

Welcome to Robinson Middle School



Dear Students and Parents,

It is with great enthusiasm that we welcome you to Robinson Middle School. We are excited about a new school year and can't wait to help students make a seamless transition to grades seven and eight at Robinson Middle School.

To assist you with long-range planning, this course selection guide includes descriptions of the seventh and eighth grade instructional programs. All RMS students are members of a team comprised of approximately 130 students taught by an English, math, science, social studies, and special education/resource teacher. Each teaching team has common planning time in order to meet regularly to coordinate curriculum that emphasizes interdisciplinary teaching units, to discuss student issues, to meet with students and parents, and to plan team activities. A counselor and a subschool principal work closely with each team. An exploratory program of elective courses, physical education, clubs, and activities complements core team classes.

Since parents are a child's first teacher, parental involvement is critical for achieving and maintaining student success in school. We encourage and appreciate parents participating in the PTSA and other parent focused groups as well as volunteering to assist with the many activities we will plan for our middle school students at Robinson. It is our desire to forge lasting partnerships with our families and community members

Parents and students should carefully consider current interests and future goals when making course selections. Planning will help students make wise decisions about courses to take in middle school. School counselors are readily available to guide students through the course selection process.

We look forward to meeting and working with you. Should you have any questions regarding the information presented in this booklet, or any other questions regarding the opening of school, please call the student services department at 703-426-2222.

Middle School Administrative Team and School Counselors

Daniel F. Meier, Principal

Michael Mukai, Associate Principal
Sharon Newcome, SubschooL 8 Principal
Tara Filmyer, Lead Middle School Counselor
Beth Gross, Middle School Counselor

Shawn Spear, SubschooL 7 Principal
Jennifer Miley, Director of Student Services
Erin Barden, Middle School Counselor
Dolores Malloy, School Counselor

MIDDLE SCHOOL INSTRUCTIONAL PROGRAM STANDARD and OPTIONAL COURSE OFFERINGS

The seventh and eighth grade programs are a combination of required and elective courses. Middle school students will be expected to take seven courses each semester. Students should consider current interests and future goals when selecting courses. Plan carefully; talk with your parents/guardians, counselors and teachers as they can help you make wise decisions about courses to take in middle school.

Seventh graders will take: English 7, U.S. History, Investigations in Environmental Science, Mathematics (Mathematics 7, Algebra 1 Honors), Health & Physical Education 7, and elective courses to complete a schedule of seven courses.

Eighth graders will take: English 8, Civics, Investigating Matter & Energy 8, and Mathematics (Mathematics 8, Algebra 1, Algebra 1 Honors, Geometry Honors), Health and Physical Education, and elective courses to complete a schedule of seven courses.

Specialized Programs

English for Speakers of Other Languages (ESOL):

ESOL students are placed in Level 1 (very limited or no knowledge of English), Level 2 (limited proficiency in English), or Level 3-4 (proficient in speaking and understanding English but limited in reading and writing skills). The Level 1 students are in ESOL classes four periods each day. Level 2 students have two periods per day, and Level 3-4 students, have one period of ESOL per day. ESOL students are enrolled in mainstream courses for all other classes that are not designated by the ESOL program. If you have any questions regarding ESOL placement, please contact the English for Speakers of Other Languages department coordinator, Betsy Beyler ebabeyler@fcps.edu.

Exceptional Education:

The exceptional education department offers a continuum of services as determined by a student's Individualized Educational Plan (IEP). Students with disabilities are eligible to participate in courses specifically designed to meet their identified needs as specified in the IEP. Students may have experiences in general education classes with the support of a special education teacher. Students who require more specialized instruction and reinforcement are enrolled in small group special education classes. Students may also be fully mainstreamed in their academic courses according to their IEP. If you have any questions regarding the special education placement, please contact the exceptional education department coordinator, Lisa Taweel LJTaweel@fcps.edu.

Enrichment & Intervention Programs: In order to assist students in achieving proficiency on the Standards of Learning (SOL) tests, additional academic support semester courses are available. These courses are designed to provide direct instruction in order to augment knowledge and skills in certain indicated subject areas. Placement and eligibility is determined through recommendation.

Action Literacy:

Action Literacy 7 or Action Literacy 8 is a one semester SOL support class for the English Reading SOL (not Writing SOL) for 7th grade or 8th grade students reading on or just below grade level. These students have word attack skills and comprehension skills near grade level (on grade level to two years below grade level), but their general comprehension is in need of support. This course reinforces vocabulary instruction as well as explicit reading strategy instruction.

Algebra Readiness Incentive (ARI):

This course is designed to augment student abilities in Algebra. Placement and eligibility is determined through assessment.

Read 180:

READ 180 is a full year reading intervention course designed to meet the needs of students whose reading achievement is well below the proficient level. The course addresses individual needs through direct teacher instruction, high-interest reading materials, and adaptive instructional software. It can be accessed by both seventh and eighth graders. Dependent on their proficiency levels, some students might be enrolled in the course for two years.

RESPONSIVE WRITING:

Responsive Writing is a one-semester English Writing SOL support class for eighth grade students. This small intervention class will focus on implementing the writing process and applying the Six Traits of Writing. This class offers students strategies that enable them to write effectively and is built around best practices in writing such as conferring, using mentor text, and supporting real-world writing.

Advanced Academic Program: This program is designed for those students who have demonstrated high achievement in one or more areas of academic strength. The Advanced Academics Program is offered in both seventh and eighth grades through the core subjects of English, social studies, science and math. The curriculum and instruction in Honors classes extends and enriches the FCPS Program of Studies through research-based practices designed to engage and challenge advanced learners, e.g., problem-based learning, research, and investigations. Honors classes provide opportunities to build on individual academic strengths, develop critical and creative thinking skills, and prepare students for advanced coursework in high school. The curriculum is based on the Parallel Curriculum Model, a nationally endorsed model for high-ability learners. The framework of the Parallel Model Curriculum encourages students to think conceptually; to make connections across time, place, and subject; to perform as a practitioner or scholar in a discipline; and to self-assess and reflect on their learning and the learning process. Lessons provide “ascending levels of intellectual demand.” As a student becomes more advanced, task demand escalates to ensure that the student is appropriately challenged and continues to progress toward expertise. Honors classes, which are available in all FCPS middle schools, seek to provide opportunities to build on the individual strengths of each student.

HONORS PROGRAM:

Students who have demonstrated high achievement, interest, and/or potential in one or more academic areas may be ready to take honors classes. At Robinson, the academic focus of honors classes is placed on higher-level critical thinking skills. These classes provide an enriched and accelerated curriculum. We encourage parents to evaluate their student's academic strengths, ability and SOL achievement, grades, school/teacher recommendation, and related behavioral factors for appropriate placement. There is a strong expectation that students remain in the level (standard or honors) that they started the academic year. This policy is based on instructional best practice and the limitations of the schedule. Schedule changes will NOT be made in order that students may avoid poor or failing grades, nor will students be "moved up" to honors classes mid-year.

Math Honors:

Students who have taken Compacted Math 6 at an FCPS elementary school are automatically enrolled in Math 7 Honors in 7th grade. Students either coming from within or out of FCPS and who did not take Compacted Math 6 will be looked at holistically for placement in Math 7 Honors. Math 7 Honors covers Mathematics Grade 8 Standards and students must take the Math 8 Standards of Learning Standardized Assessment Test at the end of the school year. Careful consideration is encouraged.

High School Options:

World language classes as well as Algebra 1, Algebra 1 Honors, and Geometry Honors are high school credit courses offered to eighth graders. Algebra 1 Honors is also available to 7th grade students who qualify through testing. These courses become part of the high school transcript record, are included in the calculation of high school grade point average (GPA), and count toward credits for high school graduation. It is recommended, but not required, that 8th grade students take Algebra 1 and a world language if they plan to enroll in Advance Placement or International Baccalaureate courses in high school. Admission to Thomas Jefferson High School for Science and Technology (TJHSST) requires the completion of Algebra 1 prior to 9th grade.

Thomas Jefferson High School For Science And Technology

The Thomas Jefferson High School for Science and Technology is a unique Fairfax County public school offering a comprehensive college preparatory program emphasizing the sciences, mathematics, and technology. As the Governor's School for Science and Technology in Northern Virginia, the school serves students who are selected in a competitive process and intend to pursue college preparation in the sciences, engineering, or related fields. Students may obtain information about application procedures and deadlines from the School Counseling Office of their local schools or by calling Thomas Jefferson High School for Science and Technology Office of Admissions at 571-423-3770 or at: <http://www.tjhsst.edu/abouttj/admissions/index.html> .

WORLD LANGUAGES PROFICIENCY CREDIT

The Credit Exam for World Languages is given each fall to students who wish to demonstrate written proficiency in one of several languages: Amharic, Arabic, Bengali, Chinese, Farsi, French, German, Hindi, Japanese, Korean, Nepali, Punjabi, Russian, Somali, Spanish, Tagalog/Pilipino, Telugu, Twi, Urdu, or Vietnamese. Students who are successful on the exam receive two world languages credits which may be used to fulfill the world languages requirements/electives of the Advanced Studies, Advanced Technical, Standard Technical or Standard Diplomas. In addition, middle school students in grades 6-8 enrolled in ESOL 5720-5730 courses may receive up to two world languages credits towards high school graduation requirements in the two-plus-two option for fulfilling the world languages requirement. High school students enrolled in ESOL 5720 courses may receive elective or up to two world languages credits toward high school graduation requirements in the two-plus-two option for fulfilling the world languages requirement. For more information on the exam, go to:

<http://www.fcps.edu/is/worldlanguages/creditexam/index.shtml> or contact the World Languages Team at 571-423-4602.

MIDDLE SCHOOL GRADING & PROMOTION POLICY

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

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

Students who earn an “F” in three or four core courses are retained, at the discretion of the principal.

To be placed in grade 9, the student must be promoted from the 8th grade.

GRADING SYSTEM

Effective September 2009

FCPS adopted a new grading scale effective September 2009. Changes in the FCPS grading policy include a modified ten-point grading scale that uses pluses and minuses. An asterisk (*) is used on the transcript to distinguish B+, C+, and D+ grades earned prior to September 2009. For example, B* = B+.

A (93-100) = 4.0	B- (80-82) = 2.7	D+ (67-69) = 1.3
A- (90-92) = 3.7	C+ (77-79) = 2.3	D (64-66) = 1.0
B+ (87-89) = 3.3	C (73-76) = 2.0	F (below 64) = 0.0
B (83-86) = 3.0	C- (70-72) = 1.7	

Grading System Prior to September 2009

A (94-100) = 4.0	C (74-79) = 2.0
B+ (90-93) = 3.5	D+ (70-73) = 1.5
B (84-89) = 3.0	D (64-69) = 1.0
C+ (80-83) = 2.5	F (below 64) = 0.0

WITHDRAWAL POLICY for High School Credit Classes

For the first grading period only, a student has five days after the date on which report cards are sent home in which to drop a course without having a grade recorded. Courses dropped are not counted in the grade point average except when an F is received for the course. Middle schools do not calculate grade-point averages; however, if a high school credit course is taken by a middle school student, courses dropped are not counted in the high school grade-point average except when an F is received for the course. Unless the principal approves an exception, a student may not withdraw during the final quarter of a course if he or she is passing the course. If a student drops a course during the:

1st quarter	No penalty--nothing is recorded.
2nd quarter	WP (withdrawn passing) or WF (withdrawn failing) is recorded. Exception: For semester courses a WP or F for failure is recorded.
3rd quarter	WP or WF is recorded.
4th quarter	WP or F for failure is recorded.

EXPUNGING HIGH SCHOOL COURSES TAKEN IN MIDDLE SCHOOL

In accordance with Virginia state regulations, FCPS Regulation 2430 permits parents of students who take a high school credit-bearing course in middle school to request that the grade be omitted from the student's high school transcript and the student not earn high school credit for the course. *Parents must make this request in writing no later than the end of the first nine weeks of the school year following completion of the course.* The form to make this request, along with the process for making the request, is available at: <http://www.fcps.edu/it/forms/is104.pdf> or through your student's school counselor. Parents are strongly advised to discuss this decision with their student's school counselor and the impact of expunging a course on desired high school diploma type and standard and verified credit requirements.

GRADE POINT AVERAGE

Middle schools do not calculate a grade-point average. High school grade point average (GPA) is calculated on the basis of all courses for which high school credit has been earned or attempted, including repeated courses previously passed. In order for a repeat course to raise a GPA, the student's grade must be higher than the one originally given. All classes appearing on the high school transcript including high school classes taken in summer school, middle school, elementary school, or online are included when calculating GPA.

Algebra 1 Honors, Geometry Honors and Algebra 2 Honors receive an additional 0.5 weight added to the final grade upon successful completion of the course. Successful completion is defined as completing the course with a passing grade. For example, a final grade of A in an honors class shall receive 4.5 quality points.

High school credit bearing courses dropped will not be counted in grade point average (GPA) except when a final grade of F is received: (a) for the fourth grading period of a full-year course, or (b) for the second grading period of a semester course. A student's GPA is determined by dividing the total number of quality points earned by the number of courses included in the transcript. The grade point average is reported to three decimal places (thousandths). Fairfax County Public Schools does not rank its students.

Robinson Middle School Course Offerings 2012-2013



ENGLISH

MATHEMATICS

SCIENCE

SOCIAL STUDIES

HEALTH and PHYSICAL EDUCATION

ESOL

SPECIAL EDUCATION

BUSINESS and INFORMATION TECHNOLOGY

FAMILY and CONSUMER SCIENCES

FINE ARTS-MUSIC

FINE ARTS-THEATRE ARTS

FINE ARTS-VISUAL ARTS

GENERAL

TECHNOLOGY and ENGINEERING EDUCATION

WORLD LANGUAGES

COURSE SELECTIONS-REQUIRED COURSES

ENGLISH



ENGLISH 7

(111000) 36 weeks (year)

Grade: 7

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

ENGLISH 7 HN

(111036) 36 weeks (year)

Grade: 7

This course extends the standard program of studies for English 7. As students read and study a variety of literature, building on an understanding of reading as a process that includes analyzing and interpreting the text, they make connections across time, place, and subject; perform as a practitioner or scholar in a discipline; and self-assess and reflect on their learning and the learning process. Instruction is enriched and extended through research-based practices designed to engage and challenge advanced learners, e.g. problem-based learning, research, and investigations. **Students are required to take the Standards of Learning End of Course Test.**

ENGLISH 8

Grade: 8

(112000) 36 weeks (year)

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

ENGLISH 8 HN

Grade: 8

(112036) 36 weeks (year)

This course extends the standard program of studies for English 8. As students read and study a variety of literature, building on an understanding of reading as a process that includes analyzing and interpreting the text, they make connections across time, place and subject; perform as a practitioner or scholar in a discipline; and self-assess and reflect on their learning and the learning process. Instruction is enriched and extended through research-based practices designed to engage and challenge advanced learners, e.g. problem-based learning, research, and investigations. **Students are required to take the Standards of Learning End of Course Test.**

MATHEMATICS



MATHEMATICS 7

Grade: 7

Prerequisite: Mathematics Grade 6

(311100) 36 weeks (year)

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

MATHEMATICS 7 HN

(311136) 36 weeks (year)

Grade: 7

Prerequisite: Successful Completion of Math 6

The depth and level of understanding in Mathematics 7 Honors is beyond the scope of Mathematics 7. This course is based on Mathematics 8 curriculum and includes extensions and enrichment. Emphasis is placed on mathematical reasoning, non-routine problem solving, and algebraic connections among mathematical ideas. This course provides students the opportunity to acquire the concepts and skills necessary for success in Algebra I or Algebra I Honors. **Students are required to take the Standards of Learning End of Course Test.**

MATHEMATICS 8

(311200) 36 weeks (year)

Grade: 8

Prerequisite: Mathematics 7

Students extend their study of algebra- and geometry-preparatory concepts and skills; strategies for collecting, analyzing, and interpreting data; and number concepts and skills especially proportional reasoning. Reasoning, problem solving, communication, concept representation, and connections among mathematical ideas are emphasized in a hands-on learning environment. Graphing calculators and computers are integrated with instruction. This course provides students the opportunity to acquire the concepts and skills necessary for success in Algebra I or Algebra I Honors. **Students are required to take the Standards of Learning End of Course Test.**

ALGEBRA 1

(313000) 36 weeks (year)

Grade: 8

Credit: One

Prerequisite: Successful completion of Math 7

This course extends students' knowledge and understanding of the real number system and its properties through the study of variables, expressions, equations, inequalities, and analysis of data derived from real-world phenomena. Emphasis is placed on making connections in algebra to geometry and statistics. Calculator and computer technologies will be used as tools wherever appropriate. Use of a graphing calculator is considered essential to provide a graphical and numerical approach to topics in addition to a symbolic approach. Topics include linear equations and inequalities, systems of linear equations, relations, functions, polynomials, and statistics. **Students are required to take the Standards of Learning End of Course Test.**



ALGEBRA 1 HONORS

(313036) 36 weeks (year)

Grade: 7, 8

Credit: One/weighted +.5

Grade 7 Criteria: 91% or higher on IAAT and Pass Advanced Math 7 SOL Test

Prerequisite: Successful completion of Mathematics 7 and/or Mathematics 8

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

GEOMETRY HONORS

(314336) 36 weeks (year)

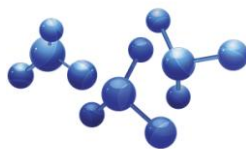
Grade: 8

Credit: one/weighted +.5

Prerequisite: Successful completion of Algebra 1

The depth and level of understanding expected in Geometry Honors is beyond the scope of Geometry. This course emphasizes two- and three-dimensional reasoning skills, coordinate and transformational geometry, and the use of geometric models to solve problems. A variety of applications and some general problem-solving techniques, including algebraic skills, will be used to explore geometric relationships. Conjectures about properties and relationships are developed inductively and then verified deductively. Students investigate non-Euclidean geometries, formal logic, and use deductive proofs to verify theorems. Calculators, computers, graphing utilities, dynamic geometry software, and other appropriate technology tools will be used to assist in teaching and learning. **Students are required to take the Standards of Learning End of Course Test.**

SCIENCE



INVESTIGATIONS IN ENVIRONMENTAL SCIENCE

(411500) 36 weeks (year)

Grade: 7

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

INVESTIGATIONS IN ENVIRONMENTAL SCIENCE HN

(411536) 36 weeks (year)

Grade: 7

This course extends the standard program of studies for life science. As they study the content strands of cellular structure and function, heredity, diversity, populations and ecosystems the students will think conceptually; make connections across time, place and subject areas; perform as a practitioner or scholar in a discipline; and self-assess and reflect on their learning and the learning process. Instruction is enriched and extended through research-based practices designed to engage and challenge advanced learners, e.g. problem-based learning, research, investigations projects and current events. **Students are required to take the Standards of Learning End of Course Test.**

INVESTIGATING MATTER AND ENERGY

(412500) 36 weeks (year)

Grade: 8

Investigating Matter and Energy builds upon the experiences in the physical sciences introduced to students in the upper-elementary grades. Properties of matter, energy forms and their transformations, and forces and motion are content strands developed through a sequence of hands-on investigations. To augment the inquiry-based investigations, computer technologies including graphing calculators, Vernier LabQuests and probe ware, webquests, and streaming videos are used to build background knowledge and enhance student understanding. Process skills related to scientific investigation, reasoning, and logic are integrated throughout the course as students carry out investigations, collect and analyze data, and formulate conclusions. The end of course test covers content from grades 6, 7, and 8. **Students are required to take the Standards of Learning End of Course Test.**

INVESTIGATING MATTER AND ENERGY HN

(412536) 36 weeks (year)

Grade: 8

This course extends the standard program of studies for investigating physical science. As they study the content strands of properties of matter, energy forms and their transformations, and forces and motion the students will think conceptually; make connections across time, place and subject areas; perform as a practitioner or scholar in a discipline; and self-assess and reflect on their learning and the learning process. Instruction is enriched and extended through research-based practices designed to engage and challenge advanced learners, e.g. problem-based learning, research, investigations, projects and current events. The end of course test covers content from grades 6, 7, and 8. **Students are required to take the Standards of Learning End of Course Test.**

SOCIAL STUDIES



UNITED STATES HISTORY, 1865 TO THE PRESENT

(235500) 36 weeks (year)

Grade: 7

The grade seven program provides a survey of American history since 1865. This course incorporates the four strands of history, geography, civics, and economics. Important trends in American history are identified by the analysis of the role of ideas, individuals, and important events. Students develop historical-thinking skills and extend their understanding of how economics and geography shapes history. **Students are required to take the Standards of Learning End of Course Test.**

US HISTORY 7 HN

(235536) 36 weeks (year)

Grade: 7

This course extends the standard program of studies for US History in grade 7, a survey of American history since 1865. As they study the four strands of history, geography, civics, and economics the students will think conceptually; make connections across time, place and subject areas; perform as a practitioner or scholar in a discipline; and self-assess and reflect on their learning and the learning process. Instruction is enriched and extended through research-based practices designed to engage and challenge advanced learners, e.g. problem-based learning, research, and investigations. **Students are required to take the Standards of Learning End of Course Test.**

CIVICS



CIVICS AND ECONOMICS

(235700) 36 weeks (year)

Grade: 8

The grade eight program is designed to prepare students to be responsible, productive citizens in a democratic republic and an interconnected world. Students will gain an understanding of the concepts and processes of democratic government and the American economic system. Students examine the role that citizens play in the political, governmental, and economic systems in the United States. Students will acquire knowledge of the structure and operation of these systems at the national, state and local levels. A service learning component helps students personalize citizenship education. **Students are required to take the Standards of Learning End of Course Test.**

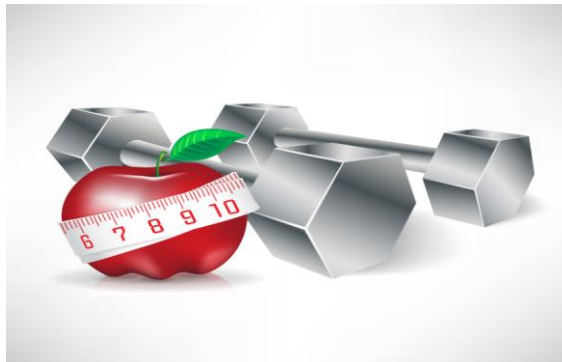
CIVICS 8 HN

(235736) 36 weeks (year)

Grade: 8

This course extends the standard program of studies for Honors Civics and Economics in grade 8 which is designed to prepare students to be responsible, productive citizens in a democratic republic and an interconnected world. As they gain an understanding of the concepts and processes of democratic government and the American economic system the students will think conceptually; make connections across time, place and subject areas; perform as a practitioner or scholar in a discipline; and self-assess and reflect on their learning and the learning process. Instruction is enriched and extended through research-based practices designed to engage and challenge advanced learners, e.g. problem-based learning, research, and investigations. A service learning component helps students personalize citizenship education. **Students are required to take the Standards of Learning End of Course Test.**

HEALTH and PHYSICAL EDUCATION



HEALTH AND PHYSICAL EDUCATION 7

(712000) 36 weeks (year)

Grade: 7

Students strengthen and/or master basic skills developed at the elementary level. Emphasis is on highly organized lead-up activities, modified games, and fitness and wellness activities. Content areas include rhythmic activities and dance, physical fitness, wellness-related testing, fitness planning, and application of skills in selected games and sports. Health units include alcohol, tobacco, and other drug use prevention, disease prevention, personal safety, injury and violence prevention, emotional and social health, and human growth and development.

HEALTH AND PHYSICAL EDUCATION 8

(720000) 36 weeks (year)

Grade: 8

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

ADAPTED PHYSICAL EDUCATION

(770016) 36 weeks (year)

Grade: 7, 8

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

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

SPECIALIZED PROGRAMS

ENGLISH FOR SPEAKERS OF OTHER LANGUAGES



BEGINNING ESOL ENGLISH

(571061) 36 weeks (year)

WIDA ELP Level 1 & 2

Grade: 7, 8

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

BEGINNING ESOL ENGLISH

(571062) 36 weeks (year)

WIDA ELP 1 & 2 English

Grade: 7, 8

This is the second of two English classes in which WIDA ELP 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. This course may be repeated. **Students are required to take the Standards of Learning End of Course Test.**

ESOL US HISTORY 7

(571217) 36 weeks (year)

WIDA ELP LEVEL 1 & 2

Grade: 7

This is the Social Studies class in which grade 7 WIDA ELP Level 1 & 2 students are enrolled. It is aligned with the grade 7 Standards of Learning and the FCPS POS. This class is designed to support the development of academic language and skills through alignment with the grade level Social Studies Standards. It supports content vocabulary development as well as academic discourse of Social Studies. **Students are required to take the Standards of Learning End of Course Test.**

ESOL CIVICS & ECONOMICS 8

(571218) 36 weeks (year)

WIDA ELP Level 1 & 2

Grade: 8

This is the Social Studies class in which grade 8 WIDA ELP Level 1 & 2 students are enrolled. This class is designed to support the development of academic language and skills through alignment with the grade 8 Civics and Economics standards. It supports the development of vocabulary and academic discourse of Social Studies. **Students are required to take the Standards of Learning End of Course Test.**

ESOL FOCUS SCIENCE

(571400) 36 weeks (year)

WIDA ELP LEVEL 1 & 2

Grade: 7, 8

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

ESOL FAST MATH

(571300) 36 weeks (year)

WIDA ELP Level 1 & 2

Grade: 7, 8

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

DEVELOPING ESOL ENGLISH

(572061) 36 weeks (year)

WIDA ELP LEVEL 2 & 3

Grade: 7, 8

This is the English language class in which WIDA ELP Levels 2 & 3 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. When appropriate, Level 3 ESOL students should be enrolled in grade level English. This course may be repeated. **Students are required to take the Standards of Learning End of Course Test.**

ESOL ACADEMIC LANGUAGE

(573061) 36 weeks (year)

WIDA ELP LEVEL 3 & 4

Grade: 7, 8

The class is designed to enrich students' academic language across the curriculum. Students develop academic language through targeted instruction in vocabulary, reading strategies, content writing and academic discourse models for continued success in grade level courses. WIDA ELP Level 4 students are enrolled in both this course and a grade level English class. This course may be taken by WIDA ELP Level 3 students in conjunction with Developing ESOL English (572061). This course may be repeated. **Students are required to take the Standards of Learning End of Course Test.**

EXCEPTIONAL EDUCATION



BASIC SKILLS

(781980) 36 weeks (year)

Grade: 7, 8

This elective course is designed to provide support to a student in core curricular areas and to provide direct instruction in specific learning strategies, study skills, time management, organization and coping skills. Time is also allotted to address individual areas of need as identified in a student's Individual Educational Plan (IEP). While students may receive assistance on core curricular assignments, the course is not designed to serve as a study hall. The course may be taught as an elective both years, as appropriate.

LIFE SKILLS

(798816) 36 weeks (year)

Grade: 7, 8

Designed to prepare students for managing life after graduation with the maximum of independent functioning. Instruction is individualized to meet the needs of the students in the areas of life skills and work skills such as managing personal care, home care, community living, and interpersonal relationships skills needed for successful employment.

PERSONAL DEVELOPMENT

(781540) 36 weeks (year)

Grade: 7, 8

Designed for students whose social/emotional needs affect their school performance. Instructional topics include: understanding yourself, goal setting, communication, building relationships, dealing with emotions, stress management, wellness, problem-solving, decision-making, self-advocacy, and career and transition. This course is appropriate for students who have documented social/emotional needs on their Individualized Educational Program (IEP).

WORK AWARENESS AND TRANSITION

(907060) 36 weeks (year)

Grade: 7, 8

This year long course is designed to assist students as they begin to consider high school and post secondary options through career awareness and career exploration activities. Students learn and practice appropriate interpersonal/co-worker interactions, explore interests related to career options and develop work related skills through a variety of work experiences.

READING 7

(110780) 36 weeks (year)

Grade: 7

This course is designed to provide direct, explicit and intensive reading instruction to students with disabilities who are reading significantly below grade level. Basic objectives of the reading courses are focused on closing the gap between the student's present level of performance and the level of performance needed to successfully access the general curriculum. Instruction focuses on increasing student's decoding, fluency and comprehension skills of fiction and nonfiction materials, which is based on the diagnosis of each student's needs as outlined through the student's Individual Education Program (IEP).

READING 8

(110880) 36 weeks (year)

Grade: 8

This course is designed to provide direct, explicit and intensive reading instruction to students with disabilities who are reading significantly below grade level. Basic objectives of the reading courses are focused on closing the gap between the student's present level of performance and the level of performance needed to successfully access the general curriculum. Instruction focuses on increasing student's decoding, fluency and comprehension skills of fiction and nonfiction materials, which is based on the diagnosis of each student's needs as outlined through the student's Individual Education Program (IEP).

ENRICHMENT & INTERVENTION COURSES



ACTION LITERACY 7

(011047) 18 weeks (semester)

Grade: 7

Action Literacy 7 is a one-semester SOL support class for the English Reading SOL (not Writing SOL) for 7th grade students reading on or just below grade level. The classes are capped at 15 students. These students have word attack skills and comprehension skills near grade level (on grade level to two years below grade level), but their general comprehension is literal or low level. This course reinforces vocabulary instruction as well as explicit reading strategy instruction.

ACTION LITERACY 8

(011048) 18 weeks (semester)

Grade: 8

Action Literacy 8 is a one semester SOL support class for the English Reading SOL (not Writing SOL) for 8th grade students reading on or just below grade level. The classes are capped at 15 students. These students have word attack skills and comprehension skills near grade level (on grade level to two years below grade level), but their general comprehension is literal or low level. This course reinforces vocabulary instruction as well as explicit reading strategy instruction.

READ 180

(110868) 36 weeks (year)

Grade: 7, 8

READ 180 is a full year reading intervention course designed to meet the needs of students whose reading achievement is well below the proficient level. The course addresses individual needs through direct teacher instruction, high-interest reading material, and adaptive instructional software. Because it is an intervention course, READ 180 is capped at 15 students. It can be accessed by both seventh and eighth graders from ESOL or general and special education populations. Depending on their proficiency level, some students might be in the course for two years.

RESPONSIVE WRITING

(011049) 18 weeks (semester)

Grade: 8

Responsive Writing is a one-semester English Writing SOL support class for 8th grade students. This small intervention class will focus on implementing the writing process and applying the Six Traits of Writing. The classes are capped at 15 students. Built around best practices in writing such as conferring, using mentor text, and supporting real-world writing, this class offers students strategies that enable them to write effectively.

COURSE SELECTIONS-ELECTIVE COURSES

Business & Information Technology



COMPUTER SOLUTIONS

(660932) 18 weeks (semester)

Grade: 7, 8

18 week course Business and Information Technology
Computer Solutions teaches concepts in database, spreadsheet, presentation, publishing, and Internet skills. The Computer Solutions course extends student expertise in a project-based curriculum. The Computer Solutions course is intended to serve as a bridge to the high school business department curriculum. This course teaches valuable computer skills that will continue to be used in high school and college. Students will see a positive change in their ability to use the computer to enhance school projects and will become better able to clearly communicate their ideas through reports, charts, and visual presentations. Basic touch keyboarding instruction is provided in the course as well as a foundational knowledge of the Microsoft Office Suite: Word, Power Point, Excel, and Access.

DIGITAL INPUT TECHNOLOGIES

(616032) 18 weeks (semester)

Grade: 7, 8

Prerequisite: Computer Solutions or equivalent skill

18 week course Business and Information Technology
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.

ENGLISH ELECTIVES



LITERARY ARTS: JOURNALISM (Yearbook)

(116169) 18 weeks (semester)

Grade: 7, 8

Students study the production of a yearbook from start to finish including photography, layout, design, copy, caption, and headline writing. In the process of learning the basics of journalism with an emphasis on yearbooks, students also have an opportunity to contribute to the *Robinson Sentry* yearbook. During the last six weeks of the semester, students create a 25+ page yearbook of their own. Working in groups, students can use much of the material they created during the course of the semester including photos, copy, and graphics. Because of the freedom and creativity involved in this project students often say it is their favorite part of this class.

LITERARY ARTS: JOURNALISM (Newspaper)

(116168) 18 weeks (semester)

Grade: 7, 8

Students learn basic publication and journalism skills focusing on writing articles and designing layouts for the newspaper. Students will write, edit, design, and publish two editions of *The Medallion*, the middle school newspaper.

CREATIVE WRITING

(110862) 18 weeks (semester)

Grade: 7, 8

Students develop their creative writing skills with an emphasis on building skills and stamina as writers. Writing short stories and poetry as well as working on a variety of creative projects and fun writing exercises help to enhance student writing expertise and creativity. Students refine their skills using 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 others.

READING

(110732 & 110832) 18 weeks (semester)

Grade: 7,8

This is a course for students who like to read and often feel they don't have enough time to do so. It is also for those students who don't mind reading, but may find trouble finding books they like. Students spend the class reading most days. In addition, they watch movies that are based on books, and enjoy teacher read-alouds. Students are permitted to go to the Media Center on a regular basis. This class does NOT offer remedial reading instruction.

FAMILY & CONSUMER SCIENCES



FAMILY AND CONSUMER SCIENCES 7

(826332) 18 weeks (semester)

Grade: 7

This semester course uses higher order thinking skills that will help students develop responsible and positive attitudes toward their societal roles. Through lab experiences and simulated activities with peers, students will develop basic skills in sewing, clothing care, food management and preparation, getting along with peers and family members, care of others, and management of space and self. This hands-on course reinforces critical and analytical thinking.

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

FAMILY AND CONSUMER SCIENCES 8

(824432) 18 weeks (semester)

Grade: 8

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

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

FINE ARTS MUSIC



BEGINNING BAND (RAM BAND)

(923210) 36 weeks (year)

Grade: 7, 8

Prerequisite: none

Beginning level band classes develop skills on woodwind, brass, or percussion instruments. Guidance will be given by the instructor in the selection of an instrument. Simple duets, rounds and other ensemble literature will be performed in the class. Students must meet both the school day and after-school participation requirements to receive credit for the course.

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

INTERMEDIATE BAND (CADET BAND)

(923310) 36 weeks (year)

Grade: 7, 8

Prerequisite: Successful audition

Intermediate level band students will continue to develop skills on woodwind, brass, or percussion instruments. A variety of musical styles will be studied through the playing of band literature. Students must meet both the school day and after-school participation requirements to receive credit for the course. **This course requires a student materials fee as listed in FCPS Notice 5922.**

ADVANCED BAND (Concert/Symphonic Band)

(923410) 36 weeks (year)

Grade: 7, 8

Prerequisite: Successful audition

Advanced level band offers instruction to the advanced player. In-depth study of musical styles will be realized through challenging band literature. Students must meet both the school day and after-school participation requirements to receive credit for the course.

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



BEGINNING ORCHESTRA

(923710) 36 weeks (year)

Grade: 7, 8

Prerequisite: None

Beginning level orchestra course develops skills on viola, cello, and bass. Guidance will be given by the instructor in the selection of an instrument. Content includes study of appropriate ensemble literature, and rehearsal and performance techniques. Students must meet both the school day and after-school participation requirements to receive credit for the course.

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

STRING ENSEMBLE (Intermediate Orchestra)

(923810) 36 weeks (year)

Grade: 7, 8

Prerequisite: Successful audition

This ensemble is designed to meet specific needs and/or interests for string instruments. This course offers instruction to young violin, viola, cello, and bass players who are continuing to develop skills on violin, viola, cello, and bass. A variety of musical styles will be studied through the playing of appropriate string orchestra literature. Students must meet both the school day and after-school participation requirements to receive credit for the course.

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

CONCERT ORCHESTRA (Advanced Intermediate Orchestra) (923821) 36 weeks (year)

Grade: 7, 8

Prerequisite: Successful audition

Advanced Intermediate Orchestra offers instruction to violin, viola, cello, and bass players who are developing intermediate and early advanced performance skills on violin, cello, and bass. A variety of musical styles will be studied through the playing of appropriate string orchestra literature. Students must meet both the school day and after-school participation requirements to receive credit for the course.

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

SINFONIETTA (Advanced Orchestra) (923910) 36 weeks (year)

Grade: 7, 8

Prerequisite: Successful audition

Advanced Orchestra offers instruction to the experienced young violin, viola, cello, and bass player through in-depth study and performance of challenging string orchestra literature, with an emphasis on upper level skills. Students must meet both the school day and after-school participation requirements to receive credit for the course.

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



CHORUS (Men's Choir or Women's Chorus) (926032) 18 weeks

(semester)

Grade: 7, 8

Prerequisite: Non-Auditioned

This course provides instruction in proper vocal techniques, music fundamentals, and rehearsal practices. Through a variety of choral literature, students will experience two and/or three-part singing. Types of performances may include concert choral performances, choral choreography, and/or musical dramas. Students must meet both the school day and after-school participation requirements to receive credit for the course.

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

WOMEN'S CHORUS (926011) 36 weeks (year)

Grade: 7, 8

Prerequisite: Non-Auditioned

Students participate in a choral experience designed to develop skills as individual musicians and as members of a women's ensemble. Emphasis is placed upon vocalization and sight-singing through the use of appropriate choral literature. Students must meet both the school day and after-school participation requirements to receive credit for the course.

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

MEN'S CHORUS (Men's Choir)

(926012) 36 weeks (year)

Grade: 7, 8

Prerequisite: Non-Auditioned

Students participate in a choral experience designed to develop skills as individual musicians and as members of a men's ensemble. Emphasis is placed upon vocalization and sight-singing through the use of appropriate choral literature. Students must meet both the school day and after-school participation requirements to receive credit for the course.

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

ADVANCED WOMEN'S CHORUS (YOUNG WOMEN'S ENSEMBLE)

(928911) 36 weeks (year)

Grade: 7, 8

Prerequisite: Successful audition

This course offers advanced instruction in vocal techniques, music fundamentals, and sight-reading. Through a variety of challenging choral literature, students will experience three and/or four-part singing. Types of performances may include concert choral performances, choral choreography, and/or musical dramas. Students must meet both the school day and after-school participation requirements to receive credit for the course.

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

MUSIC PARTICIPATION LAB 1 (Including Guitar)

(921332) 18 weeks (semester)

Grade: 8

Prerequisite: none

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

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

**FINE ARTS
THEATRE ARTS**



THEATRE ARTS APPRECIATION

(139067) 18 weeks (semester)

Grade: 7, 8

Students develop an appreciation of theatre and the ability to perform through an introduction to the basic concepts and skills of acting. Through viewing and participating in a variety of performance activities, students will enhance imagination, poise, and confidence. Students will use the skills and knowledge acquired to appreciate and understand the purpose of theatre arts in school and other activities.

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

ADVANCED THEATRE ARTS APPRECIATION

(139569) 18 weeks (semester)

Grade: 8

Prerequisite: Theatre Arts Course in Grade 7 and/or recommendation of the theatre or speech arts instructor. Students who are continuing the study of theatre arts for a second year will be taught to apply and expand the skills developed in the introductory class. They will participate in a variety of dramatic activities and perform for varied audiences. This course is designed for students who are interested in an expanded study of theatre arts and oral communication.

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

ADVANCED THEATRE ARTS APPRECIATION

(139568) 36 weeks (year)

Grade: 8

Prerequisite: Theatre Arts Course in Grade 7 and/or recommendation of the theatre or speech arts instructor. Students who are continuing the study of theatre arts for a second year will be taught to apply and expand the skills developed in the introductory class. They will participate in a variety of dramatic activities and perform for varied audiences. This course is designed for students who are interested in an expanded study of theatre arts and oral communication.

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



SPEECH ARTS APPRECIATION (“Monday in the Middle”)

(130062) 18 weeks (semester)

Broadcast Journalism & “Monday in the Middle” Video Announcements

Grade: 7, 8

Students develop an appreciation of speech and multi-media production through an introduction to the basic concepts and skills relating to oral communication, public speaking, acting, broadcasting, and multi-media production. Students are responsible for creating a weekly newsmagazine called *Monday in the Middle* which is viewed by teachers and peers. Students begin to develop poise, leadership, and confidence in speaking, and they develop skills in listening, collaborating, and discussing in group situations. By teacher recommendation only. Independent work habits and creative thinking required.

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

FINE ARTS VISUAL ARTS



ART FOUNDATIONS

(910532) 18 weeks (semester)

Grade: 7, 8

Explore a variety of art materials, develop art techniques, and use creative thinking skills to express ideas and viewpoints about personal experiences and the world. Produce meaningful and unique drawings, paintings, prints, sculptures, ceramics and crafts in a studio setting. Study artists and their works to gain understanding of the artistic process and learn about art produced at different times and in diverse cultures. Make interdisciplinary connections based on the Virginia Standards of Learning for all disciplines.

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

3D ART EXPLORATION

(910632) 18 weeks (semester)

Grade: 7, 8

Prerequisite: Art Foundations or eighth grade standing

Work in the third-dimension by creating sculptures, ceramic objects, models and installations that express ideas about personal experiences and observations of the world. Learn to use a variety of art media, non-traditional materials, tools and equipment to compose, construct, and form functional and decorative artworks. Build knowledge, refine skills, improve techniques, and craftsmanship to meet challenges and solve problems in unique ways. Investigate three-dimensional artworks produced by artists in different times and places to inform the art-making process.

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

ART EXTENSIONS

(911532) 18 weeks (semester)

Grade: 7, 8

Prerequisite: Art Foundations

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

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

ART EXTENSIONS

(911500) 32 weeks (semester)

Grade: 8

Prerequisite: Grade 8 with recommendation of teacher

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

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

COMPUTERS IN ART

(911562) 18 weeks (semester)

Grade: 7, 8

Prerequisite: Art Foundations or eighth grade standing

Integrate the computer and associated technology with traditional art media and practices to create original artwork. Work with a variety of software applications including Adobe Photoshop and Adobe Illustrator or other available software to explore subjects, ideas and themes related to living in the world. Make interdisciplinary connections based on the Virginia Standards of Learning for all disciplines and develop knowledge regarding ethical issues concerning computer generated imagery. Prior computer experience is not required.

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

GENERAL



CAREER SEARCH AND INVESTIGATION

(907042) 18 weeks (semester)

Grade: 7, 8

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



PEER MEDIATION SEMESTER

(980960) 18 weeks (semester)

Grade: 7, 8

Prerequisite: Successful completion of the selection procedures including application, recommendations, and interview. Approval by the peer mediation program instructors and the guidance director is required. This course is designed to train students to implement a peer mediation program in the high school. The training program develops students' interpersonal support, and leadership skills for the purpose of understanding conflict resolution so that they may serve as peer mediators and work with other students to resolve disputes. Students are taught the mediation process through intensive training sessions focusing on defining conflicts, identifying needs, understanding different points of view, examining methods of prejudice reduction, identifying conflict management styles, practicing collaborate problem solving, and developing communication skills.

TECHNOLOGY AND ENGINEERING EDUCATION



TECHNOLOGY EXPLORATION 7

(846432) 18 weeks (semester)

Grade: 7

This course challenges young men and women of all levels to develop higher order problem solving skills by stimulating creativity in a hands-on learning environment. Academic subject disciplines such as applied physics, algebra and geometry powerfully come alive as students design, build and test modern structure and vehicle prototypes. Students acquire 21st Century Skills like communication and team problem solving, through the mastery of engineering concepts such as CAD and mechanical advantage.

Schools equipped with modular "synergistic" labs provide active exploration of a wide variety technologies and related careers in a dynamic computer based-learning environment.

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

TECHNOLOGY EXPLORATION 8

(846332) 18 weeks (semester)

Grade: 8

In this course young men and women will experience how science, technology, engineering, and mathematics interact to create our technological society. By active participation in research, design, fabrication, and prototype testing, students will explore various topics in technology, such as structural engineering and transportation systems. Students will develop problem solving strategies and work place skills that will be useful in 21st century careers. This course is a dynamic approach to many academic subject areas to include mathematics and science by physically demonstrating these concepts in real world applications with a focus on critical thinking skills and problem solving. Schools equipped with modular "synergistic" labs provide active exploration of a wide variety technologies and related careers in a computer based-learning environment.

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

WORLD LANGUAGES



INTRODUCTION TO FOREIGN LANGUAGE (IFL)

(570032) 18 weeks (semester)

Grade: 7, 8

Credit: Non-Credit

Prerequisite: none

Students are introduced to one or more world 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 world language. Students are made aware of how knowledge of world languages 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 world languages credit.

CHINESE 1

(581000) 36 weeks (year)

Grade: 8

Credit: one

Prerequisite: none

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

FRENCH 1

(511000) 36 weeks (year)

Grade: 8

Credit: one

Prerequisite: none

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

GERMAN 1

(521000) 36 weeks (year)

Grade: 8

Credit: one

Prerequisite: none

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

LATIN 1

(531000) 36 weeks (year)

Grade: 8

Credit: one

Prerequisite: none

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

SPANISH 1

(551000) 36 weeks (year)

Grade: 8

Credit: one

Prerequisite: none

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

SPANISH IMMERSION 1

(551067) 36 weeks (year)

Grade: 7

Credit: one

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

This course serves as a transition from elementary partial-immersion to the sequential 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 requirements of the high school Advanced Studies diploma. It also counts towards the number of credits required for high school graduation.

SPANISH IMMERSION 2

(552068) 36 weeks (year)

Grade: 8

Credit: one

Prerequisite: Seventh Grade Immersion 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 FOR FLUENT SPEAKERS 1

(551100) 36 weeks (year)

Grade: 8

Credit: one

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 world languages 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 world languages requirements of the high school Advanced Studies diploma. It also counts toward the total number of credits required for graduation.

SPANISH FOR FLUENT SPEAKERS 2

(552100) 36 weeks (year)

Grade: 8

Credit: one

Prerequisite: Spanish for Fluent Speakers 1 or permission from instructor

This course, designed for fluent speakers of Spanish, continues to emphasize the improvement of students' skills in speaking, reading, and writing in Spanish. Students read and critique contemporary short stories and make oral presentations. The writing and reading processes are emphasized to ensure growth in both skills. The students will also study various Hispanic personalities and historic events of Spanish-speaking countries. The course is conducted in Spanish. 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 world languages requirements of the high school Advanced Studies diploma. It also counts toward the total number of credits required for graduation.

PLANNING AHEAD: YOUR FUTURE BEGINS NOW



Middle School is not too early to start thinking about your future choices in school and beyond. It is our goal at the middle school level to assist you in planning for a successful middle school experience AND to encourage you to think and prepare yourself for the high school and college experiences to come. Middle school is not too early to start thinking about your future educational and career choices. At Robinson, we are fortunate to have career planning with counselors, teachers, and the high school career specialist who will assist students in exploring these future choices. To help in this career exploration, we have provided in this section high school diploma requirements for all Fairfax County Public School (FCPS) students. We have also added information on the sequencing of math courses in Fairfax County.

We hope that this information will assist you in planning for a successful middle school experience and encourage you to think beyond these two years.

NOTICE: All graduation requirements documented in the 2012-2013 Standard Course Offerings Guide reflect Virginia Department of Education and Fairfax County Public Schools' expectations at the time of publication.

STANDARD DIPLOMA

22 CREDIT DIPLOMA REQUIREMENTS FOR GRADUATION

The requirements for a student to earn a diploma shall be those in effect when the student enters the 9th grade for the first time. The following applies to 9th grade students who enter high school in 2011-2012 and beyond.

To graduate from high school, students shall meet the minimum requirements for the Standard Diploma as outlined below, including 22 standard credits, 6 of which must be verified credits. A **standard** credit is earned when a student passes a course. A **verified** credit is earned when a student passes a course and the associated end-of-course SOL test. In some cases, students may utilize substitute tests, certifications, or the appeal process to earn verified credits. State guidelines prescribe the number of verified credits required for graduation for students entering a Virginia public high school for the first time during the tenth grade or after. Consult your school counselor for specific information.

Students receive credit toward graduation for high school courses taken and passed in middle school. These courses count toward credits in the required sequences as well as toward the total number of credits required for graduation and calculation of the grade point average (GPA). **Middle school parents may request that grades for any high school credit-bearing course taken in the middle school be removed from the student's high school transcript, and therefore the student will not earn high school credit for the course. In addition, the student will not be eligible for a verified credit in any course which has been removed from the transcript. The request to remove a course from the transcript must be made in writing to the middle or high school the student will attend the following year, prior to the end of the first nine weeks.**

Standard Diploma Course Requirements (8 VAC 20-131-50)		
Subject Area	Standard Credits	Verified Credits
English	4	2
Mathematics ¹	3	1
Laboratory Science ^{2, 6}	3	1
History and Social Sciences ^{3, 6}	4	1
Health and Physical Education	2	
*World Language, Fine Arts or Career and Technical Ed ⁷	2	
Economics & Personal Finance	1	
Electives ⁴	3	
Student Selected Test ⁵		1
Total Credits	22	6

*Foreign Language is designated World Language in Fairfax County Public Schools. ¹ Courses completed to satisfy this requirement shall include at least two different course selections from among: Algebra I, Geometry, Algebra II, or other mathematics courses above the level of Algebra II. The Board of Education shall approve additional courses to satisfy this requirement. ² Courses completed to satisfy this requirement shall include course selections from at least three different science disciplines: earth sciences, biology, chemistry, or physics or completion of the sequence of science courses required for the International Baccalaureate Diploma. The Board shall approve courses to satisfy this requirement. ³ Courses completed to satisfy this requirement shall include U.S. and Virginia History, U.S. and Virginia Government, and World History/Geography I and World History/Geography II. AP World History satisfies the requirement for World History/Geography II. ⁴ Courses to satisfy this requirement shall include at least two sequential electives as required by the Standards of Quality. ⁵ A student may utilize additional tests for earning verified credit in computer science, technology, career and technical education, economics, or other areas as prescribed by the Board in 8 VAC 20-131-110. ⁶ Students who complete a career and technical education program sequence and pass an examination or occupational competency assessment in a career and technical education field that confers certification or an occupational competency credential from a recognized industry, or trade or professional association or acquires a professional license in a career and technical education field from the Commonwealth of Virginia may substitute the certification, competency credential, or license for (i) the student selected verified credit and (ii) either a science or history and social science verified credit when the certification, license, or credential confers more than one verified credit. The examination or occupational competency assessment must be approved by the Board as an additional test to verify student achievement. ⁷ Pursuant to Section 22.1-253.13:4, Code of Virginia, credits earned for this requirement shall include one credit in fine or performing arts or career and technical education.

STANDARD TECHNICAL DIPLOMA

22 CREDIT DIPLOMA REQUIREMENTS FOR GRADUATION

The requirements for a student to earn a diploma shall be those in effect when the student enters the 9th grade for the first time. The following applies to 9th grade students who enter high school in 2012-2013 and beyond.

To graduate from high school with a Standard Technical Diploma, students shall meet the minimum requirements as outlined below, including 22 standard credits, 6 of which must be verified credits. A **standard** credit is earned when a student passes a course. A **verified** credit is earned when a student passes a course and the associated end-of-course SOL test. In some cases, students may utilize substitute tests, certifications, or the appeal process to earn verified credits. State guidelines prescribe the number of verified credits required for graduation for students entering a Virginia public high school for the first time during the tenth grade or after. Consult your school counselor for specific information.

Students receive credit toward graduation for high school courses taken and passed in middle school. These courses count toward credits in the required sequences as well as toward the total number of credits required for graduation and calculation of the grade point average (GPA). **Middle school parents may request that grades for any high school credit-bearing course taken in the middle school be removed from the student's high school transcript, and therefore the student will not earn high school credit for the course. In addition, the student will not be eligible for a verified credit in any course which has been removed from the transcript. The request to remove a course from the transcript must be made in writing to the middle or high school the student will attend the following year, prior to the end of the first nine weeks.**

Standard Technical Diploma Course Requirements (8 VAC 20-131-50)		
Subject Area	Standard Credits	Verified Credits
English	4	2
Mathematics ¹	3	1
Laboratory Science ^{2,5}	3	1
History and Social Sciences ^{3,5}	4	1
Health and Physical Education	2	
Fine Arts or *World Language	1	
Economics & Personal Finance	1	
Career and Technical Education ⁴	4	
Student Selected Test ⁶		1
Total Credits	22	6

¹ Courses completed to satisfy this requirement shall include at least three different course selections from among: Algebra I, Geometry, or Algebra II or other mathematics courses above the level of Algebra II. The Board of Education shall approve courses to satisfy this requirement.

² Courses completed to satisfy this requirement shall include course selections from at least three different science disciplines from among: earth sciences, biology, chemistry, or physics, or completion of the sequence of science courses required for the International Baccalaureate Diploma. The Board shall approve courses to satisfy this requirement.

³ Courses completed to satisfy this requirement shall include U.S. and Virginia History, U.S. and Virginia Government, and World History/Geography I and World History/Geography II. AP World History satisfies the requirement for World History/Geography II.

⁴ Courses completed to satisfy this requirement must include a career concentration as approved by the Board. If a career concentration includes a specific assessment approved by the Board and the student is eligible to take the assessment, then the student must take this assessment.

⁵ Students who complete a career and technical education program sequence and pass an examination or occupational competency assessment in a career and technical education field that confers certification or an occupational competency credential from a recognized industry or trade or professional association or acquires a professional license in a career and technical education field from the Commonwealth of Virginia may substitute the certification competency credential or license for (i) the student selected verified credit and (ii) either a science or history and social science verified credit when the certification license or credential confers more than one verified credit. The examination or occupational competency assessment must be approved by the Board as an additional test to verify student achievement.

⁶ A student may utilize additional tests for earning verified credit in computer science, technology, career and technical education, economics or other areas as prescribed by the Board in 8 VAC 20-131-110.

ADVANCED STUDIES DIPLOMA 26 CREDIT DIPLOMA REQUIREMENTS FOR GRADUATION

The requirements for a student to earn a diploma shall be those in effect when the student enters the 9th grade for the first time. The following applies to 9th grade students who enter high school in 2011-2012 and beyond.

To graduate from high school with an Advanced Studies Diploma, students shall meet the minimum requirements as outlined below which include 26 credits, 9 of which must be verified credits. A **standard** credit is earned when a student passes a course. A **verified** credit is earned when a student passes a course and the associated end-of-course SOL test. In some cases, students may utilize substitute tests or certifications to earn verified credits. State guidelines prescribe the number of verified credits required for graduation for students entering a Virginia public high school for the first time during tenth grade or after. Consult your school counselor for specific information.

Students receive credit toward graduation for high school courses taken and passed in middle school. These courses count toward credits in the required sequences as well as toward the total number of credits required for graduation and calculation of the grade point average (GPA). **Middle school parents may request that grades for any high school credit-bearing course taken in the middle school be removed from the student's high school transcript, and therefore the student will not earn high school credit for the course. In addition, the student will not be eligible for a verified credit in any course which has been removed from the transcript. The request to remove a course from the transcript must be made in writing to the middle or high school the student will attend the following year prior to the end of the first nine weeks.**

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

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

¹ Courses completed to satisfy this requirement shall include at least three different course selections from among: Algebra I, Geometry, Algebra II, or other mathematics courses above the level of Algebra II. The Board of Education shall approve courses to satisfy this requirement.

² Courses completed to satisfy this requirement shall include course selections from at least three different science disciplines from among: earth sciences, biology, chemistry, or physics or completion of the sequence of science courses required for the International Baccalaureate Diploma. The Board shall approve courses to satisfy this requirement.

³ Courses completed to satisfy this requirement shall include U.S. and Virginia History, U.S. and Virginia Government, and World History/Geography I and World History/Geography II. AP World History satisfies the requirement for World History/Geography II.

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

⁵ A student may utilize additional tests for earning verified credit in computer science, technology, career or technical education, economics, or other areas as prescribed by the Board in 8 VAC 20-131-110.

ADVANCED TECHNICAL DIPLOMA

26 CREDIT DIPLOMA REQUIREMENTS FOR GRADUATION

The requirements for a student to earn a diploma shall be those in effect when the student enters the 9th grade for the first time. The following applies to 9th grade students who enter high school in 2012-2013 and beyond.

To graduate from high school with an Advanced Technical Diploma, students shall meet the minimum requirements as outlined below which include 26 credits, 9 of which must be verified credits. Any student who meets the requirements for both the Advanced Studies and the Advanced Technical Diploma may choose between these two diplomas. A **standard** credit is earned when a student passes a course. A **verified** credit is earned when a student passes a course and the associated end-of-course SOL test. In some cases, students may utilize substitute tests or certifications to earn verified credits. State guidelines prescribe the number of verified credits required for graduation for students entering a Virginia public high school for the first time during tenth grade or after. Consult your school counselor for specific information.

Students receive credit toward graduation for high school courses taken and passed in middle school. These courses count toward credits in the required sequences as well as toward the total number of credits required for graduation and calculation of the grade point average (GPA). **Middle school parents may request that grades for any high school credit-bearing course taken in the middle school be removed from the student's high school transcript, and therefore the student will not earn high school credit for the course. In addition, the student will not be eligible for a verified credit in any course which has been removed from the transcript. The request to remove a course from the transcript must be made in writing to the middle or high school the student will attend the following year prior to the end of the first nine weeks.**

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

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

¹ Courses completed to satisfy this requirement shall include at least three different course selections from among: Algebra I, Geometry, Algebra II, or other mathematics courses above the level of Algebra II. The Board of Education shall approve courses to satisfy the requirement.

² Courses completed to satisfy this requirement shall include course selections from at least three different science disciplines from among: earth sciences, biology, chemistry, or physics or completion of the sequence of science courses required for the International Baccalaureate Diploma. The Board shall approve courses to satisfy this requirement.

³ Courses completed to satisfy this requirement shall include U.S. and Virginia History, U.S. and Virginia Government, and World History/Geography I and World History/Geography II. AP World History satisfies the requirement for World History/Geography II.

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

⁵ Courses completed to satisfy this requirement must include a career concentration as approved by the Board. If a career concentration includes a specific assessment approved by the Board and the student is eligible to take the assessment, then the student must take this assessment.

⁶ A student may utilize additional tests for earning verified credit in computer science, technology, career or technical education, economics, or other areas as prescribed by the Board in 8 VAC 20-131-110.

MODIFIED STANDARD DIPLOMA 20 CREDIT DIPLOMA REQUIREMENT FOR GRADUATION

The requirements for a student to earn a diploma shall be those in effect when the student enters the ninth grade for the first time. The following applies to 9th grade students who entered high school in 2000-2001 and beyond.

The Modified Standard Diploma is intended for certain students who have a disability and are unlikely to meet the credit requirements for a Standard Diploma. Eligibility and participation in the Modified Standard Diploma program shall be determined by the student's Individual Education Program (IEP) team including the student, when appropriate, at any point after the student's eighth grade year. There are no verified credit requirements for the Modified Standard Diploma. Students pursuing the Modified Standard Diploma are required to meet literacy and numeracy requirements on the 8th grade English reading and mathematics Standards of Learning (SOL) tests. Students may substitute a higher level high school SOL test for the 8th grade SOL tests for the literacy and numeracy requirements.

A student who has chosen to pursue a Modified Standard Diploma shall also be allowed to pursue the Standard Diploma, Advanced Studies Diploma, or Standard Technical Diploma or Advanced Technical Diploma (based on year of entry into 9th grade) at any time throughout the high school career. The student may not be excluded from courses and tests required to earn a Standard, Advanced Studies, Standard Technical, or Advanced Technical Diploma.

Modified Standard Diploma Course Requirements (8 VAC 20-131-50)	
Subject Area	Standard Credits
English	4
Mathematics ¹	3
Science ²	2
History and Social Sciences ³	2
Health and Physical Education	2
Fine Arts or Career and Technical Ed.	1
Electives ⁴	6
Total Credits	20

¹ Courses completed to satisfy this requirement shall include content from among applications of algebra, geometry, personal finance, and probability and statistics in courses that have been approved by the Board of Education.

² Courses completed shall include content from at least two of the following: applications of earth science, biology, chemistry, or physics in courses approved by the Board.

³ Courses completed to satisfy this requirement shall include one unit of credit in U.S. and Virginia History and one unit of credit in U.S. and Virginia Government in courses approved by the Board.

⁴ Courses to satisfy this requirement shall include at least two sequential electives in the same manner required for the Standard Diploma.

COURSES TAKEN OUTSIDE OF FCPS

Currently enrolled FCPS students who wish to take a course outside of FCPS and transfer back the credit must have written approval from their school prior to enrolling in the course. The course must meet the requirements outlined in the current version of FCPS regulation 2460 and Virginia state regulations. For additional information about pursuing coursework outside of FCPS for credit, please contact your school counselor.

ADVANCED ACADEMIC PROGRAMS

Fairfax County Public Schools Advanced Academic Programs provide challenging learning experiences that are designed to meet the unique learning profile of a broad range of advanced learners. Through a continuum of opportunities, students engage in complex subject matter, preparing them for more challenging and rigorous classes as they advance in grade level. Advanced Academic courses at the middle school consist of honors courses and the Level IV center program. Students who have demonstrated high achievement, interest, and/or potential in one or more academic areas may enroll in honors courses. Students eligible for full time Level IV center placement have the option to take full honors at their local middle school.

Advanced Academic courses in high school are open to all students who seek academic rigor. Students have the opportunity to enroll in honors courses as underclassmen and continue in Advanced Placement (AP), International Baccalaureate (IB), and dual enrollment courses. Students may earn college credits based on the results of their examinations (AP or IB) or course grade (dual enrollment). Student transfer applications may be submitted for an AP or IB program if the base school does not offer the desired program of study. For more information on the transfer process, please visit the web site at: <http://www.fcps.edu/is/aap/index.shtml>.

AP and IB courses are advanced-level courses with external exams. Students who take AP and IB courses are required to complete the examinations.

The Advanced Academic program responds to the requirement of the Virginia Board of Education that each local school division plan and implement an instructional program for gifted and talented students at all levels K-12. Courses designated as honors, Level IV, IB or AP fulfill this requirement. Differentiated curricula and teaching strategies which stress critical thinking skills, creativity, and problem solving are integrated into the content of all advanced academic course offerings. The four-year sequence of courses in each of the academic disciplines, which progress from honors to AP, and IB, provides a continuous and balanced advanced academic program.

International Baccalaureate Middle Years Program

The International Baccalaureate Middle Years Program (IBMYP) is designed for students' ages 11-16 (grades 6-10). The program helps students develop the knowledge, understanding, attitudes, and skills necessary to participate actively and responsibly in a changing world. The curriculum is supported by the fundamental concepts of intercultural awareness, holistic learning, and communication. The IBMYP program is available at the following middle and high schools: Glasgow, Holmes, Hughes, Poe, Whitman, Annandale, Mt. Vernon, South Lakes, and Stuart.

Advanced Placement in High School

Centreville, Chantilly, Fairfax, Falls Church, Hayfield, Herndon, Lake Braddock, Langley, Madison, McLean, Oakton, South County, West Potomac, West Springfield, Westfield, and Woodson High Schools

offer the Advanced Placement (AP) program. Individual AP courses are also offered at other high schools. All students enrolled in an AP course are required to complete the end-of-course AP exam. Students may receive college credit and/or placement based upon their exam grades. The AP program is offered in English, social studies, mathematics, science, world languages, and fine arts. AP courses are offered as open enrollment to all students committed to rigorous, academic work. Students taking at least 3 AP exams with at least a grade of 3 on each are recognized by the College Board as AP Scholars. Further information about the AP program may be obtained by contacting the school counselor or AP coordinator at the participating school.

International Baccalaureate in High School

Annandale, Edison, Lee, Marshall, Mount Vernon, Robinson, South Lakes, and Stuart High Schools offer the International Baccalaureate (IB) Diploma and the World Program. To qualify for the IB Diploma, students must select at least one subject from each of six IB subject groups including English, world languages, mathematics, science, social studies, and an elective. Students take at least 3 and not more than 4 of these subjects at higher level (HL), the others at standard level (SL). All students enrolled in an IB course are required to complete the end-of-course IB exams. IB diploma candidates must complete 150 hours of extracurricular activities and community service, take the Theory of Knowledge course, and write a 4000 word essay on a topic of their choice. Students in IB schools may also take IB courses in areas of academic strength and interest. IB diploma course students take one or more IB courses and the associated exam(s) and receive recognition for each IB exam with a score of “4” or better.

The IB program is offered in English, social studies, mathematics, science, world languages, fine arts, and other electives. IB courses are offered as open enrollment to all students committed to rigorous, academic work. Further information about the IB program may be obtained by contacting the school counselor or IB coordinator at the participating school. Annandale, South Lakes, Mount Vernon, and Stuart High Schools implement the IB Middle Years Program in 9th and 10th grade. Students may choose to work toward the MYP certificate which requires the completion of a personal project at the end of 10th grade and success on the MYP 10th grade assessments.

FCPS ONLINE COURSES

FCPS Online Campus is a program designed to provide students with an online option for earning high school credits toward graduation. This program supports the Governor’s “Early College Scholars” program by providing advanced courses to students.

Students registered in any Fairfax County Public School are eligible to apply to take a course through the FCPS Online Campus. These courses are for students who have scheduling conflicts, transportation issues, or have special needs requiring web-based instruction. Tuition will be charged when a student is already scheduled to receive seven credits during the academic year or when a student enrolls in an FCPS online summer course. Students must meet all course requirements to enroll in an FCPS online course. Students interested in enrolling in an FCPS Online Campus course should consult their school counselor for information regarding the registration process. For more information go to: <http://www.fcps.edu/is/onlinecampus/>. The following courses are currently available on line for middle school students: Algebra 1, Algebra 1 Honors, Geometry, Geometry Honors, Algebra 2, Algebra 2 Honors, Pre-calculus, Spanish 1, and Spanish 2.

Declaration of Nondiscrimination

No student, employee, or applicant for employment in the Fairfax County Public Schools shall, on the basis of race, color, sex, religion, national origin, marital status, 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 (571-423-2280) regarding access to facilities; Office of Equity and Compliance (571-423-3050 or dial 711 for access to Telecommunications Relay Services (TRS)), regarding equal employment opportunity, discrimination, and sexual harassment issues; Due Process and Eligibility (703-317-3000), 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.