

EDGAR ALLAN POE MIDDLE SCHOOL
7000 Cindy Lane, Annandale, VA 22003
703-813-3800

Course Description Guide
2010 - 2011

This course description guide is designed to provide information on course offerings and to assist students and their parents/guardians with understanding the core, elective and remedial courses offered. These course offerings adhere to the guidelines and requirements of the Fairfax County School Board and the Virginia State Board of Education.

Included in this booklet are required, exploratory, remedial and elective course offerings. Parents/guardians, students, teachers, and counselors work together to select appropriate courses.

All offerings are dependent upon final approval of the FCPS Budget.

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EDGAR ALLAN POE MIDDLE SCHOOL CONTACT INFORMATION

MAIN OFFICE	703-813-3800
STUDENT SERVICES OFFICE	703-813-3819
FAX NUMBER	703-813-3897
CLUSTER III OFFICE	571-423-1130

ADMINISTRATORS

Sonya Swansbrough	Principal	703-813-3807
Dr. Joe Sheare	Director of Student Services	703-813-3805
Colleen Noone	Assistant Principal	703-813-3812
Paula Meoli	Assistant Principal	703-813-3828
Robert Allen	Special Projects Administrator	703-813-3824
John Chapman	After School Program Administrator	703-813-3937

COUNSELORS

Laura Hanley	Middle School Counselor	703-813-3840
Tina Constantine	Middle School Counselor	703-813-3825
Mani Deneke	Middle School Counselor	703-813-3839
Rita Jacobovits	Middle School Counselor	703-813-3862
Stacie Shaffer	Middle School Counselor	703-813-3823

SUPPORT STAFF

Florence Jones	Educational Administrative Assistant	703-813-3837
Kathleen Lawson	Student Information Assistant	703-813-3819
Patrice Hall	Educational Office Assistant	703-813-3801
Luz Laguna	Educational Office Assistant	703-813-3803
Linda Sperling	School Finance Technician	703-813-3815
Victor Mogollon	Parent Liaison - Spanish	703-813-3970
Soon Kim	Parent Liaison - Korean	703-813-3970
Anne Doan	Parent Liaison – Vietnamese	703-813-3970
Wafika Albani	Parent Liaison – Arabic	703-813-3970
Vera Souther	Clinic Room Aide	703-813-3810
Roxanne David	Cafeteria Manager	703-813-3821
Raynard Brown	Safety and Security	703-813-3870
Officer Tony Jankowski	School Resource Officer	703-813-3831

MEDIA CENTER

Miquela Burke	Librarian	703-813-3827
John Wineberg	Librarian	703-813-3835

TECHNOLOGY OFFICE

Nancy Hoskins	SBTS	703-813-3854
John Kim	TSSC/TSS	703-813-3854

RESOURCE PERSONNEL

Joe Berret	Special Needs Department Chair	703-813-3817
Nancy Brice	Reading Teacher	703-813-3932
Ann Hardman	School Speech/Language Clinician	703-813-3931
David Horak	IB-MYP Coord., Advanced Academics	703-813-3849
Constantina Kass	School Psychologist	703-246-8158
Jaimee Kuperman	School Speech/Language Clinician	703-813-3931
Niki Lachica	Special Education Department Chair	703-813-3860
Nora Oney	Instructional Coach	703-813-3958
Chris Veney	School Social Worker	703-813-3818

FACILITIES SUPPORT & MAINTENANCE

Leonardo Saa'	Building Engineer	703-813-3898
Treasa Harris	Building Supervisor	703-813-3864
Julian Turcios	Assistant Building Supervisor	703-813-3971

MESSAGE FROM SONYA SWANSBROUGH, PRINCIPAL

WE LEARN WE CARE WE DREAM

Selecting the appropriate coursework is an important stepping stone to building an academic pathway. It is vital for each student to analyze the various options available at the middle school level so they are prepared to sign up for challenging coursework at the high school level. It is equally important for students to be exposed to various electives as well as foreign languages to build a well-rounded resume for future course selections. As part of the process of selecting courses for the upcoming year, the counselors, administrators, and staff at Poe Middle School look forward to working the Poe families to prepare students for tomorrow's journey. As a family, we encourage parents and students to review the course options and have a conversation about the requirements necessary to fulfill academic building blocks for advanced learning. Each of the courses assists in preparing students to acquire the tools in which they will need to prepare for the higher level courses. The courses are aligned for students to be academically challenged and culturally enriched. It is necessary for students to learn through problem solving, working collaboratively, and applying learned knowledge to daily experiences. These skills will make connections that benefit students relevant to the learning process. Poe Middle School continues to incorporate the philosophy of the International Baccalaureate Middle Years Program. This student-centered program provides an opportunity for students extend their learning beyond basic knowledge. This is achieved through holistic education that fosters connections from one subject area to another and teaches students to explore their role in the community and the world. Please contact the guidance counselor for clarification on any course offerings.

STATEMENT OF PURPOSE

Edgar Allan Poe Middle School and its community are committed to providing students a nurturing, supportive environment where individual differences and talents are respected, academic excellence is promoted, lifelong learning is strongly encouraged and all students are expected to achieve to their highest potential.

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

Fairfax County middle schools provide early adolescents with an environment in which to learn and grow positively during the transition years between elementary and high school. The intellectual, social, emotional, and physical growth of middle school students is the focus of curriculum and staff development. Core subjects, team teaching, heterogeneous grouping, flexible block scheduling, exploratory electives, and after school activities are integral parts of the middle school program. Although middle school classes throughout Fairfax County are composed of students having various abilities (heterogeneous grouping), Poe also offers courses and/or instruction for specific student needs such as learning disabilities, English as a second language acquisition, and high school credit courses in Algebra, Geometry, Spanish Immersion I & II, Spanish, and French. Academic honors courses are offered in English 7, 8, Science, 7, 8, Social Studies 7, 8, Math 7, Algebra I, Geometry, and Compacted Math 6. Advanced Academic/Level 4 classes are also offered in English 6, Science 6, and History 6. Through a well-planned, continuous program, students are offered the opportunity to prepare for high school and to become productive and contributing members of society.

Intellectual Growth

An important task of education is to foster intellectual growth through the learning activities that staff members design and facilitate for students. In middle school, students in grades six, seven, and eight pursue a core curriculum of academic subjects - language arts/English, mathematics, science, and social studies - during a prescribed block of time.

Physical Growth

The middle school also provides students with activities to promote physical growth, physical fitness, and well being. These include a required health and physical education course during the school day in grades 6, 7, & 8.

Social/Emotional Growth

The middle school promotes the social and emotional growth of the emerging adolescence through specific activities as well as program organization and the instructional program. Students are assigned to teams in order to minimize the feeling of anonymity that a large school may create. These small “communities” give students a sense of belonging and greater self-confidence, allowing them to grow intellectually, as well as socially and emotionally.

Students are assigned to a Teacher Advisory (TA) period that meets each day. During TA, the teacher works with students on topics and activities related to academic success, social, character and emotional development, and adjustment to school and its many demands. TA gives students a “home base,” as well as an adult who sees them every school day and knows them well. Many of the TAs are converted to academic remediation classes so that students needing ongoing extra support in a particular subject area can have it during the TA period each day. These classes are called FLEX Classes because they are flexible in providing academic remediation in addition to the other things that are provided in a regular TA Class.

STUDENT SERVICES AND SCHOOL COUNSELING SERVICES

The middle school counseling and guidance program provides support to students in transition from childhood to adolescence. All students are assigned to a counselor who assists them in their behavioral, emotional, social, physical, and intellectual development by helping them understand themselves, make the best use of their abilities, start to explore the educational and career opportunities available to them, and begin to formulate realistic plans and decisions for the future. Counselors meet with students individually and in small and large groups. They also meet with school teams and parents to discuss achievement or any issue related to the student’s school experiences. Working with the school psychologist and school social worker, counselors connect with other FCPS Departments and community agencies to ensure that students and their families when requested can receive the best assistance available. Poe counselors also provide the leadership for many school-wide programs: testing, course selection, career guidance, mediation, academic progress, tutoring, minority achievement, mentoring, as well as transition and orientation.

REPORTING TO PARENTS/GUARDIANS

Students receive report cards four times a year according to a schedule published and distributed to parents in September. Between report periods, interim reports are sent to parents to indicate progress and areas of concern. Teachers also email home interim grades every two weeks.

GRADING SCALE

The Fairfax County Public Schools grading scale is provided below.

<u>Grade</u>	<u>4.0 Scale</u>	<u>100% Scale</u>
A	3.8 – 4.0	93-100
A-	3.4-3.7	90-92
B+	3.1-3.3	87-89
B	2.8-3.0	83-86
B-	2.4-2.7	80-82
C+	2.1-2.3	77-79
C	1.8-2.0	73-76
C-	1.4-1.7	70-72
D+	1.1-1.3	67-69
D	.8-1.0	64-66
F	0.7	Below 64

I Incomplete (Awaiting completion of unfinished assignments/quiz/test before grading)

HONORS CLASSES - OPEN ENROLLMENT

Poe Middle School is one of a small number of schools chosen to offer Open Enrollment for Honors classes. The school year 2010-11 will be the second year Poe is offering Open Enrollment. This means that students are eligible to enroll in Honors science, social studies and/or English classes if they have demonstrated high achievement in one or more areas of academic strength. These students would be consistently earning grades of B+ and above and obtaining SOL Scores of 450 and above in the subject area being considered for Honors enrollment. ESOL students are also eligible once they obtain a Level 3 or 4 English proficiency rating. Students with Individual Education Plans are eligible for Honors Enrollment if determined by the IEP Team. Parents, counselors and teachers, working together can best determine the appropriate placement for students. Honors classes are a full year commitment for students who have demonstrated high achievement in one or more area of academic strength. Honors classes use a Fairfax County Public Schools-developed middle school curriculum that extends the Fairfax County Public Schools Program of Studies in depth and complexity. Please note decisions regarding placement in mathematics courses have additional requirements. For more information regarding mathematics courses please contact Poe's Director of Student Services.

PROMOTION

To qualify for promotion, middle school students must demonstrate knowledge and competency based upon identified standards of achievement in the four core areas of language arts, mathematics, science, and social studies. To guarantee promotion, students must demonstrate proficiency in the foundational knowledge and skills in each of the four core subject areas and earn a passing final grade based on grade level expectations. Students who earn an "F" as a final grade in one or two core subjects are retained, at the discretion of the principal, and required to participate in an intervention program. Based upon the extent to which a student demonstrates knowledge and competency of identified standards of achievement in the intervention program, he/she is promoted or retained. Students who are promoted may receive continued intervention throughout the following school year. If students do not participate in an intervention program, they are retained at the discretion of the principal. Students who earn an "F" in three or four core courses are retained, at the discretion of the principal.

ESOL students enrolled in ESOL content and language courses (e.g., FOCUS science and social studies, ESOL Level 1 and ESOL Level 2) receive sheltered content instruction that integrates academic language development and is aligned to the grade level SOLs.

ESOL students are continuing to develop their academic English skills. ESOL students enrolled in general education courses (e.g., Science 7, Algebra 1, etc.) should receive appropriate instructional and assessment accommodations. Alternative assessments that are not dependent upon English language proficiency should be used to monitor these students' academic progress.

Principals will maintain the responsibility for grade-level placement after consultation with appropriate staff members and parents. Decisions will be made after considering all relevant information about the student, including the IEP of a student receiving special educational services. Placement decisions, which are contested by the parents, may be appealed in accordance with the complaint procedures outlined in the current version of Regulation 2601, Student Responsibilities and Rights.

If it appears that a student will require another year at the present grade placement, parents should be informed of the student's specific academic needs at the end of the second grading period or as soon as retention appears to be a possibility. At this time, the school will explain the specific academic needs of the student in an effort to collaborate with the family to improve student achievement. Behavioral issues may be included with the discussion.

Students who have a D/D+ as a final grade in Math or English and are determined to have been unsuccessful in achieving the requisite knowledge and skills of the courses may be required to attend an intervention program in lieu of an elective course during the next school year. Students who have a D/D+ as a final grade in Science and/or Social Studies are encouraged to attend an intervention program.

EXPUNGEMENT OF GRADES IN MIDDLE SCHOOL

By state and FCPS regulations, parents of middle school students who take a high school credit course in middle school have a right to have that course grade and SOL score expunged from the student's academic record. Parents may request that a student's high school credited grade be expunged after the completion of the school year. A formal written request needs to be made before the beginning of the second quarter of the next school year. Once the school receives the written request to expunge the grade, the middle school Director of Student Services will complete the necessary steps needed to completely remove the course from the child's transcript. If the student is a rising 9th grade students, the formal written request needs to be made to the high school the child will be attending before the beginning of the next school year.

CONFERENCES

Parents, teachers, administrators, counselors, or a student's teaching team may request a conference to discuss a student's progress at any time. The counselor usually coordinates parent/teacher conferences, but parents may also request such conferences by contacting the student's counselor.

CONTACTING TEACHERS/COUNSELORS

Parents may contact teachers and counselors directly by phone and/or email. Contact information may be found on the Poe Middle School Website: <http://www.fcps.edu/PoeMS/>. Teachers and counselors will make every effort to respond as soon as possible.

VISITS AND VOLUNTEERING

Parents are encouraged to become involved with the school. Volunteering to help at school for a specific event or on a regular basis is greatly appreciated by the faculty. Our Parent Resource Center is another good way to become involved. Joining the Parent-Teacher Association (PTA), volunteering, and visiting are three ways to demonstrate interest and commitment. Students especially appreciate their parents attending student performances, athletic events, and meetings.

DECLARATION OF NON-DISCRIMINATION

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, 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.

GENERAL INFORMATION

SCHOOL HOURS 8:00 a.m. to 2:50 p.m.

ATTENDANCE Regular attendance is a necessity for maximum school achievement. It is also a legal requirement. Punctuality and dependability in meeting assigned responsibilities are personal behavior habits valued in our society. In order to assist in developing desirable behavior patterns as well as increasing the student's classroom learning, Fairfax County Public Schools require that students attend school regularly and arrive at classes punctually. While make-up work cannot substitute for missed classroom experiences, in cases of excused absences, make-up opportunities are provided and make-up work receives full credit. For unexcused absences, make-up work does not receive credit but is encouraged so that the student will profit from future instruction. When attendance problems exist, the school system resources are made available to aid in solutions to these problems.

Students forfeit daily class grades for each day of unexcused absence. If parents have not notified the attendance office about the reason for a child's absence within **three days**, the absence becomes unexcused. Parents are notified when an unexcused absence from a class or classes has accrued. When a student has **three unexcused absences** from

a class during the same quarter, the grade level administrator contacts the parent and assigns a detention or other appropriate disciplinary action.

EXCUSED (Includes, but not limited to)
Approved prearranged absences,
Death in the family,
Doctor/dentist appointment,
Illness of the student,
Observance of religious holiday,
Other reason acceptable to the principal

UNEXCUSED (Includes, but not limited to)
Truancy, Missing a ride or Traffic
Going on vacation, Oversleeping
Not feeling like it.
Car problems
Missing Bus

When it is necessary for a student to be absent from school, the parent/legal guardian should call the school and explain the reason for the absence. The phone number for that line is **(703) 813-3838**. Such calls are to be made each day of absence, preferably between 7:15 a.m. and 8:30 a.m. If parents do not make contact on the day of the absence, students are to bring a note to the attendance secretary in the main office upon returning to school explaining the reason for the absence.

DRESS CODE: Articles of clothing which may **NOT** be worn to school include short shorts/skirts; crop tops (no bare midriffs), overly loose/hanging down pants; clothing depicting or glorifying violence, drugs, alcohol, tobacco, weapons, illegal activities or other inappropriate logos on clothing. Wearing hats (in the building); or sunglasses (in the building) are also not permitted.

LOCKERS: Students will be assigned a hall locker after they return all signed paperwork received in the August welcome packet and the first week of school. The lockers are for storing backpacks, books, coats, and other school supplies. A gym locker and combination lock are also assigned to each student to store their clothes and books while they are participating in physical education. Lockers are subject to inspection at any time by the school administration.

BREAKFAST: Breakfast is served every morning that school is in session beginning at 7:50 am. Allowance is made for students arriving late due to school bus delays.

LUNCH: All students have a thirty-minute lunch period. Lunches are assigned according to the students' grade level, but can be effected by their 5th period class such as Advanced Band.

ASSIGNMENT PLANNERS: Students are provided (for a small fee) a planner the first week of school. They are required to carry the planners with them throughout the day. Should a student lose the assignment planners, another one may be purchased in the Main Office.

HOMEWORK: Students can expect from 60 to 90 minutes of homework per night. Additionally, students are encouraged to read a minimum of 30 minutes each night. Not completing or not handing in homework results in lowered grades. The After-School Program has homework assistance available 5 days a week. A program named STRETCH is available to assist students who are having difficulty completing homework. Teachers are also available after school to provide assistance to students needing it.

GRADES: Students' report cards will be sent home four times during the year, at the conclusion of each quarter. Letter grades of A, A-, B+, B, B-, C+, C, C-, D+, D, and F are reported. Interim progress reports will be sent home with the students at the mid-point of each quarter. Teachers also routinely email home interim grades every two weeks. If a student has a D+, D, or F or has dropped two letter grades, he will receive an interim grade to bring home; a parent/guardian signature is required. Students must then return the signed interim report. The final quarter distribution of grades will be published at the beginning of the year in the school's newsletter and in the welcome school packet.

AFTER-SCHOOL ACTIVITIES: Poe Middle School typically offers academic support, co-curricular enrichment, and extracurricular activities five afternoons a week from 3:00 pm until approximately 6:00 pm. Activities have included Art, Basketball, Board Games Club, Cheerleading, Chorus, College Partnership, Dance, Drama, Flag Football, HEP (Higher Education Program), homework help, Jazz Band, , keyboarding, Math Club, Math Counts, math help center, Mentor/Mentee Program, MESA (Math, Engineering, Science, Achievement), National Junior Honor Society, Odyssey of the Mind, orchestra, Peer Mediation, Reading, Recycling Club, Running Club, Science

Club, step team, Student Government, Student Newspaper, Student Yearbook, Symphonic Band, Tutoring, Girls on Track, All Sports Club and Web Design.

LATE BUSES: Late buses will be available to transport students home at approximately 4:00 p.m. on Mondays, Tuesdays and Thursdays. However, since late bus decisions are dependent on the school budget allocations, late bus days and schedules will be publicized at the beginning of the school year in the welcome packet and *PTA Newsletter*.

THE SIXTH GRADE

All sixth grade students are assigned to a team of teachers who share common planning time and the same group of students. Teachers use blocks of time to teach language arts, mathematics, science, and social studies, with remediation and enrichment as appropriate. Health & physical education is also a required course in sixth grade. In addition to required core subjects, sixth grade students at Poe are required to take a 9 week course wheel that includes introductory courses to Music, Art, Spanish or French, and Technology or Theatre Arts. In addition they are offered elective courses including Band, Orchestra, and Chorus.

SIXTH GRADE REQUIRED CORE COURSES

Language Arts 6 **Year (36 Weeks)**

This course is available for students in grade 6 at Glasgow, Holmes, and Poe Middle Schools. 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 objective.

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

Mathematics 6 **Year (36 Weeks)**

This course is available for students in grade 6 at Glasgow, Holmes, and Poe Middle Schools. Grade 6 mathematics incorporates the fundamental concepts of number and number sense, operations and mathematical facts, geometry, data analysis, measurement, patterns/functions/algebra, and problem solving. Students develop proficiency in reasoning and communicating mathematically, as well as applying mathematical skills to solve real-world problems. The grade 6 mathematics program provides appropriate learning experiences so that all students master the objectives in the Virginia Standards of Learning (SOL), demonstrate computational and procedural fluency, become mathematical problem solvers, learn to communicate mathematically, and learn to reason mathematically.

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

Science 6 **Year (36 Weeks)**

This course is available for students in grade 6 at Glasgow, Holmes and Poe Middle Schools. Students will complete four units: Astronomy; Energy and its Uses; Liquids; and Patterns of Weather. These units incorporate the strands of scientific investigation, reasoning, and logic; living systems; force, motion, and energy; matter; interrelationships in earth/space systems; and resources. Students will develop science process skills as well as increase their content knowledge.

Social Studies 6: U.S. History TO 1865 **Year (36 Weeks)**

This course is available for students in grade 6 at Glasgow, Holmes and Poe Middle Schools. Social studies instruction incorporates the four strands of history, geography, civics and economics. The program provides a survey of American history from Pre-Columbian times to 1865. Important trends in American history are identified by an analysis of the role of individuals, ideas, and important events. Students develop historical thinking skills and extend their understanding of how economics and geography shape history.

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

Students in grade six at Poe, Glasgow, and Holmes Middle Schools develop and attain skills, knowledge, and effective strategies as applied to competency in a variety of basic skills related to health and wellness (physical education and fitness activities.) Content areas include basic skills acquisition, application of skills in setting, sport and game skills, rhythmic activities and dance skills, tumbling and gymnastics, and fitness and wellness conditioning. Students study health units through the Family Life Education (FLE) program. Topics include alcohol, tobacco, and other drug use prevention, personal health and safety, nutrition, mental health, and human growth and development. Parents may opt out their children from any topic included in the Family Life Education (FLE) program. Opt-out forms may be obtained from the Fairfax County Public Schools website.

SIXTH GRADE NON-CORE COURSES

Sixth graders are offered a variety of non-core courses. Students may choose full-year elective classes or semester classes. Each sixth grader will take four 9 week exploratory courses (dependent upon budget considerations, availability of teachers and student/parent interest). These exploratory courses will include Elementary Art 6, General Music 6, Introduction to Spanish or French, and Introduction to Theater Arts 6 or Introduction to Technology 6. The possible combination of courses varies with the student's individual schedule, counselor/teacher recommendations, and parent/guardian input. Courses offered might change due to insufficient enrollment, parent input, staffing and/or budget constraints, or county policy. Some elective courses may require a one-time fee for the purchase of consumable supplies. This fee can be reduced or waived for those who receive reduced or free lunch. We encourage all who can to pay this fee. We respect the privacy of all students and do not discuss their ability to pay. Sixth grade students may choose to join a musical ensemble at Poe Middle School. All sixth grade music electives are programs that require a full-year commitment.

FULL-YEAR ELECTIVE COURSES

WORLD LANGUAGES:

Spanish Pre-Immersion 6

Year (36 Weeks)

Prerequisite: Participation in the Elementary Partial Immersion Program or program permission.

Students who have participated in the Spanish Immersion program in elementary school may continue to participate at Poe Middle School. This course serves as a transition from the elementary partial-immersion to the sequential foreign language high school program. In seventh and eighth grades respectively, the students enroll in Spanish Immersion 1 and Spanish Immersion 2, both of which receive high school foreign language credit.

FINE ARTS: MUSIC

Music Course Guidelines: The Music Ensemble Programs at Poe have a long-standing tradition of excellence among our bands, choruses, and orchestras. The music curriculum offers students the opportunity to experience music through singing, playing instruments, listening and performing. Classes are available to students with and without any previous musical experience. Performing groups (band, chorus, and orchestra) provide advanced training in musical skills, techniques, and knowledge. Students will also acquire an understanding of musical literature and styles as they also learn about and demonstrate the concepts of teamwork, commitment, and responsibility. **Students who register for one of Poe's 6th grade performing ensembles commit to a full-year class.** We invite you to take advantage of the wonderful opportunities offered in our department by enrolling your child in the sixth grade music program.

Obtaining an Instrument

Students who register for band or orchestra have a responsibility to secure an instrument for use during the school year. This can be done through various rental programs or through personal ownership. Band and orchestra instruments may be obtained from local music stores for a monthly rental fee. Please see the director for a list of music stores in our area. Larger or rare instruments (i.e. oboe, tenor saxophone, bassoon, baritone saxophone, French horns, euphonium, tuba, viola, cello, and string bass) are available for rental from Poe Middle School for a one time fee. Students receiving free or reduced lunch may receive an instrument to use for the school year from Fairfax County Public Schools at a reduced fee. The instruments available as part of this program include flute, clarinet, trumpet, trombone, percussion, violin, and viola. Poe Middle School has a limited amount of instruments not on the above list to rent out to any student.

Chorus 6 **Year (36 Weeks)**

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. No experience is required to participate.

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

Beginning Band 6 **Year (36 Weeks)**

Prerequisite: None

Interested sixth grade students learn the fundamentals of playing a band instrument. A student will be placed in this class if he/she has never played a band instrument before or needs to strengthen his/her basic musical skills on a different instrument. No experience is required to participate. Rehearsals and performances outside of normal school hours will be required as a part of this course.

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

Intermediate Band 6 (“Raven Concert Band”) **Year (36 Weeks)**

Prerequisite: At least one year of successful playing experience on the student’s current instrument.

Interested sixth grade students will be placed in the “Raven Concert Band” if they have had at least one year of successful playing experience in beginning band and/or are capable of playing the music taught at the intermediate 6th grade level. Members of this class continue to learn more about their instruments and music in general, as well as play more challenging and technically advanced music. 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 6 **Year (36 Weeks)**

Prerequisite: Successful audition with band director or Elementary School band director recommendation

Interested sixth grade students will be placed in the this ensemble if they have had at least one year of successful playing experience in and/or are capable of playing the music taught at the advanced 6th grade level. Students who wish to participate in this class must stay on the instrument they played in 5th grade. Members of this class continue to learn more about their instruments and music in general, as well as play more challenging and technically advanced music. 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 Orchestra 6 (Prep Sixth Grade Orchestra) **Year (36 Weeks)**

Prerequisite: None

Interested sixth grade students learn the fundamentals of playing a string instrument. A student will be placed in this class if he/she has never played a string instrument before or needs to strengthen his/her basic musical skills on a different instrument. Simple duets, rounds, and other literature will be performed in class and at concerts. No experience is required to participate. Rehearsals and performances outside of normal school hours will be required as a part of this course.

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

Intermediate Orchestra 6 **Year (36 Weeks)**

Prerequisite: At least one year of successful playing experience on the student’s current instrument.

Interested students will be placed in Intermediate Orchestra if they have had at least one year of successful playing experience in Beginning Orchestra and/or are capable of playing the music taught at the advanced 6th grade level. Members of this class continue to learn more about their instruments and music in general, as well as play more challenging and technically advanced music. 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.

QUARTER & SEMESTER (9 & 18 Weeks) NON-CORE COURSES

General Music 6 **Quarter (9 Weeks)**

Prerequisite: None

Study of fundamental concepts of music, including: singing, listening, music-reading, movement and rhythm, playing instruments, and improvisation. For each area there is a sequence of skills which provide the basis for the next stage of learning. Emphasis is on singing from part rounds, performing two-part music and singing songs which represent

the cultures of other countries; listening to the music of various ethnic cultures as well as discussing the style of different periods of Western music; recognizing and performing melodies on the treble staff and ledger lines above and below the staff as well as becoming familiar with the bass clef; participating in ethnic and Renaissance dances as well as moving to music in 2, 3, 4, 5, 6, or 7; and creating music with different tonal organizations as well as composing short instrumental, vocal and movement compositions.

Elementary Art 6

Quarter (9 & 18 Weeks)

Prerequisite: None

The art program involves students in learning about two and three dimensional art forms in lessons taught by art teachers. Students experience a sequence of activities which help them use skills and processes, create with art media, and study art history and appreciation/aesthetics. Each lesson provides activities appropriate for students' intellectual and physical maturity, and is structured so that students utilize and build on life-experiences, as well as on knowledge from other subjects. **This course requires a student materials fee as listed in FCPS Notice 5922.**

Introduction to Technology 6

Quarter (9 & 18 Weeks)

Prerequisite: None

This Course is an introduction to some of the activities and processes associated with the 7th and 8th grade technology courses. Students will focus on lab safety, hand tool and machine operation, materials processing and problem solving operations.

Family/Cons Science 6

Semester (18 Weeks)

This course provides a foundation for managing individual, family, career and community roles and responsibilities. Students focus on individual growth/achievement, responsibilities within the family, accountability for personal safety and health, financial management, food preparation, clothing maintenance, and caring relationships with others.

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

Keyboarding 6

Semester (18 Weeks)

Keyboarding 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.

Speech/Theater Arts Appreciation 6

Quarter (9 & 18 Weeks)

Prerequisite: None

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

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

Introduction to Spanish 6 or French 6

Quarter (9 Weeks)

Prerequisite: None

Students may wish to explore one or more foreign languages before deciding on one to take in-depth. Being able to take a 9 week exploratory course in French or Spanish provides them with the vehicle to explore a single language rather than many as the Intro to Foreign Languages course presents. Students learn the most basic structures, vocabulary, and expressions in the single language introduced 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. **These introductory courses do not count as a foreign language credit.**

THE SEVENTH GRADE

All seventh grade students are assigned to a team of teachers who share common planning time and the same group of students. Teachers then use blocks of time to teach English, mathematics, science, history, and health & and physical education. To complete student schedules, a variety of elective courses are offered. Courses offered might change due to insufficient enrollment, parent input, staffing and/or budget constraints, or county policy. Some elective courses

may require a one-time fee for the purchase of consumable supplies. This fee can be reduced or waived for those who receive reduced or free lunch. We encourage all who can to pay this fee. We respect the privacy of all students and do not discuss their ability to pay.

SEVENTH GRADE REQUIRED CORE COURSES

English 7 Year (36 Weeks)

Prerequisite: Language Arts 6

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 7 Year (36 Weeks)

Prerequisite: Mathematics 6

Students develop proficiency in representing and converting rational numbers among various forms, and applying order of operations to simplify expressions. They solve problems involving surface area and volume of prisms and cylinders, geometric transformations on the coordinate grid, and angle relationships. They apply proportional reasoning to percents, consumer problems, scale drawing, and similar figures. They learn to choose the best method to collect, analyze, and interpret data of various statistical graphs; to use the counting principal and combinations for probability. Students learn to solve multi-step equations and inequalities; to look for patterns in arithmetic and geometric sequences and function tables. Reasoning, problem solving, communication, concept representation, and connections among mathematical ideas are emphasized.

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

Algebra I Honors (High School Credit) Year (36 Weeks)

Prerequisite: Mastery of Mathematics 7 and Mathematics 8 standards

Students extend their knowledge and understanding of the real number system and its properties through the study of variables, expressions, equations, inequalities, and the analysis of data derived from real-world phenomena. Emphasis is placed on numerical and algebraic expressions; linear equations and inequalities; systems, relations and functions of linear equations and linear inequalities, polynomials, and quadratic equations. A graphing calculator is an essential tool for every student to explore graphical, numerical, and symbolic relationships. When this course is taken in eighth grade it becomes part of the student's high school transcript. The grade 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.

Science 7: Investigations in Environmental Science Year (36 Weeks)

Prerequisite: Science 6

Investigations in Environmental Science builds upon the experiences in the life sciences introduced to students in upper-elementary grades. Science content strands on scientific investigation, cellular structure and function, heredity, diversity, populations and ecosystems are emphasized throughout the year and are studied through the use of hands on experiences with living materials, laboratory investigations, and computer technology. Science skills -- designing experiments, collecting, organizing, and interpreting data, and constructing models -- are integrated during hands-on science experiences throughout the year. Graphing calculators and computer technologies such as probeware, CD-ROM, and videodisc are integrated with instruction and used to enhance student understanding.

U.S. History 7: United States History 1877 to Present Year (36 Weeks)

Prerequisite: Social Studies 6

The grade seven program provides a survey of American history since 1877. 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 & Physical Education 7 Year (36 Weeks)

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 through the Family Life Education (FLE) program. Topics include alcohol, tobacco, and other drug use prevention, disease and the human body, lifetime health habits, mental health, and human growth and development. Parents/guardians may opt out their children from any topic included in the Family Life Education (FLE) Program. Opt out forms may be obtained from the Fairfax County Public Schools website.

SEVENTH GRADE NON-CORE ELECTIVES

Seventh graders are offered a variety of elective courses. Students may choose two full-year elective classes, one full-year and two semester classes, or four semester classes. The possible combination of courses varies with the student's individual schedule, counselor/teacher recommendations, and parent/guardian input. Courses offered might change due to insufficient enrollment, parent input, staffing and/or budget constraints, or county policy. Some elective courses may require a one-time fee for the purchase of consumable supplies. This fee can be reduced or waived for those who receive reduced or free lunch. We encourage all who can to pay this fee. We respect the privacy of all students and do not discuss their ability to pay.

FULL-YEAR NON-CORE ELECTIVES

WORLD LANGUAGES:

Students are strongly encouraged to take a high school level foreign language in 7th and 8th grades so that they enter high school with at least one foreign language high school credit. This will maximize their options within the high school International Baccalaureate Program.

Spanish I (High School Credit)

Year (36 Weeks)

Prerequisite: Participation in the Elementary Partial-Immersion Program or permission from the instructor

This course serves as a transition from elementary partial-immersion to the sequential foreign language high school program. Students expand their knowledge of the language to include communicating about themselves and their immediate environment. This communication is evidenced in all four language skills: listening, speaking, reading, and writing, with an emphasis on the ability to communicate orally and in writing. The content of this course is aligned with the Level 1 POS. Credit becomes a part of the high school transcript, is included in the determination of the high school grade point average (GPA), and counts 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 I Part A

Year (36 Weeks)

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 does not count as a foreign language high school credit.

Spanish 1 Part A

Year (36 Weeks)

Prerequisite: Permission from instructor

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

Students electing to enroll in Spanish 1A will proceed to Spanish 1B in eighth grade provided they have successfully completed 1A. Upon successful completion of both 1A in seventh grade and 1B in eighth grade, credit becomes a part of the high school transcript, is included in the determination of the high school grade point average (GPA), and counts toward fulfilling the foreign language requirements of the high school Advanced Studies diploma and toward the total number of credits required for graduation.

French 1

Year (36 Weeks)

This course serves as a transition from elementary partial-immersion to the sequential world languages high school program. Students expand their knowledge of the language to include communicating about themselves and their immediate environment. This communication is evidenced in all four language skills: listening, speaking, reading, and

writing, with an emphasis on the ability to communicate orally and in writing. The content of this course is aligned with the Level 1 POS. Credit becomes a part of the high school transcript, is included in the determination of the high school grade point average (GPA), and counts towards fulfilling the world languages requirement of the high school Advanced Studies diploma. It also counts towards the number of credits required for high school graduation.

French 1 Part A

Year (36 Weeks)

Prerequisite: Permission from instructor

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

Students electing to enroll in French 1A will proceed to French 1B in eighth grade. Upon successful completion of both 1A in seventh grade and 1B in eighth grade, 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 Advanced Studies diploma and toward the total number of credits required for graduation.

FINE ARTS:

Introductory Art

Semester (18 Weeks) or Year (36 Weeks)

Students will develop creative thinking and problem-solving skills as they observe and express ideas about the world around them. They will explore and produce artwork including drawing, painting, printmaking, sculpture, and crafts. A study of artists and their work will assist students in understanding the techniques, skills, and diverse intentions of artists from many cultures and times. **This course requires a student materials fee as listed in FCPS Notice 5922**

Music Course Guidelines:

The Music Ensemble Programs at Poe have a long-standing tradition of excellence among our bands, choruses, and orchestras. The music curriculum offers students the opportunity to experience music through singing, playing instruments, listening and performing. Classes are available to students with and without any previous musical experience. Performing groups (band, chorus, and orchestra) provide advanced training in musical skills, techniques, and knowledge. Students will also acquire an understanding of musical literature and styles as they also learn about and demonstrate the concepts of teamwork, commitment, and responsibility. Students who register for Poe's music performing ensembles commit to the full-year of the class. We invite you to take advantage of the wonderful opportunities offered in our department by enrolling your child in the seventh grade music program.

Obtaining an Instrument

Students who register for band or orchestra have a responsibility to secure an instrument for use during the school year. This can be done through various rental programs or through personal ownership. Band and orchestra instruments may be obtained from local music stores for a monthly rental fee. Please see the director for a list of music stores in our area. Larger or rare instruments (i.e. oboe, tenor saxophone, bassoon, baritone saxophone, French horns, euphonium, tuba, cello, and string bass) are available for rental from Poe Middle School for a one time fee. Students receiving free or reduced lunch may receive an instrument to use for the school year from Fairfax County Public Schools at a reduced fee. The instruments available as part of this program include flute, clarinet, trumpet, trombone, percussion, violin, and viola. Poe Middle School has a limited amount of instruments not on the above list to rent out to any student.

Beginning Band - 7th/8th Grades Only

Year (36 Weeks)

Prerequisite: None

A student will be placed in the beginning band if he/she has never played a band instrument before, or needs to strengthen his/her basic musical skills on a different instrument. 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 small group ensemble literature will be performed in 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 Bands I and II (Concert 1 & Concert 2) – 7th & 8th Grades Only **Year (36 Weeks)**

Prerequisite: Successful audition with band director

Intermediate level band students will continue to develop skills on their current instrument, either woodwind or brass. A variety of musical styles will be studied through the playing of band literature. Students will perform music at concerts throughout the year, including a Winter Concert, State Festival Concert in March, Spring Concert, and various Festival competitions, including a music festival competition at a local theme park. 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 (Symphonic Band) – 7th & 8th Grades Only **Year (36 Weeks)**

Prerequisite: Successful audition with band director

Symphonic Band offers instruction to the advanced player. In-depth study of musical styles will be realized through challenging band literature. A student will be placed in Advanced Band after auditioning successfully for a position. In some cases where instrumentation warrants, a student may participate in Advanced Band by invitation of the director. Students will perform music at several concerts throughout the year, including a Fall Concert, Winter Concert, a State Festival Concert, a Spring Concert, and various Festival competitions and assemblies, including a music festival competition at a local theme park. Rehearsals and performances outside of normal school hours will be required as part of this course.

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

Jazz Ensemble – 7th & 8th Grades Only **Year (36 Weeks)**

Prerequisite: Successful audition and permission of band director

Corequisite: May require membership in another music class

The instrumental Jazz ensemble curriculum emphasizes improvisation and styles of the jazz idiom. Content includes the introduction of blues scale patterns and harmonic progressions innate in jazz music. Content also includes the study of the appropriate jazz literature and rehearsal and performance techniques from the jazz idiom. Performances and rehearsals both in and out of school will be required. Instrumentation of the jazz ensemble is at the discretion of the jazz instructor.

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

Beginning Orchestra (7/8 Grade Beginning/Prep Orchestra) **Year (36 Weeks)**

Prerequisite: None

Beginning level string class introduces students to the fundamentals of playing a stringed instrument - violin, viola, cello and 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 (7th – 8th Grade Concert Orchestra) **Year (36 Weeks)**

Prerequisite: Successful audition with orchestra director.

This course offers the opportunity to participate in string orchestra ensemble. Additionally, intermediate level orchestra students will continue to develop skills on violin, viola, cello, and double bass. A variety of musical styles will be studied through the playing of appropriate string orchestra literature. Students will perform music at a variety of concerts throughout the year, including a Winter Concert, a District Festival Concert, a Spring Concert, and a musical festival competition at a local theme park. 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 (7th & 8th Grade Symphonic Orchestra) **Year (36 Weeks)**

Prerequisite: Successful audition with orchestra director

The Symphonic Orchestra offers instruction to the experienced player through in-depth study and performance of challenging string orchestra literature, with an emphasis on upper level skills. Students are placed in Advanced Orchestra after successful audition or in some cases by invitation from the director. Students will perform music at several concerts throughout the year, including a Winter Concert, a District Festival Concert, a Spring Concert, and a musical festival competition at a local theme park. 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 Mixed Chorus **Year (36 Weeks)**

Prerequisite: None

This course provides instruction in proper vocal techniques, music fundamentals, and rehearsal practices. Through a variety of choral literature, students 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

Intermediate Mixed Chorus

Year (36 Weeks)

Prerequisite: Successful audition with choral director/instructor

Intermediate level chorus will provide for the continued study of correct vocal production and development of musicianship through the study of appropriate choral literature. Students continue to experience two-and/or three-part singing. Types of performances may include concert choral performances, choral choreography, and/or musical dramas. Rehearsals and performances, both in and out of school, will be required.

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

Advanced Mixed Chorus

Year (36 Weeks)

Prerequisite: Successful audition with choral director/instructor

These courses offer 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 Treble Choir (Vocal Ensemble)

Year (36 Weeks)

Prerequisite: Successful audition with choral director/instructor

Vocal ensembles are designed to meet specific needs and/or interests. Content includes study of the appropriate vocal ensemble literature, and rehearsal and performance techniques from the various areas of musical composition. Performances and rehearsals, both in and out of school, may be required. Voicing of the group is at the discretion of the instructor.

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

SEMESTER (HALF-YEAR) NON-CORE ELECTIVES

Creative Writing 7

Semester (18 Weeks)

Prerequisite: None

Students develop their creative writing talents with emphasis on building skills and expertise as writers. Instruction will focus on the writing of poetry, short stories, plays, and descriptions. Students refine their skills in the use of the Six Traits of Writing through planning, drafting, revising, and editing written work. Students expand their writing skills through analyzing and evaluating their own writing and that of other writers.

Speech - Arts Appreciation 7

Semester (18 Weeks)

Prerequisite: None

Students develop an appreciation of speech and theatre arts through an introduction to the basic concepts and skills of oral communication and acting. They begin to develop poise and confidence in speaking, and they develop skills in listening and discussing in group situations. They participate in a variety of dramatic activities by exploring improvisation and interpretation. This course may be offered in either 18 or 36 weeks. The 18-week course may consist of speech topics, drama topics, or a combination of both.

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

Introduction to Foreign Language (IFL) 7

Semester (18 Weeks)

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.

Family & Consumer Science 7**Semester (18 Weeks)**

This 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

Technology Exploration 7**Semester (18 Weeks)**

Students are provided active learning situations and higher-order thinking skill development through practical problem-solving experiences; experience with technology; and exploration of personal interests, aptitudes, and abilities. The goal of the course is to prepare students to be technologically literate through the study of resources, processes, systems, and impacts of technology. Schools with modular “synergistic” labs provide active learning situations that allow students to explore technology and related careers. Module topics include robotics, digital video production, computer graphics and animation, electricity and technical drawing. While working at the modules, the students learn to work cooperatively and effectively with others. The module based system is self guided without constant teacher intervention allowing the student to develop logical thinking, problem solving, computational, and research skills, as well as the ability to follow instructions, ask questions, and request help.

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

Introductory Art 7**Semester (18 Weeks)**

Students will develop creative thinking and problem-solving skills as they observe and express ideas about the world around them. They will explore and produce artwork including drawing, painting, printmaking, sculpture, and crafts. A study of artists and their work will assist students in understanding the techniques, skills, and diverse intentions of artists from many cultures and times.

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

Computer Solutions 7**Semester (18 Weeks)**

Computer Solutions provides students with practice in proper keyboarding techniques and the utilization of software applications including word processing, database, spreadsheet, presentation, publishing, and web browsers. Students will then use these computer skills to complete cross-curricular activities.

Digital Input Technology**Semester (18 Weeks)**

Prerequisite: Successful completion of Computer Solutions or teacher approval

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

THE EIGHTH GRADE

All eighth grade students are assigned to a team of teachers who share common planning time and the same group of students. Teachers then use blocks of time to teach English, mathematics, science, civics, and health & physical education. To complete student schedules, a variety of elective courses are offered. Courses offered might change due to insufficient enrollment, parent input, staffing and/or budget constraints, or county policy. Some elective courses may require a one-time fee for the purchase of consumable supplies. This fee can be reduced or waived for those who receive reduced or free lunch. We encourage all who can to pay this fee. We respect the privacy of all students and do not discuss their ability to pay.

EIGHTH GRADE REQUIRED CORE COURSES**English 8****Year (36 Weeks)**

Prerequisite: English 7

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 8**Year (36 Weeks)****Prerequisite: Mathematics 7**

Students develop proficiency in using order of operations to simplify and evaluate numerical and algebraic expressions; they explain and apply properties of operations with real numbers. They learn to construct 3-D figures; to solve problems involving surface area of pyramids and cones; and describe and use angle relationships. They collect and organize data using matrices and charts; and interpret box-n-whisker plots. They learn to graph and use algebraic methods to solve multi-step equations and inequalities; and to translate word statements. They solve probability problems involving dependent and independent events and game simulation; and represent number of arrangements by using permutations and combinations. Reasoning, problem solving, communication, concept representation, and connections among mathematical ideas are emphasized.

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

Algebra 1 (High School Credit)**Year (36 Weeks)****Prerequisite: Mastery of Mathematics 7 and Mathematics 8 standards**

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 whenever 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 I Honors (High School Credit)**Year (36 Weeks)****Prerequisite: Mastery of Mathematics 7 and Mathematics 8 standards**

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 derived from real-world phenomena. Emphasis is placed on numerical and algebraic expressions; linear equations and inequalities; systems, relations and functions of linear equations and linear inequalities, polynomials, and quadratic equations. A graphing calculator is an essential tool for every student to explore graphical, numerical, and symbolic relationships. When this course is taken in eighth grade it becomes a part of the student's high school transcript. The grade 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.

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

Geometry Honors (High School Credit)**Year (36 Weeks)****Prerequisite: Mastery of Algebra I Honors**

Students investigate properties of triangles, quadrilaterals, polygons, circles, and solids using inductive and deductive reasoning. Conjectures about properties and relationships are developed inductively and then verified deductively. Vectors, transformations, algebra, and technologies are used as tools to solve geometry problems. Geometry becomes a part of the high school transcript record, is included in the determination of high school grade point average (GPA), and counts as one of the required mathematics credits for high school graduation as well as toward the total credits required for high school graduation. Parents may request that the geometry grade be omitted from the student's transcript, and thus the student does not earn high school credit for the course.

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

Investigating Matter and Energy**Year (36 Weeks)****Prerequisite: Science 7**

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, forces and motion are content strands developed through a sequence of varied instructional strategies with an emphasis on experimentation, observation, generalization, and discussion. Science skills -- designing student investigations; collecting, organizing, and analyzing data; and communicating results -- are integrated throughout the course. Graphing calculators and computer technologies including probeware, CD-ROM, and videodisc are integrated with instruction and used to enhance student understanding.

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

Civics and Economics**Year (36 Weeks)****Prerequisite: U.S. History 7**

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

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

Health & Physical Education 8 Year (36 Weeks)

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 through the Family Life Education (FLE) program. Topics include alcohol, tobacco, and other drug use prevention, safety and first aid, lifetime health habits, mental health, and human growth and development. Parents/guardians may opt out their children from any topic included in the Family Life Education (FLE) Program. Opt out forms may be obtained from the Fairfax County Public Schools website.

EIGHTH GRADE NON-CORE ELECTIVE COURSES

Eighth graders are offered a variety of elective courses. Students may choose two full-year elective classes, one full-year and two semester classes, or four semester classes. The possible combination of courses varies with the student's individual schedule, counselor/teacher recommendations, and parent/guardian input. Courses offered may change due to insufficient enrollment, parent input, staffing and/or budget constraints, or county policy. Some elective courses may require a one-time fee for the purchase of consumable supplies. This fee can be reduced or waived for those who receive reduced or free lunch. We encourage all who can to pay this fee. We respect the privacy of all students and do not discuss their ability to pay.

FULL-YEAR ELECTIVES

WORLD LANGUAGES:

Students are strongly encouraged to take a high school level foreign language in 8th grades so that they enter high school with a foreign language high school credit(s). This will maximize their options within the high school International Baccalaureate Program.

Spanish for Fluent Speakers 1 (High School Credit) Year (36 Weeks)

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.

Spanish for Fluent Speakers 1B (High School Credit) Year (36 Weeks)

Prerequisite: Spanish for Fluent Speakers 1A and permission from instructor

This course continues to offer 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. Credit becomes a part of the high school transcript, is included in the determination of the high school grade point average (GPA), and counts toward fulfilling the foreign language requirements of the high school diplomas. It also counts toward the total number of credits required for graduation.

Spanish 1 (High School Credit) Year (36 Weeks)

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. 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 2 (High School Credit) **Year (36 Weeks)**

PreReq: Spansh 1)

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

Spanish 1 Part B (High School Credit) **Year (36 Weeks)**

Prerequisite: Spanish 1 Part A and permission from instructor

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

French 1 (High School Credit) **Year (36 Weeks)**

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. 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 2 (High School Credit) **Year (36 Weeks)**

PreReq: French 1

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

French 1 Part B (High School Credit) **Year (36 Weeks)**

Prerequisite: French 1 Part A and permission from instructor

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

FINE ARTS:

Music Course Guidelines:

The Music Ensemble Programs at Poe have a long-standing tradition of excellence among our bands, choruses, and orchestras. The music curriculum offers students the opportunity to experience music through singing, playing instruments, listening and performing. Classes are available to students with and without any previous musical

experience. Performing groups (band, chorus, and orchestra) provide advanced training in musical skills, techniques, and knowledge. Students will also acquire an understanding of musical literature and styles as they also learn about and demonstrate the concepts of teamwork, commitment, and responsibility. Students who register for Poe's music performing ensembles commit to the full-year of the class. We invite you to take advantage of the wonderful opportunities offered in our department by enrolling your child in the eighth grade music program.

Obtaining an Instrument:

Students who register for band or orchestra have a responsibility to secure an instrument for use during the school year. This can be done through various rental programs or through personal ownership. Band and orchestra instruments may be obtained from local music stores for a monthly rental fee. Please see the director for a list of music stores in our area. Larger or rare instruments (i.e. oboe, tenor saxophone, bassoon, baritone saxophone, French horns, euphonium, tuba, and string bass) are available for rental from Poe Middle School for a one time fee. Students receiving free or reduced lunch may receive an instrument to use for the school year from Fairfax County Public Schools at a reduced fee. The instruments available as part of this program include flute, clarinet, trumpet, trombone, percussion, violin, viola, and cello. Poe Middle School has a limited amount of instruments not on the above list to rent out to any student.

Beginning Band 7/8 Grade Year (36 Weeks)

Prerequisite: None

A student will be placed in the beginning band if he/she has never played a band instrument before or needs to strengthen his/her basic musical skills on a different instrument. 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 chamber ensemble literature will be performed in 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 Bands (Concert 1 & 2) – 7th & 8th Grades Only Year (36 Weeks)

Prerequisite: Successful audition with band director

Intermediate level band students will continue to develop skills on woodwind, brass, or percussion instruments. A variety of musical styles will be studied through the playing of band literature. Students will perform music at concerts throughout the year, including a Winter Concert, Spring Concert, various Festival competitions, including a music festival competition at a local theme park. 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 (Symphonic Band) – 7th & 8th Grades Only Year (36 Weeks)

Prerequisite: Successful audition with band director

Symphonic Band offers instruction to the advanced player. In-depth study of musical styles will be realized through challenging band literature. A student will be placed in Advanced Band after auditioning successfully for a position. In some cases where instrumentation warrants, a student may participate in Advanced Band by invitation of the director. Students will perform music at several concerts throughout the year, including a Winter Concert, a State Festival Concert, a Spring Concert, and various Festival competitions, including a music festival competition at a local theme park. Rehearsals and performances outside of normal school hours will be required as part of this course. **This course requires a student materials fee as listed in FCPS Notice 5922.**

Jazz Ensemble - 7th & 8th Grades Only Year (36 Weeks)

Prerequisite: Successful audition and permission of band director

Corequisite: May require membership in another music class

The instrumental Jazz ensemble curriculum emphasizes improvisation and styles of the jazz idiom. Content includes the introduction of blues scale patterns and harmonic progressions innate in jazz music. Content also includes the study of the appropriate jazz literature and rehearsal and performance techniques from the jazz idiom. Performances and rehearsals both in and out of school will be required. Instrumentation of the jazz ensemble is at the discretion of the jazz instructor. **This course requires a student materials fee as listed in FCPS Notice 5922.**

Beginning Orchestra Year (36 Weeks)

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

Intermediate Orchestra**Year (36 Weeks)****Prerequisite: Successful audition with orchestra director**

This course offers the opportunity to participate in string orchestra ensemble. Additionally, intermediate level orchestra students will continue to develop skills on violin, viola, cello, and double bass. A variety of musical styles will be studied through the playing of appropriate string orchestra literature. Students will perform music at several concerts throughout the year, including a Winter Concert, a District Festival Concert, a Spring Concert, and a musical festival competition at a local theme park. 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**Year (36 Weeks)****Prerequisite: Successful audition with orchestra director**

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. Students are placed in the Advanced Orchestra a successful audition or in some cases by invitation from the director. Students will perform music at several concerts throughout the year, including a Winter Concert, a District Festival Concert, a Spring Concert, and a musical festival competition at a local theme park. 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 Mixed Chorus**Year (36 Weeks)****Prerequisite: None**

This course provides instruction in proper vocal techniques, music fundamentals, and rehearsal practices. Through a variety of choral literature, students 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.

Intermediate Mixed Chorus**Year (36 Weeks)****Prerequisite: Successful audition with choral director/instructor**

Intermediate level chorus will provide for the continued study of correct vocal production and development of musicianship through the study of appropriate choral literature. Students continue to experience two-and/or three-part singing. Types of performances may include concert choral performances, choral choreography, and/or musical dramas. Rehearsals and performances, both in and out of school, will be required.

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

Advanced Mixed Chorus**Year (36 Weeks)****Prerequisite: Successful audition with choral director/instructor**

These courses offer 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 Treble Choir (Vocal Ensemble)**Year (36 Weeks)****Prerequisite: Successful audition with choral director/instructor**

Vocal ensembles are designed to meet specific needs and/or interests. Content includes study of the appropriate vocal ensemble literature, and rehearsal and performance techniques from the various areas of musical composition. Performances and rehearsals, both in and out of school, may be required. Voicing of the group is at the discretion of the instructor.

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

Advanced Art 8**Year (36 Weeks)****Prerequisite: Above average grade in Introductory Art 7 or Exploratory Wheel Art (Elementary Art 6) and teacher recommendation or portfolio review**

Advanced art offers an opportunity to eighth grade students with interest and above average ability in art to refine their artistic skills and techniques. Emphasis will be placed on achieving quality, style, and craftsmanship in their drawings, paintings, prints, sculptures, and crafts. Students will be encouraged to interpret and express personal feelings, experiences, and observations in advanced level art projects. They will evaluate and critique their own and other students' artwork. They will study and analyze the works of great artists.

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

Advanced Theatre Arts Appreciation Year (36 Weeks)

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

Students who are continuing the study of theatre arts for a second or third year will be able to apply and expand the skills developed in the introductory class. They will participate in a variety of dramatic activities and perform for various audiences. This course is designed for students who are interested in an expanded study of theatre arts and oral communication. **This course requires a student materials fee as listed in FCPS Notice 5922.**

SEMESTER (HALF-YEAR) NON-CORE ELECTIVES

Creative Writing 8 Semester (18 Weeks)

Students develop their creative writing talents with emphasis on building skills and expertise as writers. Instruction will focus on the writing of poetry, short stories, plays, and descriptions. Students refine their skills in the use of the Six Traits of Writing through planning, drafting, revising, and editing written work. Students expand their writing skills through analyzing and evaluating their own writing and that of other writers.

Theatre Arts Appreciation 8 Semester (18 Weeks)

Prerequisite: Theatre Arts Course in Grade 7 and/or recommendation 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 various audiences. This course is designed for students who are interested in an expanded study of theatre arts and oral communication. **This course requires a student materials fee as listed in FCPS Notice 5922.**

Intermediate Art 8 Semester (18 Weeks)

Prerequisite: Introductory Art

Students will refine their ability to communicate visually; to manage a wide range of tools and materials; and to achieve quality, style, and craftsmanship in drawing, painting, printmaking, sculpture, and crafts. Students will have opportunities for evaluating and critiquing their own and other students' artwork. They will study artists and artworks from many cultures and many times. **This course requires a student materials fee as listed in FCPS Notice 5922.**

Computers in Art 8 Semester (18 Weeks)

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 standards of learning for all disciplines. Through the use of technology, 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.

Introduction to Foreign Language (IFL) 8 Semester (18 Weeks)

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.

Family & Consumer Science 8 Semester (18 Weeks)

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.

Technology Exploration 8 Semester (18 Weeks)

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. Schools with modular "synergistic" labs provide active learning situations that allow students to explore technology and related careers. The content covered in all modular labs is designed to reinforce the Virginia Standards of Learning

(SOL) in math, science, language arts, social studies, and technology. Module topics include topics such as interior design, CADD, weather and digital video production. While working at the modules, the students learn to work cooperatively and effectively with others. The module based system is self guided without constant teacher intervention, allowing the student to develop logical thinking, problem solving, computational, and research skills, as well as the ability to follow instructions, ask questions, and request help. By successfully and independently completing the project that the module calls for, they develop a sense of pride and self-esteem. Other areas of study are rocketry, home design and robotics. **This course requires a student materials fee as listed in FCPS Notice 5922.**

Computer Solutions 8

Semester (18 Weeks)

Technology Tools provides students with practice in proper keyboarding techniques and the utilization of software applications including word processing, database, spreadsheet, presentation, publishing, and web browsers. Students will then use these computer skills to complete cross-curricular activities.

Digital Input Technology 8

Semester (18 Weeks)

Prerequisite: Successful completion of Computer Solutions or teacher approval

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

MOTIVATIONAL AND REMEDIATION/SUPPORT COURSES

Poe has a variety of classes designed to motivate students who demonstrate a higher potential and to assist students whose basic skills in reading and mathematics are below grade level. These courses are not elective classes; students are identified as being in danger of failing the SOLs and/or core academic subjects. Students can be enrolled in one or more of these classes to provide them with specific instructional support and increased motivation. Enrollment in one of these courses replaces and elective course.

Scholastic Prep. for College-Bound Students (AVID) 6, 7, 8

Year (36 Weeks)

Prerequisite: Participants selected through application and interview process.

Co-requisite: Concurrent enrollment in algebra and/or a foreign language

AVID stands for Advancement Via Individual Determination and is designed to support motivated 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.

Action Literacy 7, 8

Semester (18 Weeks)

Action Literacy 7 & 8 is a one-semester course designed to provide remediation and support through direct instruction in reading comprehension, the writing process, and vocabulary development. The strategies taught during this course support the 7th grade social studies curriculum by promoting thinking skills and literacy skills in the content area. The course supports the English Promotion Benchmarks and the blueprints for the SOL English Reading and Writing Tests for 7th grade.

Read 180/Scholastic Prep 6, 7, 8, ESOL

Year (36 Weeks)

Read 180/Scholastic Prep is a comprehensive reading intervention program which utilizes sophisticated software, motivating literature and research in literacy instruction to boost the reading skills of older students whose reading achievement is below proficient level. The program supports and motivates students as they progress toward becoming lifelong readers and learners.

Algebra Readiness Initiative 6, 7, 8

Semester (18 Weeks)

The Algebra Readiness Initiative is a focused intervention program designed for middle school students who are at risk for failing the end of course Algebra I SOL test when they finish ninth grade. Poe is pleased to extend the program to include seventh and sixth grade students where applicable. The program focuses on mathematics skills from grade 4 – 8. Level of mastery in five mathematical strands is assessed via an online Algebra Readiness

Diagnostic Test (ARDT). The program then focuses on strengthening the student's SOL-related weaknesses and on reinforcing SOL-related strengths as identified in the ADRT test results.

Power Mathematics 7 **Semester (18 Weeks)**

The Power Mathematics course provides students with foundational concepts and skills to support success with current mathematics explorations and enhance experiences with future mathematics study. In grade 7, Power Mathematics focuses on fundamental skills with integer operations, order of operations, equivalence, percent and percent applications, along with area and graphing concepts.

Power Mathematics & Science 8 **Semester (18 Weeks)**

Power Mathematics and Science in grade 8 focuses on fundamental skills with ratios and proportions, measurement in two and three dimensions and statistics, along with heavy emphasis on algebraic thinking and equations. Additionally, the class includes direct instruction in science concepts including scientific investigation, living systems, ecosystems, heredity and diversity.

ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL)

The ESOL (English for Speakers of Other Languages) program offers students an opportunity to learn the English language while also learning content and maintaining a high level of participation in the total middle school program. Students in the ESOL program possess moderate, limited, or no proficiency in English and need varying degrees of English instruction. The curriculum provides survival skills for adjusting to a new culture, basic conversation skills development, and an expansion of language (reading, writing and oral) skills in a sequential manner.

Students are divided into four levels; Level 1: Entering ESOL students, Level 2: Beginning ESOL students, Level 3: Developing ESOL students and Level 4: Expanding ESOL students. Levels serve as a guide for instructional placement. Courses span two Levels to allow for flexibility in scheduling students based on their specific needs.. Mainstream teachers and ESOL teachers work together to provide additional support when difficulties are encountered in reading, science, history, mathematics, health and physical education, and electives.

ESOL English Language Arts 6 (571060 2 blocks) **Year (36 Weeks)**

Grade 6, Levels 1&2

This is the English language class in which Levels 1 & 2 students may be enrolled. This class is designed to support the development of academic language and skills through alignment with the grade level Language Arts standards. It maintains a focus on vocabulary development, literacy skills and the writing process. Students are enrolled in two sections of this course. **Students are required to take the Standards of Learning End of Course Test.**

Developing ESOL Language Arts 6 (572066) **Year (36 Weeks)**

Grade 6, Levels 2&3

This is the English Language and Literature class in which grade 6 Levels 2 & 3 may be enrolled. This class is designed to support the development of academic language skills through alignment with the grade level Language Arts standards. It maintains a focus on vocabulary development, reading comprehension and the writing process. **Students are required to take the Standards of Learning End of Course Test.**

ESOL Academic Language 6 (573061) **Year (36 Weeks)**

Grade 6, Levels 3&4

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

ESOL Social Studies 6 (571266) **Year (36 Weeks)**

Grade 6, Levels 1&2

This course is the social studies course for Level 1 and Level 2 sixth graders. It is aligned with the 6th grade Standards of Learning and the FCPS POS. It is designed to give students a chance to develop language skills while studying content that will be relevant should the student need to take the U.S. History SOL exam. This class relies heavily on reading and the writing process and integrates technology as a tool for research and publishing. This course may be repeated. **Students are required to take the Standards of Learning End of Course Test.**

ESOL Focus Science (571400) **Year (36 Weeks)**

Grade 6, Levels 1&2

This course is the science course for Level 1&2 students. It is designed to develop the academic language of science through scaffolded grade level labs. Students explore the scientific process along with key vocabulary and concepts through life and Physical Science. This course may be repeated. This curriculum provides a foundation for future SOL achievement.

ESOL FAST Math (571300) **Year (36 Weeks)**

Grade 6, Levels 1&2

This course provides instruction in elementary math skills to Level 1 and Level 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. **Students are required to take the Standards of Learning End of Course Test.**

ESOL FAST Math 3 (571390) **Year (36 Weeks)**

Grade 6, Levels 1&2

This course provides instruction in 7th and 8th grade math skills to Level 1 and Level 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. **Students are required to take the Standards of Learning End of Course Test.**

Beginning ESOL English 7 (571061) **Year (36 Weeks)**

Grade 7, Levels 1&2

This is the first of two English language classes that all Level 1 students take. Level 1 students' language and vocabulary needs necessitate a two-period language class. It is a literature-based class that helps students develop language skills, which enable them to function socially and academically, while preparing them for later SOL achievement. It may be tied to FOCUS Science and ESOL Social Studies and draws on content-related readings and a variety of genres for language development. Students work on developing vocabulary, reading comprehension and the writing process as well as strategies that will enable them to succeed in mainstream classes. This course may be repeated. **Students are required to take the Standards of Learning End of Course Test.**

Beginning ESOL English 7 (571062) **Year (36 Weeks)**

Grade 7, Levels 1&2

This is the second part of two English language classes that all Level 1 students take. Level 1 students' language and vocabulary needs necessitate a two-period language class. It is a literature-based class that helps students develop language skills, which enable them to function socially and academically, while preparing them for later SOL achievement. It may be tied to FOCUS Science and ESOL Social Studies and draws on content-related readings and a variety of genres for language development. Students work on developing vocabulary, reading comprehension and the writing process as well as strategies that will enable them to succeed in mainstream classes. This course may be repeated. **Students are required to take the Standards of Learning End of Course Test.**

Developing ESOL English 7 (572061) **Year (36 Weeks)**

Grade 7, Levels 2&3

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

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

ESOL Academic Language 7 (573061) **Year (36 Weeks)**

Grade 7, Levels 3&4

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

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

ESOL U.S. History 7 (571217) **Year (36 Weeks)**

Grade 7, Levels 1

This course is the social studies course for Level 1&2 7th graders. It is aligned with the 7th grade Standards of Learning and FCPS POS. It is designed to give students a chance to develop language skills while studying content that will be relevant when the student will need to take the U.S. History SOL exam.

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

ESOL Beginning US History 7 (572067)

Year (36 Weeks)

Grade 7, Level 2

This course is the social studies course for Level 1&2 7th graders. It is aligned with the 7th grade Standards of Learning and FCPS POS. It is designed to give students a chance to develop language skills while studying content that will be relevant when the student will need to take the U.S. History SOL exam.

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

ESOL Focus Science 7 (571400)

Year (36 Weeks)

Grade 7, Levels 1&2

This course is the science course for Level 1&2 students. It is designed to develop the academic language of science through scaffolded grade level labs. Students explore the scientific process along with key vocabulary and concepts through life and Physical Science. This course may be repeated. This curriculum provides a foundation for future SOL achievement.

ESOL FAST Math (571300)

Year (36 Weeks)

Grade 7, Levels 1&2

This course provides instruction in elementary math skills to Level 1 and Level 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. **Students are required to take the Standards of Learning End of Course Test.**

ESOL FAST Math 3 (571390)

Year (36 Weeks)

Grade 7, Levels 1&2

This course provides instruction in 7th and 8th grade math skills to Level 1 and Level 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.

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

Beginning ESOL English 8 (571061)

Year (36 Weeks)

Grade 8, Levels 1&2

This is the first of two English language classes that all Level 1 students take. Level 1 students' language and vocabulary needs necessitate a two-period language class. It is a literature-based class that helps students develop language skills, which enable them to function socially and academically, while preparing them for later SOL achievement. It may be tied to FOCUS Science and ESOL Social Studies and draws on content-related readings and a variety of genres for language development. Students work on developing vocabulary, reading comprehension and the writing process as well as strategies that will enable them to succeed in mainstream classes. This course may be repeated. **Students are required to take the Standards of Learning End of Course Test.**

Beginning ESOL English 8 (571062)

Year (36 Weeks)

Grade 8, Levels 1&2

This is the second part of two English language classes that all Level 1 students take. Level 1 students' language and vocabulary needs necessitate a two-period language class. It is a literature-based class that helps students develop language skills, which enable them to function socially and academically, while preparing them for later SOL achievement. It may be tied to FOCUS Science and ESOL Social Studies and draws on content-related readings and a variety of genres for language development. Students work on developing vocabulary, reading comprehension and the writing process as well as strategies that will enable them to succeed in mainstream classes. This course may be repeated. **Students are required to take the Standards of Learning End of Course Test.**

Developing ESOL English 8 (572061)

Year (36 Weeks)

Grade 8, Levels 2&3

This is the English class in which Level 2&3 students may enroll. This class is designed to support the development of academic language skills through alignment with the grade level Language Arts standards. It maintains a focus on vocabulary development, reading comprehension and the writing process. When appropriate, Level 3 students should also be enrolled in a grade level English class. This course may be repeated. **Students are required to take the**

Standards of Learning End of Course Test.

ESOL Academic Language 8 Levels 3&4 (573061) Year (36 Weeks) **Grade 8, Levels 3&4**

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

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

ESOL Civics & Economics 8 (571218) Year (36 Weeks) **Grade 8, Level 1**

This course is the social studies course for Level 1 8th graders. It is aligned with the 8th grade Standards of Learning and FCPS POS. It is designed to give students a chance to develop language skills while studying content that will be relevant when the student will need to take the Civics and Economics SOL exam. **Students are required to take the Standards of Learning End of Course Test.**

ESOL Civics & Economics 8 (572068) Year (36 Weeks) **Grade 8, Level 2**

This course is the social studies course for Level 2 8th graders. It is aligned with the 8th grade Standards of Learning and FCPS POS. It is designed to give students a chance to develop language skills while studying content that will be relevant when the student will need to take the Civics and Economics SOL exam. **Students are required to take the Standards of Learning End of Course Test.**

ESOL Focus Science 8 (571400) Year (36 Weeks) **Grade 8, Levels 1&2**

This course is the science course for Level 1&2 students. It is designed to develop the academic language of science through scaffolded grade level labs. Students explore the scientific process along with key vocabulary and concepts through life and Physical Science. This course may be repeated. This curriculum provides a foundation for future SOL achievement.

ESOL FAST Math (571300) Year (36 Weeks) **Grade 8, Levels 1&2**

This course provides instruction in elementary math skills to Level 1 and Level 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. **Students are required to take the Standards of Learning End of Course Test.**

ESOL FAST Math 3 (571390) Year (36 Weeks) **Grades 8, Levels 1&2**

This course provides instruction in 7th and 8th grade math skills to Level 1 and Level 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. **Students are required to take the Standards of Learning End of Course Test.**

SPECIAL EDUCATION INSTRUCTIONAL SUPPORT

Students may be referred for special education services by classroom teachers, counselors, and/or parents. Their eligibility for services is determined by an Eligibility Committee in accordance with Fairfax County Schools Regulations. Each student is evaluated on educational, socio-cultural, psychological, and medical information. An Individualized Educational Program (IEP) is developed by the parents and the appropriate teachers for each student who is enrolled in one of the special education programs listed below.

Special Education Services

Students are assigned to special education classes based on recommendations of the IEP committee. The Special Education teachers communicate with general education teachers regarding the student's progress and needs for accommodations and modifications. Some students are integrated in general education classes with special education

support directly within the classroom. Students participate in elective classes, physical education classes, and extra curricular activities. Students can also receive intensive support in all academic areas based on IEP recommendations.

Speech and Language Therapy Services

Speech and language therapy is offered to students in accordance with their IEPs for correcting articulation and/or language difficulties. Therapy is provided individually or in small groups as a “pull-out” program and sometimes in the classroom.

Special Needs Services

The Special Needs Program at Poe MS provides services to students with Autism (Aut), mild mental retardation (MR), moderate mental retardation (MOD), and severe disabilities (SD). Students in the Special Needs Program have a wide range of skills and abilities and their day at school is tailored to what is most appropriate for their needs and level of functioning. Students may also access Learning Disabilities classes or general education settings such as PE, electives, and homeroom periods, all based on their specific goals, needs, and abilities.

The Special Needs Program is designed so each student receives instruction in all 4 academic areas, social skills, functional life skills (community shopping, cooking, etc.), and vocational training through our WAT Program. Depending on a student's individual goals and needs, they may receive more academic instruction or more vocational training. Most students are assessed through the Virginia Alternate Assessment Program (VAAP), while some participate in the Virginia Standards of Learning (SOLs).

The vision of the Special Needs Program is to develop, provide, and implement an environment that is conducive to student growth as a stepping stone towards self-reliance, productivity and independence.

Adaptive Physical Education Program

There are currently 19 Itinerant Adapted Physical Education Teachers who work with over 350 students within the Fairfax County Public Schools. Students may require adaptive physical education services as prescribed in a special education Individual Educational Plan or through 504 Plan. The goal of the Adapted Physical Education program is to facilitate the development of skills to enable students with special needs to safely and successfully participate in team, individual, and life sports with the minimum amount of support. The Itinerant Adapted Physical Education Teachers assist in the development of skills that enable students to participate in Physical Education as independently as possible.

INTERNATIONAL BACCALAUREATE MIDDLE YEARS PROGRAM

The Middle Years Program (MYP) of the International Baccalaureate Organization (IBO) is an internationally acknowledged course of study designed to meet the educational needs of students between the ages of 11 and 16. It is a complete and coherent program providing rigorous academic challenges and life skills appropriate to adolescents. All students participate in Levels 1, 2 and 3 of the MYP at Poe, and students complete the program in 9th and 10th grades (Levels 4 and 5) in high school.

Based on eight subject groups and criterion-based assessment, the IBMYP model meshes with the Fairfax County Public Schools Program of Studies standards and benchmarks and with the Virginia Standards of Learning. Students obtain a broad traditional foundation of knowledge as well as process and thinking skills. MYP trained teachers transmit this knowledge using instructional methods that help students see relationships between subjects, ideas, and peoples. These eight disciplines include:

- **Language A – The language of instruction in the school**
- **Language B – A modern foreign language learned at school**
- **Humanities – History and geography**
- **Sciences – Biology, chemistry and physics**
- **Mathematics – The five branches of mathematics: number, algebra, geometry & trigonometry, probability & statistics & discrete math**
- **Arts – Visual arts & performing arts**
- **Physical Education – Health, fitness, individual & team sports**
- **Technology – Computer & design technology**

The IBMYP Model provides a thorough study of the eight disciplines. It accentuates their interrelatedness, acknowledging the role of the subject areas and interdisciplinary study. At the same time, the importance of respecting

the independence and integrity of each discipline. Three fundamental concepts underlie IBMYP: *Holistic Learning, Communication, and Intercultural Awareness*.

- ◆ **Holistic Learning** Poe's IBMYP model places a premium on holistic, interdisciplinary learning refined through engagement with five *Areas of Interaction*, conceptual lenses through which students explore and examine ideas, probe connections across and through subject areas and recognize the importance of academic study to real world problem solving.
 - ◆ **Approaches to Learning (ATL)** - This area focuses on the development of intellectual discipline, attitudes, strategies and skills that result in critical, coherent and independent thought and the capacity to solve problems and make decisions.
 - ◆ **Community and Service** - Service encourages students to look beyond themselves to develop community awareness and concern, a sense of responsibility, and skills and attitudes needed to make an effective contribution to society.
 - ◆ **Human Ingenuity** – This area is used to analyze processes and products of human imagination, students explore the inventive and creative nature of humanity. It also asks students to consider the impact of innovation—including their own work—on society and on the mind.
 - ◆ **Environment** - This area aims to help students recognize humanity's dependence and interdependence with the environment. In the MYP, environment extends from personal and school settings to world and political environments as well as local, national and global environmental issues.
 - ◆ **Health and Social Education** - This area prepares students for a physically and mentally healthy life, aware of potential hazards and able to make informed choices. It develops in students a sense of responsibility for their own well being as they develop healthy relationships with others.
- ◆ **Communication** Poe's IBMYP emphasizes inquiry, understanding, reflection, and expression. Our students develop proficiency in a second language and explore other forms of expression as well. We celebrate the capacity of the fine and performing arts to communicate human meaning across time, space, culture, and civilizations.
- ◆ **Intercultural Awareness** Poe's IBMYP helps students developing attitudes, knowledge and skills as they learn about their own and other's cultural, linguistic and national stories. Poe's remarkably diverse group of international students examine and celebrate the values, beliefs and characteristics of their own and other cultures. We value every member of the school community as we share in one another's lives and act to support people everywhere.

ADVANCED ACADEMICS/HONORS PROGRAM

Formally named the Gifted and Talented (GT) School-based Program, the Advanced Academic/Honors Program, provides differentiated instruction delivered through techniques and strategies specifically designed for identified academically and creatively gifted students. For grade 6 enrichment and extension in critical thinking, research, and skills in self-direction are offered by the core teacher providing Level 4 Instruction in all core academic classes, as well as an Itinerant Advanced Academic Specialist. Poe Middle School will continue the Young Scholars Initiative and/or GT school-based center for sixth grade students. The Young Scholars program is designed to provide an educational setting that raises personal expectations and prepares students for more challenging and rigorous courses as they advance in grade level. Rising sixth grade students will also be evaluated by principals and staff for placement in Compacted Mathematics 6 course using the following as possible guidelines: test data in student's cumulative file including ability and achievement testing, grades in core subject areas, gifted behavior rating scale (GBRS), teacher/school recommendations, and a mathematics assessment.

Rising seventh grade Advanced Academics students who choose to attend their base school instead of a seventh grade Advanced Academic Center, automatically qualify for Honors courses in English, social studies, and science. Rising seventh and eighth grade students, students new to Fairfax County Public Schools, and rising eighth grade students not formerly enrolled in Honors classes will be evaluated by principals and staff for placement in Honors English, science, and social studies classes using the following guidelines: test data in student's cumulative file including ability and achievement testing, grades in core subject areas, gifted behavior rating scale (GBRS), and teacher/school recommendations.

Students enrolled in Honors classes in the seventh grade will carry over their Honors placement into eighth grade except when there is a question regarding the appropriateness of the current placement. In those cases, the principal

will review the above information along with communicating with the parents to determine which Honors classes the student should be placed in according to their area(s) of academic strength. In general, all honors curriculum is based on extensions to the FCPS Program of Studies, adding depth and complexity to the regular curriculum and challenging students to perform at ascending levels of intellectual demand.

Rising seventh grade Advanced Academics Center students who choose to go to their base school qualify for Mathematics 7 Honors if they have completed a sixth grade Compacted Mathematics curriculum. Rising seventh grade students will automatically be placed in Mathematics 7 Honors, based on the completion of the sixth grade Compacted Mathematics curriculum or equivalent coursework.

Rising seventh grade students who have not completed the sixth grade Compacted Mathematics curriculum and students new to FCPS will be evaluated by principals and staff for placement in Mathematics 7 Honors using the following guidelines: test data in student's cumulative file including ability and achievement testing, grades in core subject areas, gifted behavior rating scale (GBRS), teacher/school recommendations, and the Mathematics Content Assessment.

Rising seventh grade students will be placed in Algebra I Honors by meeting the following division-wide requirements: participation in sixth grade Compacted Mathematics or a full year's advanced mathematics program in grade six, a score at the 95th percentile or better on the Iowa Algebra Aptitude Test (IAAT) in grade 6, and a score of 500 or better (pass advanced) on the Virginia Standards of Learning Grade 8 mathematics test at the end of grade six.

Parents/guardians of rising eighth grade students should begin considering and preparing for the academic options available in high school with their child. It is strongly recommended, but not required, that eighth grade students take Algebra I and a foreign language if they are considering Thomas Jefferson High School for Science and Technology (TJHSST) or an Advanced Placement (AP) or International Baccalaureate (IB) diploma.

PARENT INFORMATION ABOUT HIGH SCHOOL

ADVANCED ACADEMIC PROGRAMS:

Advanced Placement

The Advanced Placement (AP) program is offered in English, social studies, science, math, computer science, foreign 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.

International Baccalaureate Diploma Program

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.