

## **Luther Jackson Middle School**



**3020 Gallows Road  
Falls Church, VA 22042**

Main Office, 703-204-8100  
Attendance, 703-204-8282  
Student Services, 703-204-8122

### **ADMINISTRATION**

Mrs. Louise Porter, Principal  
Mr. Gordon Stokes, Assistant Principal  
Mr. Patrick Riley, Assistant Principal  
Mrs. Susan Tyson, Administrative Assistant

### **STUDENT SERVICES**

Mrs. Linda Washco, Director of Student Services  
Ms. Shirley Coling, Counselor  
Ms. Melissa Johnson, Counselor  
Ms. Janise Kyle, Counselor  
Ms. Laura Northey, Counselor  
Ms. Lea Fadden, School Test Coordinator  
Ms. Julie Rosenau, Guidance Assistant

# Mission Statement

## Luther Jackson Middle School Mission Statement

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While “Building Futures Together,” the Luther Jackson Middle School community is committed to providing academic excellence in a safe, positive environment where diversity is respected and all students feel invited and expected to become participants in their own academic, creative, physical and social growth.

The school values the development of healthy character; embraces the use of technology; utilizes community resources; fosters parental involvement; recognizes the need to work cooperatively; and encourages students to become successful, independent learners.



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# LUTHER JACKSON MIDDLE SCHOOL

Welcome to Luther Jackson  
Class of 2014 and Class of 2015

Luther Jackson 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. LJMS students are taught, guided, challenged, and supported by specialized staff and faculty. These include a principal, assistant principals, teachers, a director of student services, counselors, librarians, instructional assistants, and support staff.

## **Middle School Promotion Policy 2009-2010**

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To qualify for promotion, seventh and eight 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.

## **Honors Program, 7th & 8th grade**

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Honors classes, aligned with national standards for gifted and talented (GT) education, are for students who have demonstrated high achievement in a specific area of academic strength. Honors classes are available in the middle school in the four core academic areas of English, mathematics, social studies, and science. Honors classes use a Fairfax County Public Schools-developed middle school curriculum that extends the FCPS Program of Studies in depth and complexity. The curriculum is based on the Parallel Model, a nationally endorsed model of curriculum for high-ability learners. Honors classes seek to provide opportunities to build on the individual strengths of identified achievers in core subjects in order to address their potential to progress to high levels of accomplishment through challenging inquiry and learning.

Students are placed in Honors English, Honors Science, and Honors Social Studies by successfully completing a comprehensive screening to include: ability test data, achievement test data, grades in the core subject areas, Gifted Behavior Rating Scale (GBRS), and recommendation. Students automatically qualify for Math Honors 7 if they have completed Compacted Mathematics 6 (or a year-long accelerated program). Students who have completed sixth grade mathematics may qualify for this course based on a holistic view of ability test data, achievement test data, grades in mathematics, the Gifted Behavior Rating Scale (GBRS) and teacher recommendation.

Students enrolled in seventh grade Honors classes carry over their placement into eighth grade unless there is a question regarding whether or not the placement is appropriate. In such cases, the director of student services at the middle school reviews the information and makes a decision in consultation with teachers, parents and the principal.

## Gifted and Talented Center

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Luther Jackson offers gifted and talented center (GTC) services. Our full-time center program offers eligible students a challenging academic program designed to meet the needs of highly gifted students. The GTC curriculum is differentiated in depth, breadth and pace of instruction emphasizing higher-level thinking. While GTC students work with academic peers in core subject areas, they interact with the entire student body in physical education, electives, and after-school programs. Many GTC students participate in enrichment activities at Luther Jackson. Because a large number of our GTC students are interested in advanced academic programs in high school, the Luther Jackson staff works closely with the high school staff regarding orientation, admission procedures, and vertical articulation in such programs as TJHSST, IB, and AP.

## 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 the study of a foreign language should begin NO LATER THAN eighth grade.

## Advanced Placement

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The Advanced Placement (AP) program is offered in English, social studies, science, mathematics, computer science, foreign language and fine arts. The AP Diploma program will require students to complete a broad academic program that includes five or more examinations with 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. Falls Church, Oakton and Madison High Schools offer advanced placement courses.

## Thomas Jefferson High School for Science And Technology

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The Thomas Jefferson High School for Science and Technology is a unique FCPS High School, offering a comprehensive college preparatory program emphasizing the sciences, mathematics, and technology. The school serves students selected on the basis of aptitude and interest in the biological, physical, mathematical, and computer sciences and who intend to pursue college preparation in the sciences, engineering, or related fields. Students may obtain information about application procedures and deadlines from the student services department or by calling Thomas Jefferson High School for Science and Technology Office of Admissions, 703-658-5823.

Thomas Jefferson's admissions website is <http://information.tjhsst.edu/admissions>.

*Note: The successful completion of Algebra I is required for admission.*

## International Baccalaureate

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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. Marshall and Annandale High Schools offer the International Baccalaureate Program.

# What to Expect in Middle School



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## Teams

Middle School is the critical transitional link between the elementary classroom and the departmental high school structure. Students are randomly assigned to a team which includes four core teachers (English, Math, Science and Social Studies) and a counselor. 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

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## Classes

Students are enrolled in seven classes and a T.A. (Teacher Advisory) period. Most classes will be for the entire year; some classes meet on a semester basis. Reduced enrollment may cause elective courses to be cancelled. When a class is cancelled, in most instances, students will get their next elective choice.

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## Block Scheduling

Luther Jackson follows a modified block schedule. On Mondays, students attend all seven periods, allowing them to see all of their teachers. Tuesday and Thursday are "EVEN" days; students attend periods 2, 4, 5 and 6. Wednesday and Friday are "ODD" days; students attend periods 1, 3, 5, and 7. Block periods are approximately 90 minutes long and 5<sup>th</sup> period, which meets every day, is one hour long.

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## Lunch

Lunch is 30 minutes and there are four lunch shifts. The student's schedule and T.A. class will determine which lunch shift is assigned.

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## Lockers

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

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## Late Buses

Late buses are scheduled to accommodate after-school activities three days a week.

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## After School Activities

Teachers are available after school to help students on one of the late bus days. Students are encouraged to take advantage of this opportunity. Extracurricular activities, such as club meetings and special events, are scheduled after school to coincide with the late bus.

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## Homework

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

# What to Expect in Middle School

## Student Services Department

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Each student is assigned a school counselor. Middle school counselors help students make the transitions from elementary to middle school and from middle to high school. They assist students with their academic, social, and emotional development. Counselors help students explore course selections and career options and also give assistance with day-to-day school problems, serve as referral resource persons and arrange parent/team conferences.

## Grades

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Students earn the letter grades of: A, B+, B, C+, C, D+, D, and F. Report cards are mailed home every nine weeks. Interim progress reports are sent home with the students approximately 4-1/2 weeks into a grading period.

## Attendance

**Parents must call the school attendance line, 703-204-8282, to report an absence or tardiness.**

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Regular attendance is required for success in any school situation. In order to maximize classroom learning, LJMS requires that students be punctual to school in the morning and to all classes throughout the day. Acceptable excuses for absences or tardiness include illness, death in family, medical or dental appointments, religious holidays, or pre-approved absence arranged through the student's school counselor. Students who arrive late must have a written excuse from their parent/guardian to receive an excused tardy pass if the parent has not called prior to the student's arrival. If a student needs to be dismissed for an appointment, he/she must bring in a note from the parent/guardian stating the reason and time of dismissal unless the parent/guardian has made previous arrangements by phone. Dismissal notes must be brought to the attendance office before school. Parents/guardians must come into the attendance office and sign the student out.

## Agenda Book/Planner

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Each student will receive an Agenda Book/Planner at the beginning of the school year. Students are required to carry their Agenda Book with them throughout the day. Students are to record daily and long-term assignments in their Agenda Books. In addition, Agenda Books are used as hall passes when students are excused to rest rooms and other places in the school building while classes are in session. The first section of the Agenda Book contains the Student Handbook.

## Cell Phones

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Students should make arrangements with their parents prior to coming to school. They must keep cell phones in the off position and in their lockers during school hours. Any cell phone that is found will be confiscated and returned only to parents or guardians.

## Student Conduct

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FCPS Regulation 2610.21P entitled Students Rights and Responsibilities defines student's rights and responsibilities and establishes the rules to be followed by students within the school system. All students will be given a copy of this document, and students will receive in-school instructions as to its content. Students and parents should become familiar with the information it contains.



# Seventh Grade Required Courses



## English

English 7

36 weeks (year)

Students read and study a variety of literature, building on an understanding of reading as a process that includes analyzing and comprehending texts. Language study 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.**

## Mathematics

Mathematics 7

36 weeks (year)

Students examine algebra- and geometry-preparatory concepts and skills; strategies for collecting, analyzing, and interpreting data; and number concepts and skills especially proportional reasoning. Reasoning, problem solving, communication, concept representation, and connections among mathematical ideas are emphasized in a hands-on learning environment. Graphing calculators and computers are integrated with instruction. **Students are required to take the Standards of Learning End of Course Test.**

Algebra 1 Honors

36 weeks (year)

Grades: 7 & 8

Prerequisite: Mathematics 7

The depth and level of understanding expected in Algebra I Honors is beyond the scope of Algebra I. Students are expected to master algebraic mechanics and understand the underlying theory, as well as apply the concepts to real-world situations in a meaningful way. Students extend knowledge and understanding of the real number system and its properties through the study of variables, expressions, equations, inequalities, and the analysis of data from real world phenomena. Emphasis is placed on algebraic connections to arithmetic, geometry, and statistics. Calculators and computer technologies are integral tools. Graphing calculators are an essential tool for every student to explore graphical, numerical, and symbolic relationships. This course has an end-of-course Standards of Learning test. Students who have mastered the standards of Mathematics 7 and 8 in grade 7 are eligible to take Algebra 1 Honors in grade 8.

*When taken in grade 7 or 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 7 or 8 must pass the course to be promoted. **Students are required to take the Standards of Learning End of Course Test.***

# Seventh Grade Required Courses

## Science

### Investigations in Environmental Science

36 weeks (year)

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

## Social Studies

### United States History, 1877 to the Present

36 weeks (year)

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.**

## Health and Physical Education

### Health and Physical Education 7

36 weeks (year)

Students strengthen and/or master basic skills developed at the elementary level. Emphasis is on highly organized lead-up activities, modified games, and fitness and wellness activities. Content areas include 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.



# Seventh Grade Elective Courses

## Semester Electives

### Introductory Art

18 weeks (semester)

Grades: 7 & 8

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Students develop creative thinking and problem-solving skills as they observe and express ideas about the world around them. Emphasis is placed on making interdisciplinary connections based on the Virginia Standards of Learning for all disciplines. Students use a variety of tools and materials in the production of artworks in drawing, painting, printmaking, sculpture, and crafts. Students study artists and their work as they develop an understanding of content, techniques, and skills. **This course requires a student materials fee as listed in FCPS Notice 5922.**

### Computer Solutions

18 weeks (semester)

Grades: 7 & 8

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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

18 weeks (semester)

Grades: 7, 8 ; **Prerequisite: Computer Solutions or equivalent skill/instructor approval**

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Advanced Computer Solutions, *formerly known as Advanced Technology Tools*, 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 or teacher approval. The Advanced Computer Solutions course is intended to serve as a bridge to the high school business department curriculum.

### Career Search and Investigation

18 weeks (semester)

Grades: 7 & 8

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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.

### Family and Consumer Sciences 7

18 weeks (semester)

Grade: 7

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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.**

# Seventh Grade Semester Electives



## Introduction to Foreign Language (IFL)

18 weeks (semester)

Grade: 7

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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.

## Chorus

18 weeks (semester)

Grades: 7 & 8

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

18 weeks (semester)

Grades: 7 & 8

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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. *At LJMS, this class focuses on piano and guitar studies.* **This course requires a student materials fee as listed in FCPS Notice 5922.**

## Speech Arts Appreciation (Multimedia Productions)

18 weeks (semester)

Grades: 7

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Students develop an appreciation of speech and multimedia production through an introduction to the basic concepts and skills of oral communication, public speaking, acting, broadcasting, and multimedia production. Students begin to develop poise, leadership, collaboration, and confidence in speaking, and they develop skills in listening and discussing in group situations.

## Technology Exploration 7

18 weeks (semester)

Grade: 7

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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.**



# Seventh Grade Elective Courses

## Full Year Electives: Band & Orchestra

### Beginning Band

36 weeks (year)

Grades: 7 & 8; **Prerequisite: None.**

Beginning level band classes develop skills on woodwind, brass, or percussion instruments. Guidance will be given by the instructor in the selection of an instrument. Simple duets, rounds and other ensemble literature will be performed in the class. Rehearsals and performances outside of normal school hours will be required as a part of this course. **This course requires a student materials fee as listed in FCPS Notice 5922.**

### Intermediate Band

36 weeks (year)

Grades: 7 & 8; **Prerequisite: Successful audition.**

Intermediate level band students will continue to develop skills on woodwind, brass, or percussion instruments. A variety of musical styles will be studied through the playing of band literature. 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.**

### Advanced Band

36 weeks (year)

Grades: 7 & 8; **Prerequisite: Successful audition.**

Advanced level band offers instruction to the advanced player. In-depth study of musical styles will be realized through challenging band literature. Rehearsals and performances outside of normal school hours will be required as a part of this course. **This course requires a student materials fee as listed in FCPS Notice 5922.**

### Beginning String Orchestra

36 weeks (year)

Grades: 7 & 8; **Prerequisite: None.**

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

### Intermediate Orchestra

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

### Advanced Orchestra

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 an emphasis on upper level skills. Rehearsals and performances outside of normal school hours will be required as a part of this course. **This course requires a student materials fee as listed in FCPS Notice 5922.**



# Seventh Grade Elective Courses

## Full Year Electives: Percussion, Chorus, Applied Spanish

### Percussion Ensemble

36 weeks (year)

Grades: 7 & 8; **Prerequisite:** Successful audition.

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

### Beginning Mixed Chorus

36 weeks (year)

Grades: 7 & 8; **Prerequisite:** None.

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This course provides instruction in proper vocal techniques, music fundamentals, and rehearsal practices. Through a variety of choral literature, students will experience two and/or three-part singing. Types of performances may include concert choral performances, choral choreography, and/or musical dramas. Rehearsals and performances outside of normal school hours may be required as a part of this course. **This course requires a student materials fee as listed in FCPS Notice 5922.**

### Advanced Mixed Chorus

36 weeks (year)

Grades: 7, 8; **Prerequisite:** Successful audition.

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This course offers advanced instruction in vocal techniques, music fundamentals, and sight-reading. Through a variety of choral literature, students will experience three and/or four-part singing. Types of performances may include concert choral performances, choral choreography, and/or musical dramas. Rehearsals and performances outside of normal school hours will be required as a part of this course. **This course requires a student materials fee as listed in FCPS Notice 5922.**

### Applied Spanish and Technology Part 1

36 weeks (year)

Grade: 7; **Prerequisite:** Permission of Instructor.

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Students develop the ability to communicate about themselves and their immediate environment using complete sentences containing basic language structures. Group or paired interactive 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. Students use technology to enhance self directed applications of the target language in real-life situations. Technology advances the presentation, publishing, and Internet skills of students. This course provides enrichment through community service, investigations, and explorations. Applied Spanish and Technology Part 1 does not count as a high school foreign language credit. *This course is the first part of a two-year sequence. When students successfully complete 'Applied Spanish and Technology Part 2' (page 20), they earn one High School credit.*



# Eighth Grade Required Courses

## Mathematics

### Mathematics 8

36 weeks (year)

Grade: 8. Prerequisite: Mathematics 7.

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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

36 weeks (year)

Grade: 8. Prerequisite: Mathematics 7.

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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. *When taken in grade 8, Algebra 1 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 grade be omitted from the student's transcript and the student not earn high school credit for the course. Students taking Algebra 1 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.**

### Algebra 1 Honors

36 weeks (year)

Grades: 7 & 8. Prerequisite: Mathematics 7.

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

### Geometry Honors

36 weeks (year)

Grade: 8; Prerequisite: Algebra 1 Honors

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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.**

# Eighth Grade Required Courses

## English

### English 8

36 weeks (year)

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

## Science

### Investigating Matter and Energy

36 weeks (year)

Investigating Matter and Energy builds upon the experiences in the physical sciences introduced to students in the upper-elementary grades. Properties of matter, energy forms and their transformations, and forces and motion are content strands developed through a sequence of hands-on investigations. To augment the inquiry-based investigations, computer technologies including graphing calculators, Vernier probeware, CD-ROMs, and streaming videos are used to build background knowledge and enhance student understanding. Process skills related to scientific investigation, reasoning, and logic are integrated throughout the course as students carry out investigations, collect and analyze data, and formulate conclusions. **Students are required to take the Standards of Learning Science 8 Test.**

## Social Studies

### Civics and Economics

36 weeks (year)

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, and equality; and the rule of law. Students learn about making choices and recognizing the consequences of decisions, including personal, political, and economic decisions. Students also learn that citizens must value individual and group expression, appreciate diversity, and develop moral values. A service learning component helps students personalize citizenship education. **Students are required to take the Standards of Learning End of Course Test.**

## Health and Physical Education

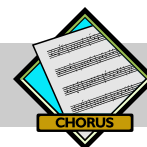
### Health and Physical Education 8

36 weeks (year)

Students continue to strengthen and/or master basic skills, and participate in wellness activities and wellness-related testing and fitness planning. Content areas include 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, person safety, injury prevention, lifetime health habits, emotional and social health, and human growth and development.

# Eighth Grade Elective Courses

## Semester Electives



### Intermediate Art

18 weeks (semester)

Grade: 8

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Students refine their ability to communicate visually. Emphasis is placed on making interdisciplinary connections based on the Virginia Standards of Learning for all disciplines. Students work with a wide range of tools and materials to achieve quality, style, and craftsmanship in drawing, painting, printmaking, sculpture, and crafts. Students study art history and culture and they evaluate and critique their own artwork and the work of others. **This course requires a student materials fee as listed in FCPS Notice 5922**

### Computer Solutions

18 weeks (semester)

Grades: 7 & 8

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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

18 weeks (semester)

Grades: 7 & 8

**Prerequisite: Computer Solutions or equivalent skill/instructor approval.**

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*Formerly known as Advanced Technology Tools*, 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 or teacher approval. The Advanced Computer Solutions course is intended to serve as a bridge to the high school business department curriculum.



### Career Search and Investigation

18 weeks (semester)

Grades: 7 & 8

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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.

# Eighth Grade Elective Courses

## Semester Electives



### Family and Consumer Sciences 8

18 weeks (semester)

Grade: 8

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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.**

### Chorus

18 weeks (semester)

Grades: 7 & 8

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

18 weeks (semester)

Grades: 7 & 8

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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. *At LJMS, this class focuses on piano and guitar studies.* **This course requires a student materials fee as listed in FCPS Notice 5922.**

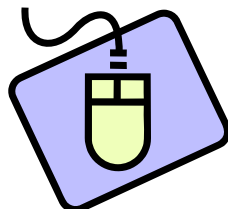
### Technology Exploration 8

18 weeks (semester)

Grade: 8

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Technological Systems is the concluding technology education experience at the middle school level. By simulating technological systems and assessing their impacts as well as applying and expanding what they have learned in academic subjects and previous technology education courses, students acquire a global view of technology. 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.**





# Eighth Grade Elective Courses

## Full Year Electives: Band & Orchestra

### Beginning Band

36 weeks (year)

Grades: 7 & 8; **Prerequisite:** None.

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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

36 weeks (year)

Grades: 7 & 8; **Prerequisite:** Successful audition.

---

Intermediate level band students will continue to develop skills on woodwind, brass, or percussion instruments. A variety of musical styles will be studied through the playing of band literature. 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.**

### Advanced Band

36 weeks (year)

Grades: 7 & 8; **Prerequisite:** Successful audition.

---

Advanced level band offers instruction to the advanced player. In-depth study of musical styles will be realized through challenging band literature. Rehearsals and performances outside of normal school hours will be required as a part of this course. **This course requires a student materials fee as listed in FCPS Notice 5922.**

### Beginning String Orchestra

36 weeks (year)

Grades: 7 & 8; **Prerequisite:** None.

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

### Intermediate Orchestra

36 weeks (year)

Grades: 7 & 8; **Prerequisite:** Successful audition.

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

### Advanced Orchestra

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 an emphasis on upper level skills. Rehearsals and performances outside of normal school hours will be required as a part of this course. **This course requires a student materials fee as listed in FCPS Notice 5922.**

# Eighth Grade Elective Courses



## Full Year Electives: Percussion, Chorus, Theatre Arts, AVID

### Percussion Ensemble

36 weeks (year)

Grades: 7 & 8; Prerequisite: Successful audition.

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

### Beginning Mixed Chorus

36 weeks (year)

Grades: 7 & 8; Prerequisite: None.

---

This course provides instruction in proper vocal techniques, music fundamentals, and rehearsal practices. Through a variety of choral literature, students will experience two and/or three-part singing. Types of performances may include concert choral performances, choral choreography, and/or musical dramas. Rehearsals and performances outside of normal school hours may be required as a part of this course. **This course requires a student materials fee as listed in FCPS Notice 5922.**

### Advanced Mixed Chorus

36 weeks (year)

Grade: 7, 8; Prerequisite: Successful audition.

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This course offers advanced instruction in vocal techniques, music fundamentals, and sight-reading. Through a variety of choral literature, students will experience three and/or four-part singing. Types of performances may include concert choral performances, choral choreography, and/or musical dramas. Rehearsals and performances outside of normal school hours will be required as a part of this course. **This course requires a student materials fee as listed in FCPS Notice 5922.**

### Advanced Theatre Arts Appreciation (Multimedia Productions)

36 weeks (year)

Grade: 8; Prerequisite: Speech Arts Appreciation in Grade 7 and permission of the instructor.

---

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 varied audiences. This course is designed for students who are interested in an expanded study of theatre arts and oral communication. *Students continue to creatively incorporate advanced computer technology and other technical production techniques in the presentation of a spectrum of media formats.*

### AVID / Advancement Via Individual Determination

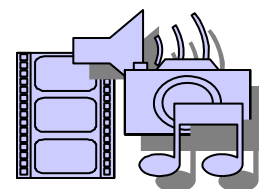
36 weeks (year)

Grade: 8; Prerequisite: Participants selected through application and interview process.

Co-requisite: Concurrent enrollment in either algebra or a foreign language.

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





# Full Year Electives: Foreign Language

## Applied Spanish and Technology Part 2

36 weeks (year)

Grade: 8; Prerequisite: Applied Spanish and Technology Part 1

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Students continue to develop the ability to communicate about themselves and their immediate environment using complete sentences containing more complex language structures. Group or paired Interactive 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 themes of Personal and Family Life, School Life, Social Life, and Community Life. Students use technology to enhance self directed applications of the target language in real-life situations. Technology continues to advance the presentation, publishing, and Internet skills of students. This course provides enrichment through community service, investigations, and explorations. **For middle school students, this 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 high school Advanced Studies diploma. It also counts towards the number of credits required for high school graduation.**

## Spanish for Fluent Speakers 1

36 weeks (year)

Grade: 8; Prerequisite: Permission from instructor.

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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. **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 1

36 weeks (year)

Grade: 8; Prerequisite: None.

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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.**

## French 1

36 weeks (year)

Grade: 8; Prerequisite: None.

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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.**

## Japanese 1

36 weeks (year)

Grade: 8; Prerequisite: None.

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Students develop the ability to communicate about themselves and their immediate environment using simple sentences containing basic language structures. This communication is evidenced in listening, speaking, reading and writing - with emphasis on the ability to communicate orally and in writing. The Kana system of writing, along with some basic characters, is taught in this course. 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 also counts toward the total number of credits required for graduation.**

# Special Education

## Basic Skills

36 weeks (year)

Grades: 7 & 8

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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

36 weeks (year)

Grades: 7 & 8

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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).



# English for Speakers of Other Languages

## ESOL

### ESOL Level 1 LIT

36 weeks (year)

Grades: 7 & 8

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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 Reading Test.**

### ESOL Level 1 LIT

36 weeks (year)

Grades: 7 & 8

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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 Reading Test.**

### ESOL Level 2 LIT

36 weeks (year)

Grades: 7 & 8

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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 Reading Test.**

### ESOL Levels 3-4 LIT

36 weeks (year)

Grades: 7 & 8

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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.

### Fast Math

36 weeks (year)

Grades: 7 & 8

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

# English for Speakers of Other Languages

## ESOL

### Fast Math 3

36 weeks (year)

Grades: 7 & 8

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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 U.S. History 7

36 weeks (year)

Grade: 7

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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 2 U.S. History 7

36 weeks (year)

Grade: 7

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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 1 Civics 8

36 weeks (year)

Grade: 8

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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 Civics 8

36 weeks (year)

Grade: 8

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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 Level 1 Science

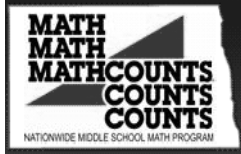
36 weeks (year)

Grades: 7 & 8

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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.**

# LJMS After School Programs



Student Council  
National Junior Honor Society  
Math Counts  
Basketball/Soccer/HipHop  
Get Fit Quick  
Computer Games/Wii/DDR  
Theatre Workshop  
Future Business Leaders of America  
College Partnership Program  
Geography Bee  
Yearbook  
Newspaper  
Ping Pong/Tennis/Volleyball  
PBS Mentoring  
Men of Honor/Unique Ladies  
Homework Club  
Virginia Young Readers  
Video Production/LJTV  
Chess and Board Games  
Art  
Teen Living  
Jackson Showcase  
Literary Magazine  
Odyssey of the Mind  
Model UN  
SOAR



*Activities offered are subject to change based on student interest.*



*Please note that this is a partial list of choices.  
For a full list visit:  
<http://www.fcps.edu/LutherJacksonMS/>*



## NOTICE

All graduation requirements documented in the 2009-2010 Standard Course Offerings Guide reflect Virginia Department of Education and Fairfax County Public Schools' expectations at the time of publication.

# **STANDARD DIPLOMA**

## **22 CREDIT DIPLOMA REQUIREMENTS FOR GRADUATION**

### **EFFECTIVE FOR THOSE STUDENTS ENTERING 9<sup>TH</sup> GRADE FOR THE FIRST TIME IN 2000-2001 AND AFTER**

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.

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 in grades 7-12 receive credit toward graduation for high school courses taken 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 omitted from the student's high school transcript; 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 is omitted 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 prior to the beginning of the next school year.**

Standard Diploma: 22 units of Credit for those Students Entering 9th Grade for the first time in 2003-2004 or later (Graduation Classes of 2007 and Beyond)

Subject Area	FCPS Standard Course Credit	Verified Credit
English	4	2
Mathematics <sup>1</sup>	3	1
Science <sup>2</sup>	3	1
History & Social Sciences <sup>3</sup>	4	1
Health & Physical Education	2	1 Additional credit
Fine Arts or Practical Arts	1	Of the student's
Electives <sup>4</sup>	5	choosing
Total		6

<sup>1</sup>Courses completed to satisfy this requirement shall be at or above the level of algebra and shall include at least two course selections from among Algebra I, Geometry, Algebra II, or other mathematics courses above the level of algebra and geometry.

<sup>2</sup>Courses completed to satisfy this requirement shall include course selections from at least three different science disciplines: Earth Science, Biology, Chemistry, or Physics.

<sup>3</sup>Courses completed to satisfy this requirement are 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.

# **ADVANCED STUDIES DIPLOMA**

## **24 CREDIT DIPLOMA REQUIREMENTS FOR GRADUATION**

### **EFFECTIVE FOR THOSE STUDENTS ENTERING 9<sup>TH</sup> GRADE FOR THE FIRST TIME IN 2000-2001 AND AFTER**

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.

To graduate from high school, students shall meet the minimum requirements for the advanced studies diploma as outlined below including 24 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 in grades 7-12 receive credit toward graduation for high school courses taken 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 omitted 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 is omitted 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 prior to the beginning of the next school year.**

Subject Area	Standard Units of Credit	Verified Units of Credit
English	4	2
Mathematics <sup>1</sup>	4	2
Laboratory Science <sup>2</sup>	4	2
History & Social Sciences <sup>3</sup>	4	2
Health and Physical Education	2	1 additional Verified credit
Fine Arts or Practical Arts	1	
Foreign Languages <sup>4</sup>	3	
Electives	2	
<b>Total</b>	<b>24</b>	<b>9</b>

<sup>1</sup> Courses completed to satisfy this requirement shall be at or above the level of algebra and 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.

<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.

<sup>3</sup> Courses completed to satisfy this requirement are 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> Three years of one language or two years of two languages.

# MODIFIED STANDARD DIPLOMA

## 20 CREDIT DIPLOMA REQUIREMENT FOR GRADUATION

### EFFECTIVE FOR THOSE STUDENTS ENTERING 9<sup>TH</sup> GRADE FOR THE FIRST TIME IN 2000-2001 AND AFTER

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 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 anytime after the student's eighth grade year. There are no verified credit requirements for the Modified Standard Diploma. **Beginning with the 9<sup>th</sup> grade class of 2000-01, students pursuing the Modified Standard Diploma are required to meet literacy and numeracy requirements on the Grade 8 English: reading and mathematics standard of learning (SOL) tests.** Students may substitute a higher level SOL test (i.e. end-of-course English (reading), Algebra I, Algebra II, or Geometry) for the 8<sup>th</sup> grade SOL tests in English: Reading/Literature/ Research and mathematics or other substitute tests approved by the Virginia Board of Education.

The student who has chosen to pursue a Modified Standard Diploma shall also be allowed to pursue the Standard or Advanced Studies Diploma at any time throughout their high school career. The student may not be excluded from courses and tests required to earn a Standard or Advanced Studies Diploma.

Subject Area	Units of Credit
English	4
Mathematics <sup>1</sup>	3
Laboratory Science <sup>2</sup>	2
History and Social Science <sup>3</sup>	2
Health and Physical Education	2
Fine or Practical Arts	1
Electives <sup>4</sup>	6
<b>Total</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 Statistics.

<sup>2</sup> Courses completed shall include content from at least two of the following: applications of Earth Science, Biology, Chemistry, or Physics.

<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.

<sup>4</sup> Courses to satisfy this requirement shall include at least two sequential electives.

#### 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, 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.