

# JOYCE KILMER MIDDLE SCHOOL

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## Course Description Guide 2009-2010



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[www.fcps.edu/KilmerMS/](http://www.fcps.edu/KilmerMS/)

## ***A Message to Parents and Students***

It is with great anticipation and excitement that we welcome the Classes of 2014 and 2015 to Joyce Kilmer Middle School. Our program is designed to meet the challenging educational needs and social changes of the eleven-to-fourteen year-old student.

Middle school students are a part of a team consisting of four teachers and approximately 140 students. Each student receives curriculum support by the four core teachers (English, math, social studies, and science) who plan and manage the students' instructional activities. Each grade level has an administrator. School counselors are assigned by teams to assist students in their academic and social development. Counselors work with students, parents, teachers, and administrators to develop common objectives, which are reflected in a plan of action to ensure success for every Kilmer student.

This course guide includes descriptions of all seventh and eighth grade courses offered at Kilmer Middle School. Kilmer students take seven classes a day. At each grade level, these courses are required: English, math, social studies, science, and health and physical education. Students complete their schedule by selecting year-long or semester electives. Electives offer opportunities for enrichment and interest exploration. Please consider future goals and current interests when selecting courses for next year. Plan carefully so that the selected courses will not need to be changed. The school counselors are available to help you make decisions about courses.

The Student Services Department at Kilmer Middle School meets the needs of our diverse student body. Students who qualify through testing and other criteria may participate in the gifted and talented courses and special education program.

All course offerings are subject to adequate enrollment and staffing. Courses offered at Kilmer meet requirements of the Fairfax County Public Schools' Program of Studies and the Virginia State Department of Education. All students will participate in the Virginia state-testing program.

The School Counseling Department looks forward to working with students and parents during these important and formative middle school years. If there are any questions regarding the information presented in this course description guide, please call us at (703) 846-8806.

*"What sculpture is to a block of marble, education is to a human soul." Joseph Addison*

**Joyce Kilmer Middle School  
8100 Wolftrap Road  
Vienna, Virginia 22182**

ADMINISTRATORS (703) 846-8800

Principal	Mr. Douglas Tyson
Director of Student Services	Ms. Christina Hamilton
Assistant Principal (8 <sup>th</sup> grade)	Mr. Ronald James
Assistant Principal (7 <sup>th</sup> grade)	Ms. Jessica Lewis

SCHOOL COUNSELING DEPARTMENT (703) 846-8806  
Counseling Department Assistant, Registrar, Ms. Linda Miller  
Student Information Assistant

School Counselors	
Ms. Kristen Biernesser	Ms. Susan Niebergall
Ms. Valerie McMillan	Ms. Li-Lin Sun

Website [www.fcps.edu/KilmerMS/](http://www.fcps.edu/KilmerMS/)

**Joyce Kilmer Middle School: Home of the Cougars**

*Kilmer's Motto: Kilmer Cougars Dare to Excel!*

*Kilmer's Mission: Empowering staff and students through positive opportunities and quality education.*

*Kilmer's Vision: To provide a safe environment which dares each individual to embrace new challenges in a resourceful and collaborative learning community.*

**Declaration of Nondiscrimination**

*"No student, employee, or applicant for employment in the Fairfax County Public Schools shall, on the basis of age, race, color, sex, religion, national origin, marital status, or disability, be excluded from participation in, be denied the benefits of or be subjected to discrimination under any educational program or activity." The Office of Design and Construction, Office of Human Relations, and Office of Monitoring and Compliance coordinate compliance.*

**TABLE OF CONTENTS**

<i>A Message to Parents and Students</i>	1
<i>Directory</i>	2
<i>What the Middle School Student Should Expect</i>	3
<i>Curriculum Overview</i>	5
<i>Required Courses</i>	6
<i>Elective Courses</i>	12
<i>Special Programs</i>	21
<i>Planning Ahead</i>	23

## ***WHAT THE MIDDLE SCHOOL STUDENT SHOULD EXPECT***

### **TIME**

School begins at 7:35 a.m. and ends at 2:30 p.m. Each class will average 48 minutes in length. Students have 4 minutes between classes.

### **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 and certain electives. Locker combinations should not be given to other students.

### **CLASSES**

Students are enrolled in seven classes each semester. Most classes will be for the entire year; some classes are only for a semester.

### **TEAMS**

The middle school is the critical transitional link between the self-contained classroom of the elementary school and the departmental structure at the high school level. Teaming is an integral part of the middle school program. Teams of teachers collaborate with others in order to address the following goals:

- Create an outstanding academic program and nurturing environment
- Provide positive recognition for all students
- Identify diverse characteristics and needs of adolescent students
- Communicate with parents on a regular basis

### **SCHOOL COUNSELING SERVICES**

The middle school counselors help students make the transitions from elementary to middle school and from middle school to high school. Each student is assigned a counselor based on his/her team assignment. School counselors help students with course selections and give assistance with day-to-day school challenges. The school counseling program is designed to facilitate academic planning appropriate to each student's abilities, interests, and life goals. Counselors promote students' personal, social, and emotional growth. Counselors implement and advocate for students by implementing appropriate intervention techniques and involving educational and community resources in the students' development as needed. Counselors provide individual and group counseling, academic guidance, crisis intervention, and career awareness activities.

### **AFTER SCHOOL ACTIVITIES**

Two days per week students may stay after school for academic support or other activities.

## PROMOTION POLICY

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

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

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

## WITHDRAWAL POLICY

Students in grades 7 and 8 receive credit toward graduation for successfully completing high school courses taken in middle school. High school credit-bearing courses include Algebra 1 Honors, Geometry Honors, Chinese, French and Spanish.

If a student drops a **high school credited course** during the:

1 <sup>st</sup> quarter	No penalty – nothing is recorded
2 <sup>nd</sup> quarter	WP (withdrawn passing) or WF (withdrawn failing) is recorded.*
3 <sup>rd</sup> quarter	WP or WF is recorded
4 <sup>th</sup> quarter	WP or F for failure is recorded*

\*Unless there are unusual circumstances, a student who has a passing grade may not withdraw during the terminating quarter of the course.

# ***CURRICULUM OVERVIEW***

## **What courses do middle school students study?**

**Seventh** grade students take the following required full-year courses:

English	United States History 1877 to the Present
Investigations in Environmental Science	Mathematics
Health/Physical Education	

**Eighth** grade students take the following required full-year courses:

English	Civics and Economics
Investigating Matter and Energy	Health/Physical Education
Mathematics	

**All students complete their seven period schedules with elective courses. A schedule is completed by making one of the following choices:**

**Choice 1: Two full year electives**

**Choice 2: One full year elective and two semester electives**

**Choice 3: Four semester electives**

**Seventh** grade students complete their seven period schedules with these elective courses:

<u>Semester Long</u>	<u>Year Long</u>
Art	Band
Chorus	Chorus
Computer Solutions	Orchestra
Family and Consumer Science	
Introduction to Foreign Language	
Speech and Theatre Arts Appreciation	
Technology Exploration	

**Eighth** grade students complete their seven period schedules with these elective courses:

<u>Semester Long</u>	<u>Year Long</u>
Advanced Computer Solutions	Band
Advanced Theatre Arts Appreciation	Chorus
Art	Foreign Language
Chorus	Orchestra
Computer Solutions	
Family and Consumer Science	
Introduction to Computers in Art	
Introduction to Foreign Language	
Speech and Theatre Arts Appreciation	
Technology Exploration	

**Cougars PAWS:** All students are assigned an eighth period class designed to provide opportunities for team building activities, individual remediation, enrichment or developing time management and organization skills.

## ***REQUIRED COURSES***

### **ENGLISH**

#### **English 7**

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

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

#### **English 8**

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

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

### **MATHEMATICS**

#### **Mathematics 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.

#### **Mathematics 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.

**Algebra 1****Grade 8****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****Grade: 7, 8****Prerequisite: Mathematics 7**

The depth and level of understanding expected in Algebra 1 Honors is beyond the scope of Algebra 1. Students are expected to master algebraic mechanics and understand the underlying theory, as well as apply the concepts to real-world situations as a meaningful way. Students extend knowledge and understanding of the real number system and its properties through the study of variables, expressions, equations, inequalities, and the analysis of data from real world phenomena. Emphasis is placed on algebraic connections to arithmetic, geometry, and statistics. Calculators and computer technologies are integral tools. Graphing calculators are an essential tool for every student to explore graphical, numerical, and symbolic relationships. This course has an end-of-course Standards of Learning test. Students who have mastered the standards of Mathematics 7 and 8 in grade 7 are eligible to take Algebra 1 Honors in grade 8. When taken in grade 8, Algebra 1 Honors becomes a part of the high school transcript record, is included in the determination of the high school grade point average (GPA), and counts as one of the required mathematics credits for high school graduation. Parents may request that the Algebra 1 Honors grade be omitted from the student's transcript and the student not earn high school credit for the course. Students taking Algebra 1 Honors in grade 8 must pass the course to be promoted to grade 9.

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

**Geometry Honors****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.

## **SCIENCE**

### **Investigations in Environmental Science Grade 7**

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

### **Investigating Matter and Energy Grade 8**

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

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

## **SOCIAL STUDIES**

### **United States History, 1877 to the Present Grade 7**

The grade seven program provides a survey of American history since 1877. This course incorporates the four strands of history, geography, civics, and economics. Important trends in American history are identified by the analysis of the role of ideas, individuals, and important events. Students develop historical-thinking skills and extend their understanding of how geography shapes history.

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

### **Civics and Economics Grade 8**

The grade eight program is designed to prepare students to be responsible, productive citizens in a democratic republic and an interconnected world. Basic knowledge and understanding of the concepts and processes of democratic government and the American economic system are stressed. Students are helped to understand the meaning of individual rights and responsibilities; the ideals of liberty, justice, equality; and the rule of law. Students learn about making choices and recognizing the consequences of decisions, including personal, political, and economic decisions. Students also learn that citizens must value individual and group expression, appreciate diversity, and develop moral values. A service learning component helps students personalize citizenship education.

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

***It is recommended/ required that 8th grade students take Algebra I and a foreign language if they are considering Thomas Jefferson High School for Science and Technology (TJHSST) or an Advance Placement (AP) or International Baccalaureate (IB) diploma.***

## **HEALTH and PHYSICAL EDUCATION**

### **Health and Physical Education 7**

Students strengthen and/or master basic skills developed at the elementary level. Emphasis is on highly organized lead-up activities, modified games, and fitness and wellness activities. Content areas include tumbling, rhythmic activities and dance, physical fitness, wellness-related testing, fitness planning, and application of skills in selected games and sports.

Students study health units on alcohol, tobacco, and other drug use prevention, disease and the human body, personal safety, injury prevention, lifetime health habits, emotional and social health, and human growth and development.

### **Health and Physical Education 8**

Students continue to strengthen and/or master basic skills, and participate in wellness activities and wellness-related testing and fitness planning. Content areas include tumbling, rhythmic activities and dance, and application of skills in selected games and sports. Students begin to review lifetime sports and activities for lifetime wellness planning.

Students study health units on alcohol, tobacco, and other drug use prevention, personal safety, injury prevention, lifetime health habits, emotional and social health, and human growth and development.

### **Adapted Physical Education 7/8**

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

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

## **ENGLISH FOR SPEAKERS OF OTHER LANGUAGES**

### **ESOL Level 1 Literature                      Grade 7, 8**

This is one of two English language classes in which Level 1 students are enrolled. This class is designed to support the development of academic language and skills through alignment with the Language Arts Standards. It maintains a focus on vocabulary development, reading comprehension and the writing process. Use of technology for research and publishing provide additional opportunities for language development. This course may be repeated.

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

### **ESOL Level 1 Literature                      Grade 7, 8**

This is the second of two English language classes in which Level 1 students are enrolled. This class is designed to support the development of academic language and skills through alignment with the Language Arts Standards. It maintains a focus on vocabulary development, reading comprehension and the writing process. Use of technology for research and publishing provide additional opportunities for language development. This course may be repeated.

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

### **ESOL Level 1 U.S. History 7                      Grade 7**

This is the Social Studies class in which Level 1 7th grade students are enrolled. 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 History.

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

### **ESOL Level 1 Civics 8                      Grade 8**

This is the Social Studies class in which Level 1 8th grade students are enrolled. 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 Civics and Economics.

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

### **ESOL Level 2 Literature                      Grade 7, 8**

This is the English language class in which Level 2 students are enrolled. This class is designed to support the development of academic language and skills through alignment with the Language Arts Standards. It maintains a focus on vocabulary development, reading comprehension and the writing process. Use of technology for research and publishing provide additional opportunities for language development. This course may be repeated.

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

### **ESOL Level 2 U.S. History 7                      Grade 7**

This is the Social Studies class in which Level 2 7th grade students are enrolled. 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 History. This course earns one foreign language elective credit.

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

**ESOL Level 2 Civics 8** **Grade 8**

This is the Social Studies class in which Level 2 8th grade students are enrolled. 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 Civics and Economics. This course earns one foreign language elective credit. Students are required to take the Standards of Learning End of Course Test.

**ESOL Levels 3-4 Literature** **Grade 7, 8**

This is the last course in the middle school ESOL sequence. This class is designed to continue the development of academic language proficiency through Language Arts. Students are enrolled in both this course and a grade level English class. Students read a variety of literary genres and use technology as they work with the writing process to extend and refine their English skills. Course themes are designed to complement and support the learning that takes place in the grade level English class. This course may be repeated.

**ESOL FAST Math** **Grade 7, 8**

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

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

**ESOL FAST Math 3** **Grade 7, 8**

This course provides instruction in 7th and 8th grade math skills to Level 1 and 2 ESOL students, who are one year below grade level or have gaps in math and language which would impact success in mainstream math classes. It presents the 7th and 8th grade program of studies in a compacted format using manipulatives, adapted materials and ESOL strategies for teaching the language of math. This class prepares students to take the math SOL.

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

**ESOL Level 1 Science** **Grade 7, 8**

This course is the science course for Level 1 students. It is designed to develop the academic language of science and an understanding of the nature of science. Students explore the scientific process along with learning key vocabulary and concepts through both life and physical science. This curriculum provides a foundation and is aligned with general science classes.

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

**SPECIAL EDUCATION** **Grade 7, 8**

**Life Skills**

**Prerequisite: Current IEP in MOD/SD Program**

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

## ***ELECTIVE COURSES***

### **FINE ARTS VISUAL ARTS**

#### **Introductory Art**

**Grade 7, 8**

**Semester**

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

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

#### **Advanced Art**

**Grade 8**

**Semester**

Prerequisite: Above average grade in Introductory Art, teacher recommendation or portfolio review.

Advanced art offers an opportunity to eighth grade students with interest and above average performance in art to refine their artistic skills and techniques. Emphasis is placed on making interdisciplinary connections based on the Virginia Standards of Learning (SOL) for all disciplines. Students interpret and express personal feelings, experiences, and observations in advanced level art projects. They work with a variety of media and tools including technological applications in drawing, painting, printmaking, and sculpture and they evaluate and critique their own and other students' artwork. Students study art history and culture and analyze the works of great artists.

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

#### **Introduction to Computers in Art**

**Grade 8**

**Semester**

Prerequisite: Introductory Art

Students are introduced to the use of the computer as a production tool for creating original artwork. Emphasis is placed on making interdisciplinary connections based on the Virginia Standards of Learning (SOL) for all disciplines. Through the use of technology and traditional art media, students explore themes included in the intermediate and advanced art program. Software applications include Adobe Photoshop and Adobe Illustrator or other available software. Ethical issues concerning computer generated imagery are addressed. No prior computer knowledge is required.

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







## FOREIGN LANGUAGE

### **Introduction to Foreign Language (IFL)**

**Grade 7, 8**

**Semester**

Prerequisite: None

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

### **French 1**

**Grade 8**

**Year**

Prerequisite: None

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

### **Chinese 1**

**Grade 8**

**Year**

Prerequisite: None

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

### **Spanish 1**

**Grade 8**

**Year**

Prerequisite: None

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

**Spanish for Fluent Speakers 1****Grade 8****Year**

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 total number of credits required for graduation.

**FAMILY & CONSUMER SCIENCES****Family and Consumer Sciences****Grade 7****Semester**

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

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

**Family and Consumer Sciences****Grade 8****Semester**

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

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

## **INDUSTRIAL TECHNOLOGY**

**Technology Exploration 7      Grade 7      Semester**  
Formerly known as Inventions and Innovations

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. The modular “synergistic” labs provide active learning situations that allow students to explore technology and related careers.

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

**Technology Exploration 8      Grade 8      Semester**  
Formerly known as Technological Systems

Technology Exploration is the concluding technology education experience at the middle school level. By simulating technological systems and assessing their impacts as well as applying and expanding what they have learned in academic subjects and previous technology education courses, students acquire a global view of technology. The modular “synergistic” labs provide active learning situations that allow students to explore technology and related careers. The content covered in all modular labs is designed to reinforce the Virginia Standards of Learning (SOL) in math, science, language arts, social studies, and technology. This course requires a student materials fee as listed in FCPS Notice 5922.

**Technology Education      Grade 7      Semester**  
Prerequisite: Placement in the GTC program

This course provides opportunities for students to apply technology to real world situations. The academic subjects become relevant through simulations of the professional and technical worlds of technology. State of the art technologies and processes will be available as students investigate, collect, organize, analyze, interpret and present their results. Students will be encouraged to use creative and critical thinking to acquire skills to be independent learners and decision makers as they rotate through content organizers of communication, transportation and manufacturing.

## **Business and Information Technology**

### **Computer Solutions**

**Grade 7, 8**

**Semester**

Formerly Technology Tools

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

### **Advanced Computer Solutions**

**Grade 8**

**Semester**

Formerly Advanced Technology Tools

Prerequisite: Computer Solutions (formerly Technology Tools) or equivalent skill/instructor approval.

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

## **SPECIAL EDUCATION**

### **Basic Skills**

**Grade 7, 8**

**Year**

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**

**Grade 7, 8**

**Year**

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

## FOCUSED REMEDIATION

**Action Literacy 7** is a one-semester additional English course designed to provide focused remediation for students who have not demonstrated knowledge and competency based on identified standards for sixth grade. The class includes direct instruction in reading, comprehension, vocabulary and the writing process.

**Power Mathematics 7** is a one-semester additional mathematics course designed to provide focused remediation for students who have not demonstrated knowledge and competency based on identified standards for sixth grade. The class includes direct instruction in mathematics concepts, skills and processes related to rational numbers and measurement. The course also focuses on the skills that students need to be successful in Mathematics 7.

**Action Literacy 8** is a one-semester English/Social Studies course designed to provide focused remediation for students who have not demonstrated knowledge and competency based on identified standards for seventh grade. The class includes direct instruction in reading comprehension, vocabulary and the writing process by using social studies content material.

**Power Mathematics and Power Science 8** is a one-semester additional mathematics and science course designed to provide focused remediation for students who have not demonstrated knowledge and competency based on identified standards for seventh grade. The class includes direct instruction in mathematics and science concepts, skills and processes related to rational numbers, proportional reasoning, measurement and data analysis and probability, scientific investigation, living systems, ecosystems, heredity and diversity. The course also focuses on the foundational mathematics and science skills that students need to be successful in eighth grade.

**Read 180**                      **Grade 7, 8**                      **Year**

The Read 180 Program is offered to students who are reading below grade level. The program includes small group instruction that is reinforced by individualized attention, independent reading and practice at a computer station. Class enrollment is limited to 15 students.

## ***SPECIAL PROGRAMS***

### **Gifted and Talented Center (GTC)**

Fairfax County Public Schools offers a full-time classroom program for high-ability learners. Kilmer Middle School's GTC program provides specialized classes in English, science, math, and social studies with differentiated instruction designed to challenge their advanced abilities. A countywide central screening committee determines eligibility for gifted center placement using test data, Gifted Behavior Rating Scale with Commentary, progress reports, and other available information.

### **Honors Program**

This program is designed for those students who demonstrate high achievement in core subjects. The Honors Program is offered in both 7<sup>th</sup> and 8<sup>th</sup> grades through the core subjects of English, social studies, science, and math. Honors courses offer differentiated learning objectives and instructional strategies that extend standards and benchmarks for students. Candidates for participation in the Honors Program are students who have performed well in previous honors classes, students who have performed at high levels on national standardized tests, and students who have consistently demonstrated a high level of academic success or outstanding ability or potential in specific subject areas.

### **English for Speakers of Other Languages (ESOL)**

The ESOL Program is a foundational curriculum. It builds upon the concepts/skills acquired in content/literature courses. ESOL students are assessed by levels: Level 1 (very limited or no knowledge of English), Level 2 (limited ability in English), and Level 3-4 (proficient in speaking and understanding English but limited in reading and writing skills). The Level 1 students are in ESOL classes four periods each day; Level 2 students have two periods per day, and Level 3-4 students, one period of ESOL per day.

### **Special Education Programs**

All special education placements are determined by the Office of Student Services and Special Education. The Special Education Department offers a continuum of services in learning disabilities, emotional disabilities, speech and language, and other health impairments as determined by the student's Individual Educational Program (IEP). If you have any questions regarding special education placement, please contact the special education department chair.

### **Learning Disabilities Resource Program (LDR)**

The Learning Disabilities Resource Program provides additional support for students who are in the Special Education Program. The LDR teacher offers instruction according to students' Individualized Education Program (IEP). Students are given strategies to enhance their skills in selected academic areas. The LDR teacher communicates with general education teachers regarding the students' progress. Students may be enrolled in a team-taught and/or a basic skills course. The basic skills course covers English, mathematics, science, social studies, and organizational skills.

### **Learning Disabilities Self-Contained Program (LDSC)**

The Learning Disabilities Self-Contained Program provides individual attention and reinforcement of academic instruction to students in the Special Education Program. Emphasis of this program is intensive remediation in English, mathematics, social studies, and science in accordance with students' IEPs. Students are mainstreamed into general education classes for health and physical education and electives.

### **Program for students with mild retardation**

Students follow a continuum of services, which allow them to take classes in their least restrictive environment in accordance with their Individualized Educational Program (IEP). The program for students with mild retardation (MR) consists of four academic classes: English, mathematics, science and social studies. Physical education and elective classes complete the seven class periods.

### **Program for students with moderate to severe disabilities**

The Moderate and Severe Disability Program features a life skills curriculum. Communication skills are a foundation of the program and are incorporated throughout all activities of the school day. Functional academics including reading and math are also integrated into relevant activities. Additional areas of instruction include vocational skills, personal independence, recreation/leisure skills and physical education. Students are provided with the opportunity to travel in the community on a regular basis to develop skills appropriate for community settings. Adaptive materials and assistive devices are utilized as needed to enhance student progress.

### **Speech and Language Therapy Program**

Speech and Language Therapy is offered to students who demonstrate communication disorders in the areas of articulation, oral language, voice, or fluency in accordance with their Individualized Education Program (IEP). Students learn to develop their communication skills under the guidance and instruction of a speech/language clinician who works collaboratively with general education teachers and parents regarding the students' needs and progress.

### **Hearing or Vision Impaired Program Physical Therapy Program**

### **Occupational Therapy Program Emotional Disabilities Program**

Itinerant specialists in these respective programs meet individually with students in accordance with their Individualized Education Program (IEP).

## ***PLANNING AHEAD***

Middle school is not too early to start thinking about your future choices in school and beyond. At Kilmer Middle School the school counselors will present classroom guidance lessons to assist students in exploring future choices in a course of study as well as career possibilities. The process of making school and career connections begins with developing an academic and career plan that: reflects a student's abilities and interests; includes career goals; makes connections between education and the student's future endeavors. You can start by reviewing the promotion policy and graduation requirements outlined in this guide.

### **High School Level Courses**

Algebra, geometry and foreign language are high school level courses offered to eighth graders. When middle school students qualify and/or select these courses, their final grades is calculated into their high school grade point average and class rank. Upon successful completion of these courses, credit shall be counted for specified subjects and total number of units required for high school graduation. Parents/guardians and students, should begin now to prepare for the academic options available in high school. Advanced academic programs are open to all students committed to rigorous academic work. For all advanced programs (AP, IB, or TJHSST), algebra and a study of a foreign language should begin no later than eighth grade. Further information about the advanced academic programs may be obtained by contacting a school counselor or coordinator at the high school.

### **Advanced Placement**

The Advanced Placement (AP) Program is offered in English, social studies, science, math, computer science, world languages and fine arts. The AP Diploma Program will require students to complete a broad academic program that includes five or more examinations with examination grades of 3 or higher in certain year-long courses. Any student enrolled in an AP course is required to take the end-of-course AP examination to receive the .5 weighted grade. AP courses are recognized for college credit by many universities in the United States. Algebra and a study of a foreign language should begin no later than eighth grade.

### **International Baccalaureate**

The International Baccalaureate (IB) Program provides a comprehensive liberal arts education emphasizing analytical thinking, reading, and writing skills with an international perspective. It is an advanced level college preparatory program open to highly-motivated 11th and 12th grade students who seek academic rigor. All students enrolled in an IB course are required to take the end-of-course IB exam. Students must take the end-of-course exam to receive the .5 weighted grade. IB courses are recognized for college credit by many universities in the United States. Algebra and a study of a foreign language should begin no later than eighth grade.

### **Thomas Jefferson High School for Science and Technology**

The TJHSST 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. Because of the unique nature of the program, students who attend TJHSST are not provided with a class rank. Students may obtain information about application procedures and deadlines from the counseling office of their local schools or by calling the TJHSST Office of Admissions. Algebra and a study of a foreign language should begin no later than eighth grade.

**We hope this information in this course description guide is helpful in planning for a successful middle school experience.**