36 weeks (year)

Grade: 8

This course extends the standard program of studies for 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. End of Course test covers content from grades 6, 7 and 8. **Students are required to take the Standards of Learning End of Course Test.**

# SOCIAL STUDIES

**United States History, 1865 to the Present** (235500) 36 weeks (year)  
Grade: 7

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 geography shapes history. **Students are required to take the Standards of Learning End of Course Test.**

**US History Honors** (235536) 36 weeks (year)  
Grade: 7

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

**Civics and Economics** (235700) 36 weeks (year)  
Grade: 8

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 operations of these systems at the national, state and local levels. A service learning component helps students personalize citizenship education. **Students are required to take the Standards of Learning End of Course Test.**



**Civics and Economics Honors** (235736) 36 weeks (year)  
Grade: 8

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

# SPECIAL EDUCATION COURSES

*Students with disabilities are eligible to participate in courses designed to meet their unique needs as specified in their Individualized Education Plan (IEP). Students are included for instruction in the least restrictive environment. Students with disabilities may enroll, if it has been determined appropriate, in any of these electives.*

## **Basic Skills**

(781980)

36 weeks (year)

Grades: 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.



## **Personal Development**

(781540)

36 weeks (year)

Grades: 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, communications, 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).

## **Work Awareness and Transition**

(907060)

36 weeks (year)

Grades: 7 & 8

This 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.



# TECHNOLOGY AND ENGINEERING EDUCATION

## Technology Exploration 7

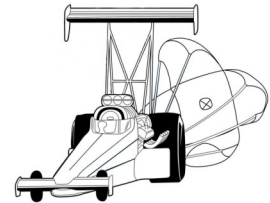
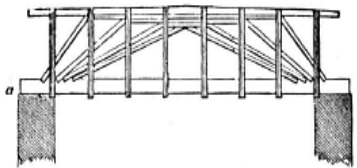
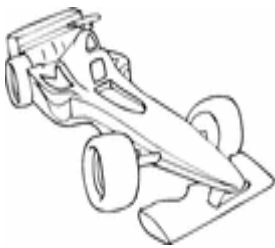
(846432)

18 weeks (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. Students make projects or models of significant inventions that have advanced society and human potential. After studying these developments in technology, the students explore contemporary and future problems facing themselves, their community, or the world. Students follow formal procedures to create or invent new solutions or innovations that will enhance human potential and result in a desirable impact on society.

As a culminating activity the students build and race a miniature gas-powered dragster (CO<sub>2</sub> car) against those of their classmates. In this course students will use current computer hardware and software. This course is exploratory in nature and stresses safety, planning, creativity, and constructions, pertaining to the way humans are using technology. **This course requires a student materials fee as listed in FCPS Notice 5922.**



## Technology Exploration 8

(846332)

18 weeks (semester)

Grade: 8

Technological Systems is the concluding technology education experience at the middle school level. However, students do not need a technology education class in seventh grade to enroll in this class. 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. Students will experience hands-on modular based lab activities. They will design systems, construct models and combine systems to meet human wants and needs. Content is intended to extend students' understanding of the development, impact, careers and potential of technology. 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.

In this course students will use current computer hardware and software. Students will be involved in the computer-aided design (CAD) and computer-aided manufacturing (CAM) to design and make projects. Through a series of design briefs, students will be given an opportunity and encouraged to creatively solve problems. This course is exploratory in nature and stresses safety, planning, creativity, and constructions, pertaining to the way humans are using technology. **This course requires a student materials fee as listed in FCPS Note 5922.**

# COURSE SELECTION WORKSHEET

## BUILDING MY SEVEN-PERIOD BLOCK DAY

### Required Full-Year Courses:

1. English 7 or 8
2. Mathematics 7, 8 or Algebra I
3. Science 7 or 8
4. Social Studies 7 or 8
5. Health and Physical Education 7 or 8

### Elective Choices - List in Rank Order:

On your Course Selection Sheet you will be asked to designate additional semester electives as alternatives if one of your first-ranked choices is not available.

#### Two (2) Year-Long Electives:

A. \_\_\_\_\_

B. \_\_\_\_\_

or

#### One (1) Year-Long and Two (2) Semester Electives:

A. \_\_\_\_\_

B. \_\_\_\_\_

C. \_\_\_\_\_

#### \* Alternatives

D. \_\_\_\_\_

E. \_\_\_\_\_

or

#### Four (4) Semester Electives:

A. \_\_\_\_\_

B. \_\_\_\_\_

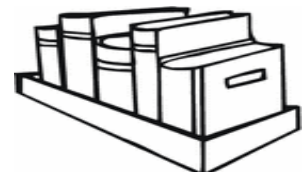
C. \_\_\_\_\_

D. \_\_\_\_\_

#### \* Alternatives

E. \_\_\_\_\_

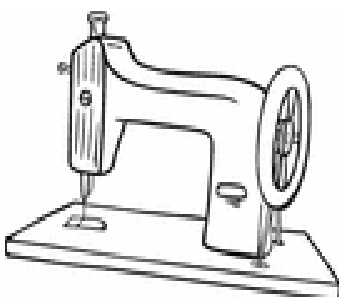
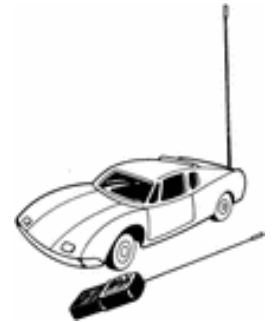
F. \_\_\_\_\_



# LHMS CLUBS AND ACTIVITIES



- **BOND**
- **Board Games Club**
- **College Partnership Program**
- **Chess Club**
- **Cheerleading**
- **Cinema Club**
- **Cooking Club**
- **Drama Club**
- **Earth Force Club**
- **Fitness Club**
- **GRACE**
- **Global Awareness Club**
- **Homework Club**
- **Hughes After School**
- **Knitting Club**
- **Math Club**
- **Newspaper Club**
- **National Junior Honor Society**
- **Photography Club**
- **Student Government Association**
- **Science and Technology Club**
- **Step Team**
- **Theatre Sports**
- **Theatre Production**
- **Yearbook**



Langston Hughes Middle School opened as Langston Hughes Intermediate School in 1979-1980, but had to share the new South Lakes High School building. When completion of the new Hughes building was delayed in September of 1980, seventh and eighth graders went to school from 12:30 pm to 5:15 pm while high school students used the building in the morning. In November of 1980, Hughes students moved into their own building. The new building was dedicated in May 1981.



### The Dream Keeper

Bring me all of your dreams,  
    You dreamer,  
    Bring me all your  
    Heart melodies  
That I may wrap them  
    In a blue cloud-cloth  
Away from the too-rough fingers  
    Of the world.

Langston Hughes



LANGSTON HUGHES  
(1902—1967)



Langston Hughes Middle School was named for a prolific writer of the twentieth century, Langston Hughes. Langston Hughes wrote several volumes of poetry, short stories, dramas, a Broadway play, and two autobiographies. He wrote primarily about African-Americans and African American life in the city. His best known character, Jesse B. Simple, was described in numerous newspaper sketches.