



Middle School Program of Studies

2024-2025

RPS Middle Schools Overview

Albert Hill Middle School

Grades 6-8

3400 Patterson Avenue, Richmond, VA 23221

Phone: 804.780.6107

Dogwood Middle School

Grades 6-8 (TurnAround Arts Program)

1701 Floyd Avenue, Richmond, VA 23220

Phone: 804.780.6231

River City Middle School

Grades 6-8

6300 Hull Street Rd., Richmond, VA 23224

Phone: 804.272.7554

Lucille Brown Middle School

Grades 6-8 (IBMYP Programme Grades 6-8)

6300 Jahnke Road, Richmond, VA 23225

Phone: 804. 319.3013

Martin Luther King Jr. Middle School

Grades 6-8 (STEM Academy)

1000 Mosby Street, Richmond, VA 23223

Phone: 804.780.8011

Thomas Boushall Middle School

Grades 6-8 (AVID)

3400 Hopkins Road, Richmond, VA 23234

Phone: 804.780.5016

Thomas Henderson Middle School

Grades 6-8 (STEM Academy)

4319 Old Brook Road, Richmond, VA 23227

Phone: 804.780.8288

Franklin Military Academy

Grades 6-12 (Application Only)

701 North 37th Street, Richmond, VA 23223

Phone: 804.780.8526

Middle School Specialty Schools & Programs

Richmond Public Schools has launched “Passion4Learning”, a comprehensive, multi-year effort to nurture our student’s passion for learning by creating an exciting, hands-on and rigorous theme at every RPS middle school. Five of our seven middle schools have a specific theme or area of focus and all have passion pathways in development.

All students have the opportunity to apply to schools outside their zone using the open enrollment lottery system or through a specialty school application. You can find more details regarding the application process on the timeline at [Enroll RPS](#). Schools with a specific area of focus are listed below.

Program	Description	Application or Open Enrollment
Dogwood Middle School	Dogwood Middle School is a Turnaround Arts Integration School. The focus of DMS is to affirm and prepare students to be their authentic selves through The Arts.	Open Enrollment
Franklin Military Academy	Franklin Military Academy promotes the potential of each student through a rigorous academic program, community involvement, and leadership opportunities within a military structure.	Application
Lucille Brown Middle School International Baccalaureate World School	The focus of Lucille Brown Middle School, an IB World School, is to develop active, life-long learners: young people who have the knowledge, abilities and skills to function independently and collaboratively, to be reflective and to take appropriate action.	Open Enrollment
Henderson Middle School STEM Academy	A rigorous program that fosters exploration in science, technology, engineering and math. All 6th-8th grade students at Henderson are enrolled as STEM academy students.	Open Enrollment
Martin Luther King Middle School STEM Academy	A rigorous program that fosters exploration in science, technology, engineering and math. All 6th-8th 6th grade students at MLK are enrolled as STEM academy students.	Open Enrollment
River City Middle School Newcomer Academy	The Newcomer Academy addresses the particular cultural, social-emotional, and linguistic needs of our newly arrived ELs. Newcomer ELs receive excellent instruction, targeted at their proficiency level, that	Acceptance through RPS Welcome Center

	will springboard their access to the general education.	
Thomas C. Boushall Middle School	AVID is an in-school college preparatory program designed to prepare and assist students to take more rigorous courses. Its mission is to close the achievement gap by preparing all students for college readiness and success in a global society.	Open Enrollment / Application

Academic and Career Planning

Each middle school student shall have a personal learning plan and course of study that aligns with the student's academic and career goals. Students develop their academic and career plan in middle school and revisit it throughout the student's secondary education.

The Academic and Career Plan includes but is not limited to:

- A program of study for high school graduation and a postsecondary career pathway based on the student's academic and career interests.
- A review and update, if necessary, before the student enters the ninth and eleventh grades.
- The signatures of the student, student's parent or guardian and school official(s) designated by the principal.

Academic and Career Planning in RPS Middle Schools is conducted through counselor lessons and as a function of the Career Investigation class and modules required of all middle school students. All schools use [Virginia Wizard](#) to develop academic and career plans.

STEM at MLK and Henderson

In alignment with the Dreams4RPS Strategic Plan, the STEM Academies at Thomas Henderson Middle School and Martin Luther King, Jr. Middle School nurtures students' passion for learning by creating an exciting, hands-on, and rigorous program that fosters exploration in science, technology, engineering and math. The STEM Academies offer the following attributes:

- an inclusive STEM program open to all 6th grade students for zoned students and via the Open Enrollment process
- a comprehensive instructional program that emphasizes STEM learning and includes language arts, math, history, science, technology, arts, and humanities
- project-based, interdisciplinary study for all students
- student-driven learning and exploration
- partnerships with community organizations focused on science, technology, engineering, and/or math
- access to and training with various forms of digital technology
- facilities and resources that inspire curiosity and cultivate community

Available Course Sequence for STEM Academy Students

Students should be given the opportunity to flex between these pathways based on performance and interest.

Grade	English	Mathematics	History & Social Sciences	Science	STEM Integration
6 th Grade	English-Grade 6	Math 6	US History to 1865	Integrated Science 6	Exploratory STEM
	English - Grade 6 Honors	Math 6	US History to 1865 Honors	Integrated Science 6	Exploratory STEM
7 th Grade	English-Grade 7	Math 7 Math 7/8	US History 1865 to present	Integrated Science 7	Intermediate STEM
	English - Grade 7 Honors	Algebra 1	US History 1865 to present Honors	Integrated Science 7	Intermediate STEM
8 th Grade	English-Grade 8	Math 8	Civics & Economics	Earth Science	Technology Foundations
	English - Grade 8 Honors	Algebra 1 Geometry	Civics & Economics Honors	Earth Science	Technology Foundations

Academic & Elective Course Requirements

Core Academics

Each year, all students will enroll in English Language Arts, Mathematics, Science and Social Science/History courses. Within these subjects, students have the option to select honors courses, as well as advanced courses in mathematics and science, including select courses available for high school credit that can be earned during middle school.

Career Investigations Requirement

In compliance with provisions *8VAC20-131-140*, all RPS 6th graders are required to complete career investigation course work that is embedded in their CTE or arts elective course. All 7th or 8th graders in the 21-22 school year that did not take this course work must take the Career Investigations (18 weeks) course in 7th or 8th grade.

Physical Activity Requirement

In compliance with provisions *8VAC20-131-90* all students are expected to participate in physical activity for 150 hours a week on average, each year. Specifically, RPS requires that each 6th and 7th grade student take one semester of Health/PE or Dance. In addition, all

8th-grade students must either take Health/PE, Dance or select an alternative path, documenting adequate physical activity in any combination of (i) physical education classes, (ii) extracurricular athletics, (iii) recess, or (iv) other programs and physical activities (either within or outside of the school day). Eighth grade students opting for an alternative path must enroll in a virtual HPE option through their school counselor.

High Schools Available to Richmond City Public Schools Students

RPS is proud to offer many unique options for students in choosing their high school and in designing their high school experience.

Comprehensive High Schools

Comprehensive high schools offer a full range of coursework, including advanced opportunities, and the opportunity to explore a wide range of electives, clubs, and athletics. Students have access to the following comprehensive schools based on their enrollment zone, and may also attend schools outside their enrollment zone through the open-enrollment lottery, space permitting:

- Armstrong High School (Grades 9-12)
- Huguenot High School (Grades 9-12)
- John Marshall High School (Grades 9-12)
- Thomas Jefferson High School (Grades 9-12)
- Richmond High School for the Arts (Grades 9-12)

Specialty Schools

RPS specialty schools are available to all RPS students through an application process to be completed during the 8-grade year. These schools may have additional graduation requirements beyond the graduation requirements prescribed by the Virginia Department of Education. Additional information about specialty schools can be found on the [Enroll RPS](#) website.

NOTE: Some RPS specialty schools and regional governor's schools may require completion of Algebra I before being allowed to enroll. Students must be enrolled in Algebra I or a higher math at the time of application. Please discuss your child's math course plan with your school counselor to ensure they are on the right track in alignment with school application preferences.

Franklin Military Academy (Grades 6-12)

Franklin Military Academy is a premier secondary military institution designed to mold tomorrow's leaders, develop leadership, promote scholarship, and encourage honorable citizenship through military structure, rigorous learning experiences, and public service with the collective efforts of faculty, students, parents, and community partners. Franklin Military School offers students a strict, regimented military-style program.

All students are enrolled in Military Science for one class period. Academic courses account for the remaining classes. Students may also enroll in a variety of elective courses. The students

are encouraged to participate in other educational and cultural experiences offered by Richmond Public Schools and the community.

There is a very small transfer or dropout rate at Franklin. Positive culture and climate are manifested in students' participation in drill teams, athletic events, school clubs, and other school and community organizations.

Open High School (Grades 9-12)

Open High School became the first of several alternative schools in the city. The school opened in 1972 with Joe Hamilton as the Administrative Coordinator and Social Studies teacher. The building was above what is now the Richmond Chamber of Commerce on Franklin Street. Classrooms were located in the Second Presbyterian Church, Centenary United Methodist Church, the Red Door Restaurant, Virginia Union University, and other community locations. Students wrote a constitution, which allowed for Families instead of homerooms, classes throughout the city, bus tickets instead of the yellow school bus, Town Meeting twice a month, student representatives who ran the school, and an application procedure for any student who lived in the City of Richmond.

Today, Open High School is located at 600 South Pine Street, just south of Virginia Commonwealth University in the Oregon Hill neighborhood. Open High School develops responsible, creative, independent, and college/career ready students who value intellectual inquiry, compassion, and social responsibility in a global society. Students are led to pursue challenging academic goals, participate in shared decision-making, and form partnerships with the community. Students at Open High School are encouraged to find their passion and pursue it wholeheartedly while striving for academic excellence.

All students are expected to fully participate in all aspects of the school and community and contribute to an environment of mutual respect between families and the school. All students must complete a minimum of 120 hours of community service and a Senior Project.

Leadership, self-advocacy and participatory management is encouraged through the town meeting structure of the school's student government. All students take Dual Enrollment and or Advanced Placement classes in their junior and senior year. Over 90% of students pursue college.

Richmond Community High School (Grades 9-12)

Richmond Community High School (RCHS) is a college preparatory alternative high school with an enrollment of approximately 250 students in grades 9-12 within Richmond Public Schools. Enrollment is open to all public, private, and home-schooled children who reside in the city. The school is currently housed in the historic J. A. C. Chandler building located at 201 East Brookland Park Boulevard on the city's north side. RCHS was initiated by the late Andrew J. Asch, Jr., who envisioned a public-private partnership that would provide outstanding education for gifted students whose socio-economic circumstances limited their ability to succeed. Mr. Asch provided leadership as well as giving and garnering financial support to begin the school.

According to the principles on which the school was founded, 60 to 75 percent of the admission spaces for incoming freshmen are designated for students from low socio-economic backgrounds.

Richmond Community students are given opportunities to demonstrate mastery of rigorous college preparatory courses of study and emerge as critical thinkers and effective problem solvers as they develop into informed, engaged, and empowered leaders who positively impact their local and global communities. Students will achieve personal excellence by discovering and developing unique interests, talents, and gifts.

As a result, RCHS has consistently produced the highest achievement in its students. Since the inception of RCHS 100 percent of the RCHS students have been accepted by distinguished institutions of higher education, including Ivy League schools, prestigious engineering and technical universities, and the armed forces academies. Ninety-nine percent have attended college. Each year, the graduating class of roughly 45 students is awarded between 2 million and 3.5 million dollars in financial assistance. Richmond Community High School has received important recognition from around the nation.

Regional Schools

Regional Governor's schools and CodeRVA are available to all RPS students through an application process determined by each school and completed during the 8-grade year. Once admitted, students should refer to the school's program of study and graduation requirements, as those are unique to these schools.

Appomattox Regional Governor's School for the Arts and Technology VPA and CTA (Grades 9-12)

The Appomattox Regional Governor's School for the Arts and Technology provides gifted and talented students a differentiated and rigorous education, cultivates a supportive environment that inspires unique artistic and technological visions, promotes cultural tolerance, nurtures community partnerships, and produces active, engaged citizens.

Appomattox Regional Governor's School nurtures creative thinkers, leaders, artists, innovators, and pioneers in the fine, performing, and technological arts.

CodeRVA (Grades 9-12)

CodeRVA Regional High School provides an innovative learning environment that uses blended and project-based learning to develop students' self-management skills while integrating academic content, agile workplace methodologies, and internship experiences that provide a pipeline of critical thinkers prepared to enter college or Richmond's growing tech sector.

Maggie L. Walker Governor's School for Government and International Studies (Grades 9-12)

The Maggie L. Walker Governor's School for Government and International Studies (MLWGS) is an innovative public high school offering a comprehensive college preparatory program emphasizing government, international studies, science, mathematics, languages, and fine arts. The school serves students selected on the basis of aptitude and interest in its mission.

Maggie L. Walker Governor's School provides broad-based educational opportunities that develop students' understanding of world cultures and languages as well as the ability to lead, participate in, and contribute to a rapidly changing global society.

Course Selection Guidance & Course Descriptions

Use [Assignment Endorsements](#) in planning and placement of highly qualified teachers.

English Language Arts

English - Grade 6 (Course Code 1034)

This course will focus students' English Language Arts learning on oral communication, vocabulary, reading, writing and research. Students will read a variety of fiction, narrative nonfiction, nonfiction, and poetry independently and in groups, and apply critical reading and reasoning skills. Students will plan, draft, revise, and edit narrative, descriptive, expository, and persuasive writing with attention to composition and written expression as well as sentence formation, usage, and mechanics. Students will also learn how to evaluate the validity and authenticity of sources and follow ethical and legal guidelines for gathering and using information.

Required: Grade 6 Reading SOL Test

Grade Level: 6

English - Grade 6 Honors (Course Code 1034H)

This course will focus students' English Language Arts learning on oral communication, vocabulary, reading, writing and research at a more challenging level of instruction in traditional and innovative ways. Students will read a variety of fiction, narrative nonfiction, nonfiction, and poetry independently and in groups, and apply critical reading and reasoning skills. Assigned readings may be at a higher grade level or complexity. Students will plan, draft, revise, and edit narrative, descriptive, expository, and persuasive writing with attention to composition and written expression as well as sentence formation, usage, and mechanics. Students will also learn how to evaluate the validity and authenticity of sources and follow

ethical and legal guidelines for gathering and using information. This course asks students to think critically and synthesize the material that they learned in a greater depth and complexity of study.

Required: Grade 6 Reading SOL Test

Grade Level: 6

English - Grade 7 (Course Code 1035)

This course will focus students' English Language Arts learning on continued oral communication, vocabulary, reading, writing and research. Students will be expected to participate in small group and classroom discussions, including the effects of verbal and nonverbal behaviors. Students will learn the persuasive and informative techniques of media literacy and develop independence in vocabulary acquisition. Students will read a variety of fiction (including both classic and recent works), narrative nonfiction, nonfiction, and poetry independently and in groups, and apply critical reading and reasoning skills. Students will plan, draft, revise, and edit narrative, expository, and persuasive writing and will achieve greater independence with sentence formation, usage, and mechanics and the conventions of language. Students will apply knowledge of appropriate reference materials to produce a research product, collecting and organizing information from multiple online, print, and media sources.

Required: Grade 07 Reading SOL Test

Grade Level: 7

English - Grade 7 Honors (Course Code 1035H)

This course will focus students' English Language Arts learning on oral communication, vocabulary, reading, writing and research at a more challenging level of instruction. Students will learn the persuasive

and informative techniques of media literacy and develop independence in vocabulary acquisition. Students will read a variety of fiction (including both classic and recent works), narrative nonfiction, nonfiction, and poetry independently and in groups, and apply critical reading and reasoning skills. Assigned readings may be at a higher grade level or complexity. Students will plan, draft, revise, and edit narrative, expository, and persuasive writing and will achieve greater independence with sentence formation, usage, and mechanics and the conventions of language. Students will apply knowledge of appropriate reference materials to produce a research product, collecting and organizing information from multiple online, print, and media sources. This course asks students to think critically and synthesize the material that they learned in a greater depth and complexity of study.

Required: Grade 7 Reading SOL Test
Grade Level: 7

English - Grade 8 (Course Code 1036)

This course will focus students' English Language Arts learning on continued oral communication, vocabulary, reading, writing and research. Students will be expected to participate in small group and classroom discussions, including an introduction to interviewing skills. Students will analyze, develop and produce media messages and develop independence in vocabulary acquisition. Students will read a variety of fiction, narrative nonfiction, nonfiction, and poetry independently to continue to develop an appreciation of literature, and apply critical reading and reasoning skills. Students will plan, draft, revise, and edit narrative, expository, informational, and persuasive writing and will achieve greater independence with sentence formation, usage, and mechanics and the conventions of language. Students will apply knowledge of appropriate reference material to produce a research product including the collection and organization of information from multiple online, print, and media sources. They will extend skills in the evaluation of sources and the use of technology to research, organize,

evaluate, and communicate information. In addition, they will continue to cite sources and avoid plagiarism by using style guidelines.

Required: Grade 8 Reading SOL Test, Grade 8 Writing SOL Test

Grade Level: 8

English - Grade 8 Honors (Course Code 1036H)

This course will focus students' English Language Arts learning on oral communication, vocabulary, reading, writing and research at a more challenging level of instruction. Students will be expected to participate in small group and classroom discussions, including an introduction to interviewing skills. Students will analyze, develop and produce media messages and develop independence in vocabulary acquisition. Students will read a variety of fiction narrative nonfiction, nonfiction, and poetry independently to continue to develop an appreciation of literature, and apply critical reading and reasoning skills. Assigned readings may be at a higher grade level or complexity. Students will plan, draft, revise, and edit narrative, expository, informational, and persuasive writing and will achieve greater independence with sentence formation, usage, and mechanics and the conventions of language. Students will apply knowledge of appropriate reference material to produce a research product including the collection and organization of information from multiple online, print, and media sources. They will extend skills in the evaluation of sources and the use of technology to research, organize, evaluate, and communicate information. In addition, they will continue to cite sources and avoid plagiarism by using style guidelines. This course asks students to think critically and synthesize the material that they learned in a greater depth and complexity of study.

Required: Grade 08 Reading SOL Test, Grade 08 Writing SOL Test

Grade Level: 8

Reading Skills- Grade 6 (Course Code 1046)

This course offers students the opportunity to learn strategies to develop word attack, fluency, comprehension, and vocabulary-building skills primarily through the use of non-fiction material. The course facilitates an appreciation of reading through independent practice and the development of tools to become motivated readers. Students may exit the course at the end of the first semester based on mid-year assessment results. *Students are recommended for placement based on multiple criteria including but not limited to: results from previous standardized tests, diagnostic assessments, IEPs, and ongoing quarterly data with teacher observation evidence of reading skills.

Grade Level: 6

Reading Skills- Grade 7 (Course Code 1047)

Students may exit the course at the end of the first semester based on mid-year assessment results. This course offers students the opportunity to learn strategies to develop word attack, fluency, comprehension and vocabulary building skills primarily through the use of non-fiction material. The course facilitates an appreciation of reading through independent practice and the development of tools to become motivated readers. *Students are recommended for placement based on multiple criteria including but not limited to: results from previous standardized tests, diagnostic assessments, IEPs, and ongoing quarterly data with teacher observation evidence of reading skills.

Grade Level: 7

Reading Skills- Grade 8 (Course Code 1048)

This course offers students the opportunity to learn strategies to develop word attack, fluency, comprehension, and vocabulary-building skills primarily through the use of non-fiction material. The course facilitates an appreciation of reading through

independent practice and the development of tools to become motivated readers. Students may exit the course at the end of the first semester based on mid-year assessment results. *Students are recommended for placement based on multiple criteria including but not limited to: results from previous standardized tests, diagnostic assessments, IEPs, and ongoing quarterly data with teacher observation evidence of reading skills.

Grade Level: 8

Fine Arts

Art - Grade 6 (Course Code 5186)

This course is designed for students who have an interest in exploring the mediums of Visual Art. It introduces artistic activities and experiences that lead to an understanding of the joy of creative involvement, communication of feelings, development of skills, critical judgment and perception. Early technique and skills will be introduced as related to cultural heritage, preservation and modern art. Available as a semester or year-long course.

Grade Level: 6

Art - Grade 7 (Course Code 5187)

This course is designed for students who have an interest in exploring the mediums of Visual Art. It introduces intermediate level artistic activities and experiences. Intermediate level technique and skills will be learned as related to cultural heritage, preservation and modern art. This course will build upon the technique and skills from beginning Visual Art for a more in-depth course of study using multiple mediums. The student must have an interest in music and physical capacity to perform on one of the orchestral instruments. Available as a semester or year-long course.

Grade Level: 7

Art - Grade 8 (Course Code 5188)

A course designed for students demonstrating a strong interest and ability in an in-depth study of art. Art as a means of

improving social order and daily living, art that sells, art that shapes our environment, preservation; art as a record of cultural heritage as related to ethnic groups and modern art. This course will build upon the technique and skills from Intermediate Visual Art for a more in-depth course of study using multiple mediums. Available as a semester or year-long course.

Grade Level: 8

**Art I/Art Foundations (Course Number – 05154-I; VA Assignment Code – 9120)
1 Credit**

High School Credit-Bearing Course

Comprehensive courses enable students to explore one or several art forms (e.g., drawing, painting, two- and three-dimensional design, and sculpture) and to create individual works of art. Initial courses emphasize observations, interpretation of the visual environment, visual communication, imagination, and symbolism. Courses cover the language, materials, media, and processes of a particular art form and the design elements used. Advanced courses encourage students to refine their skills while also developing their own artistic styles following and breaking from traditional conventions. Courses may also include the study of major artists, art movements, and styles.

Graduation Requirements: This course meets the graduation requirements for Fine Arts.

Prerequisites: None

Middle School Beginning Band (Course Code 5101-G6)

Basic course in beginning instrumental techniques. The student is taught basic tone production, embouchure, intonation, posture, and breathing. Scheduled school-related and public performances are required.

Grade Level: 6

Middle School Intermediate Band (Course Code 5101-G7)

This course continues in technical sequence from Middle School Beginning Band. More advanced techniques will be introduced in

Intermediate Band and will be studied in greater depth. Daily individual practice and private instruction is highly recommended. Public performance is required to enhance learning. Prerequisite: Successful completion of Middle School Beginning Band.

Grade Level: 7

Middle School Advanced Band (Course Code 5101-G8)

This course which continues in technical sequence from Middle School Intermediate Band involves the study of more advanced music literature emphasizing style and phrasing. Scheduled school related public performances are required. Prerequisite: Intermediate Band, Successful completion of Middle School Beginning Band and recommendation from previous instructor.

Grade Level: 8

Middle School Beginning Chorus (Course Code 5110-G6)

This course is designed for early training in choral literature. Emphasis is on the basic fundamentals of music reading, voice care, and singing from a vocal score. Public performances are required.

Grade Level: 6

Middle School Intermediate Chorus (Course Code 5110-G7)

This course continues in the technical sequence from Middle School Beginning Chorus. The students will become familiar with various styles of three- and four-part choral literature with emphasis placed on appropriate choral techniques. Through listening and performing, students further develop intermediate techniques in phrasing, diction and other aspects of choral music interpretation. Participation in scheduled public performances is required.

Grade Level: 7

Middle School Advanced Chorus (Course Code 5110-G8)

This course continues in the technical sequence from Middle School Intermediate

Chorus. Experiences are designed to develop skills that range from proper performance position to music reading. Technical concentration on scales, etudes, and medium graded literature is included. Daily practice outside of the chorus class recommended. Participation in scheduled public performances are required to enhance learning. Prerequisite - Successful completion of Beginning and Intermediate chorus.

Grade Level: 8

Middle School Beginning Dance (Course Code 5036)

Students experience dance as an art form that develops critical thinking skills, discipline, collaboration, creativity, and physical skills that safely facilitate the execution of dance movement. Students enrich their views of society, themselves, and other cultures through the study of dance history. This course prepares students for further dance study and nurtures a lifelong appreciation of dance as an expressive and accessible art form. An interest in dance and the physical capacity to participate in dance movement is expected. Available as a semester or year-long course.

Grade Level: 6

Middle School Intermediate Dance (Course Code 5037)

Students experience dance as an art form that develops critical thinking skills, discipline, collaboration, creativity, and physical skills that safely facilitate the execution of dance movement. Students enrich their views of society, themselves, and other cultures through the study of dance history. This course prepares students for further dance study and nurtures a lifelong appreciation of dance as an expressive and accessible art form. Students need to demonstrate an interest in dance and the physical capacity to participate in dance movement. Available as a semester or year-long course.

Grade Level: 7

Middle School Advanced Dance (Course Code 5038)

Students experience dance as an art form that develops critical thinking skills, discipline, collaboration, creativity, and physical skills that safely facilitate the execution of dance movement. Students enrich their views of society, themselves, and other cultures through the study of dance history. This course prepares students for further dance study and nurtures a lifelong appreciation of dance as an expressive and accessible art form. An interest in dance and the physical capacity to participate in dance movement is expected.

Grade Level: 8

Middle School Beginning Guitar (Course Code 5108-G6)

This course is designed for the beginning guitar student with no experience. Students will learn to use basic proper guitar technique and the basic understanding of the elements of music. Students will learn to tune their guitars warming-up, group instruction, and independent group practicing and playing. Students will also learn basic maintenance of the instrument and how to change strings, clean the guitar's surface, clean strings, and maintain tuning. An interest in guitar is expected. Participation in scheduled public performances is required.

Grade Level: 6

Middle School Intermediate Guitar (Course Code 5108-G7)

Students will continue with the techniques and skills learned in the beginning guitar class with more in-depth work on technique and understanding. Music will be intermediate level music for high quality performances. Participation in scheduled public performances is required.

Grade Level: 7

Middle School Advanced Guitar (Course Code 5108-G8)

Students will continue with the techniques and skills learned in the previous class with more in-depth work on technique and understanding. Music will be Advanced level music for high quality performances.

Participation in scheduled public performances is required.

Grade Level: 8

Middle School Beginning Harp (Course Code 5120-G6)

Beginning instructional classes in harp are designed for students recommended by harp instructors or students desiring to study harp. Harp instruction is designed to develop skills that range from proper care and maintenance of the harp, to proper hand positions and note-reading. Techniques for the harp will include: note reading skills, identification of harp parts, corresponding strings, levers, hand position and finger action. The students will also learn pitch names, staff clefs, note alterations, note values, rests, simple time signatures, key signatures, and scales (C, G, D, F, and B flat) and sight reading. This course includes solo and ensemble repertoire selected by the harp instructor. Scheduled school related and public performances are required.

Grade Level: 6

Middle School Intermediate Harp (Course Code 5120-G7)

The intermediate level of harp instruction continues in sequence from the beginning level harp instruction. Hand positions and finger action skills, instrument care and maintenance continue to be developed. Technical skills of placing, connecting, placing of four fingers in succession, playing octaves and intervals are learned on this level. Time signatures, key signatures, major and minor scales are expanded. A larger harp repertoire of performance proficiency compositions is studied. Scheduled school related and public performances are required. Prerequisite: Successful completion of Middle School Beginning Harp and recommendation from former instructor.

Grade Level: 7

Middle School Advanced Harp (Course Code 5120-G8)

The technical sequence of instruction continues from Intermediate level harp

instruction. Students continue to develop a degree of proficiency in note-reading, rhythm, hand positions, and techniques. Expanded use of pedals on the pedal harp, lever and pedal changes, rolls, glissandos, and muffle techniques are taught. Advanced level solos, orchestral and ensemble repertoire are performed for concerts and community-based performances. Performances of repertoire from varied cultures and composers are studied. Scheduled school related and public performances are required. The student must have successfully completed Middle School Intermediate Harp. Prerequisite: Recommendation of former music teacher.

Grade Level: 8

Middle School Beginning Theatre Arts (Course Code 5076)

This course provides an avenue for students to express themselves creatively through theatrical performances. Basic acting skills will be explored along with stagecraft. Students will have the opportunity to perform for the student body and general public. Available as a semester or year-long course.

Grade Level: 6

Middle School Intermediate Theatre Arts (Course Code 5077)

This course provides an avenue for students to express themselves creatively through performances. Basic to Intermediate acting skills will be explored along with stagecraft. Students will have the opportunity to perform for the student body and general public. Available as a semester or year-long course.

Grade Level: 7

Middle School Advanced Theatre Arts (Course Code 5078)

This course provides middle school advanced level theater technique and skills. Oral interpretation, acting basics and play reading will be included. Students will respond to a variety of dramatic media, and will participate in a theatrical production. Available as a semester or year-long course.

Grade Level: 8

Middle School Beginning Orchestra (Course Code 5104-G6)

This course is a beginning instructional course for strings (violin, viola, cello, and bass). Basic fundamental rudiments such as proper performance position, bowing, tone production and music reading are introduced. Technical concentration on scales, etudes and simple graded literature is included. Daily practice outside of orchestra class and private instruction are strongly encouraged. Scheduled public performances are required to enhance performance skills. The student must have an interest in music and physical capacity to perform on one of the orchestral instruments.

Grade Level: 6

Middle School Intermediate Orchestra (Course Code 5101-G7)

This course continues in the technical sequence of Middle School Beginning Orchestra. The techniques that were introduced in the Beginning Orchestra are studied in greater depth. More advanced music literature is studied. Public performance is required. Daily individual practice is strongly encouraged. The student must have an interest in music and physical capacity to perform on one of the orchestral instruments. Prerequisite: Successful completion of Middle School Beginning Orchestra and recommendation from former instructor.

Grade Level: 7

Middle School Advanced Orchestra (Course Code 5104-G8)

This course continues in technical sequence for Middle School Intermediate Orchestra. Experiences are designed to develop skills that range from proper performance position to music reading. Technical concentration on scales, etudes, and middle school advanced literature is included. Daily practice outside of the orchestra class is required. Scheduled public performances are required to enhance performance skills. The student must have an interest in music and physical capacity to

perform on one of the orchestral instruments. Prerequisite: Successful completion of Middle School Beginning Orchestra and Middle School Intermediate Orchestra and recommendation from former instructor.

Grade Level: 8

History and Social Studies

U.S. History to 1865 (Course Code 4102)

This course focuses on using skills for historical and geographical analysis to explore the early history of the United States and understand ideas and events that strengthened the union. The course relates to the history of the United States from pre-Columbian times until 1865. Students will continue to learn fundamental concepts in civics, economics, and geography as they study United States history in chronological sequence and learn about change and continuity in our history. They also will study documents and speeches that laid the foundation for American ideals and institutions and will examine the everyday life of people at different times in the country's history through the use of primary and secondary sources. Instruction is enriched and extended through research-based practices designed to engage and challenge advanced learners, e.g. problem-based learning, research, and investigations.

Grade Level: 6

U.S. History to 1865 Honors (Course Code 4102-H)

This honors course emphasizes the use of historical and geographical skills for an analysis and exploration of the early history of the United States and understanding the ideas and events which shaped the Union. The course covers the history of the United States from the pre-Columbian period through 1865 and students will continue to learn fundamental concepts building a foundation of ideas in civics, economics, and geography. History will be covered in a chronological sequence, helping students to learn about continuity and change in American history. They will study primary and

secondary source documents in the form of speeches and letters which detail a foundation of American ideals and institutions while examining the everyday life of people throughout the course of United States history. Instruction will be enriched through introductory research designed to engage and challenge advanced learners (e.g. problem-based learning, research, and investigations).

Grade Level: 6

U.S. History: 1865 to Present (Course Code 4103)

Students will continue to use skills of historical and geographical analysis as they examine American history since 1865. The standards for this course relate to the history of the United States from the end of the Reconstruction era to the present. Students should continue to learn fundamental concepts in civics, economics, and geography within the context of United States history. Political, economic, and social challenges facing the nation reunited after the Civil War will be examined chronologically as students develop an understanding of how the American experience shaped the world political and economic landscape.

Grade Level: 6

U.S. History: 1865 to Present Honors (Course Code 4103-H)

This Honors course emphasizes the use of historical and geographical skills in order to analyze and explore early United States history with regard to the events that developed and strengthened the early union. The course details the end of the Reconstruction era through the Present. Students will build an understanding of fundamental ideas and concepts which they will learn in Civics and Economics; including standard United States geography. This course is covered through a chronological sequence which builds on the historical skill of identifying change and continuity over time. Primary source documents in the forms of speeches, letters etc. will be examined in order to help students understand the

foundation for American ideals and institutions. An examination of everyday American life at different times in the country's history will be enriched and extended through research-based practices designed to engage and challenge advanced learners, e.g. performance-based learning, introductory research, and investigation.

Grade Level: 7

Civics & Economics (Course Code 4161)

This course examines the roles citizens play in the political, governmental, and economic systems in the United States. Students examine the constitutions of Virginia and the United States; identify the rights, duties, and responsibilities of citizens; and describe the structure and operation of government at the local, state, and national levels. Students investigate the process by which decisions are made in the American market economy and explain the government's role in it. The standards identify personal character traits, such as patriotism, respect for the law, and a sense of civic duty, that facilitate thoughtful and effective participation in the civic life of an increasingly diverse democratic society.

Required: Civics & Economics SOL Test

Grade Level: 8

Civics & Economics Honors (Course Code 4161-H)

This honors course allows students to examine the impact of thoughtful citizenship on the outcomes of political, governmental, and economic systems in our nation. Students will examine the development of the Virginia Constitution as well as that of the United States. They will identify which rights, duties, and responsibilities are required for citizens; and describe the structures and operations of government from the local through the state and national levels. Students will also investigate the function of the American market economy and its influencing factors. There will also be a focus on identifying traits and principles of citizenship and defining the role of the citizen in the context of civic responsibility and a thoughtful participation in a democratic society.

Grade Level: 8

Health and PE

Health & PE - Grade 6 (Course Code 8110)

This course is designed to offer fundamental instruction in personal fitness and team / individual sport and skill instruction. Approximately 40% of instruction is devoted to Health Education: nutrition, mental health, body systems and disease prevention control. Available as a semester course.

Grade Level: 6

Health & PE - Grade 7 (Course Code 8111)

This course is designed to offer fundamental instruction in personal fitness and team / individual sport and skill instruction. Approximately 40% of instruction is devoted to health education: mental health, nutrition, personal growth and social / emotional health. Available as a semester course.

Grade Level: 7

Health & PE - Grade 8 (Course Code 8112)

This course is designed to provide instruction in physical fitness and team / individual sport and skill instruction. Approximately 40% of instruction is health education in the areas of personal growth & health, drugs and alcohol, tobacco, smoking & safety. Social and emotional well being. Available as a year-long course.

Grade Level: 8

Health & PE - Grade 8 (Course Code V7200) 8112V

This virtual course is designed to provide instruction in physical fitness, team and individual sport and skill instruction. Approximately 40% of instruction is health education in the areas of personal growth & health, drugs and alcohol, tobacco, smoking & safety. Social and emotional well-being. Available as a year-long course.

Grade Level: 8

World Languages

Exploratory (Multi-language) Foreign Language (Course Code 24040)

The Exploratory Multi-Language course aims to introduce students to language learning, build awareness and appreciation of other cultures, develop an appreciation for the value of learning another language, and increase motivation for future language study. Through the study of other languages, students also gain an enhanced understanding of English. Fluency in the new languages is not an expected outcome of an exploratory program.

Available as a year-long course.

Grade Level: 6

Spanish for Fluent Speakers I (Course Number – 24057-I; VA Assignment Code – 5511)

1 Credit

High School Credit-Bearing Course

This course focuses on the development of communicative competence in reading, writing, speaking and listening, as well as on understanding the practices and perspectives of Hispanic cultures. Students will develop an awareness and understanding of language variation, customs, geography, history, and current events. Students will gain confidence using Spanish to express their own thoughts on social and academic themes, interact with other speakers of the language, understand oral and written messages, make oral and written presentations, reflect on language variation, and critically view and evaluate media resources and websites. Students will be able to understand material presented on a variety of topics related to contemporary events and issues in Hispanic communities.

Graduation Requirements: This course is one that may be used to fulfill the world languages standard credit.

Prerequisites: Native or heritage Spanish-speaker

Spanish IA (Course Number – 24052; VA Assignment Code – 5513)

0 Credit***High School Credit-Bearing Course***

This elective course, the first in a two-part sequence, provides students with the necessary foundation for the continued study of Spanish through Level I. It presents basic structure and grammar of the Spanish language and encourages conversation with the introduction of basic vocabulary. Cultural activities introduce the student to the customs and geography of the Spanish speaking countries. This class is a prerequisite for Spanish 1B.

Prerequisites: None

Spanish IB (Course Number – 24052- VA Assignment Code – 5515)**1 Credit*****High School Credit-Bearing Course***

This elective course continues to present basic structure and grammar of the Spanish language and encourages conversation with the introduction of basic vocabulary. Cultural activities will expand student awareness of the customs and geography of Spanish-speaking countries. This course completes the two-part sequence of Spanish I at the middle school level.

Prerequisites: Spanish IB

Spanish I (Course Number – 24052; VA Assignment Code – 5510)**1 Credit*****High School Credit-Bearing Course***

In Spanish I, students learn to communicate in real-life contexts about topics that are meaningful to them. Emphasis is placed on use of Spanish in the classroom as exclusively as possible and on use of authentic materials to learn about the language and culture and to develop students' communicative competence. Grammar is integrated into instruction according to the vocabulary and structures needed in the various situations in which students are required to communicate. Students develop a greater understanding of the structure of their own language and the unique aspects of their own culture.

Graduation Requirements: This course is one that may be used to fulfill the world languages

standard credit.

Prerequisites: None

Spanish II (Course Number – 24053; VA Assignment Code – 5520)**1 Credit*****High School Credit-Bearing Course***

In Spanish II, students continue to develop their communicative and cultural competence by interacting orally and in writing with other Spanish speakers, understanding oral and written messages in the language, and making oral and written presentations in the language. Learning continues to focus on communicating about daily activities. Students read material on familiar topics and write short, directed compositions. Emphasis continues to be placed on use of Spanish in the classroom as well as on use of authentic materials to learn about Spanish language and cultures.

Graduation Requirements: This course is one that may be used to fulfill the world languages standard credit.

Prerequisites: Spanish I

Spanish III (Course Number – 24054; VA Assignment Code – 5530)**1 Credit**

In Spanish III, students continue to develop their communicative and cultural competence by interacting orally and in writing with other Spanish speakers, understanding oral and written messages in the language, and making oral and written presentations in Spanish. Students communicate on a variety of topics at a level commensurate with their study, using more complex structures in the language and moving from concrete to more abstract concepts in a variety of time frames. Students are expected to comprehend the main ideas of authentic materials that they listen to and read, and to identify significant details when the topics are familiar. Students develop the ability to sustain a conversation in Spanish about topics that include historical and contemporary events and issues. Emphasis continues to be placed on use of Spanish in the classroom as exclusively as possible, as well as on use of authentic

materials to learn about the Spanish language and culture(s).

Graduation Requirements: This course is one that may be used to fulfill the world languages standard credit.

Prerequisites: Spanish II or placement based on proficiency

French I (Course Number – 24102; VA Assignment Code – 5110)

1 Credit

French I introduces students to the French language and culture. French I prepares students to communicate authentically by interpreting (reading, listening, viewing), exchanging (speaking and listening; reading and writing), and presenting (speaking, writing) information on a variety of topics.

Students are introduced to the relationships between the products, practices, and perspectives of French-speaking cultures.

Graduation Requirements: This course is one that may be used to fulfill the world languages standard credit.

Prerequisites: None

Mathematics

Math Foundations- 6th Grade (Course Code 2996-MS)

This math elective course is designed to help prepare students for grade level mastery in addition to the core math class. Students are recommended for placement based on multiple criteria including but not limited to: results from previous standardized tests, diagnostic assessments, and on-going quarterly data with teacher observation evidence of math skills. Course will review math skills and focus on the standards that are foundational for success in the general math course. Enrichment activities allow students to make mathematical connections based on real world experiences. This course is structured with additional time, smaller class size, and instructional strategies to afford students an opportunity to build upon the skills based on individual needs.

Grade Level: 6

Math Foundations- 7th Grade (Course Code 2996-MS)

This math elective course is designed to help prepare students for grade level mastery in addition to the core math class. Students are recommended for placement based on multiple criteria including but not limited to: results from previous standardized tests, diagnostic assessments, and on-going quarterly data with teacher observation evidence of math skills. Course will review math skills and focus on the standards that are foundational for success in the general math course. Enrichment activities allow students to make mathematical connections based on real world experiences. This course is structured with additional time, smaller class size, and instructional strategies to afford students an opportunity to build upon the skills based on individual needs.

Grade Level: 7

Math Foundations- 8th Grade (Course Code 2996-MS)

This math elective course is designed to help prepare students for grade level mastery in addition to the core math class. Students are recommended for placement based on multiple criteria including but not limited to: results from previous standardized tests, diagnostic assessments, and on-going quarterly data with teacher observation evidence of math skills. Course will review math skills and focus on the standards that are foundational for success in the general math course. Enrichment activities allow students to make mathematical connections based on real world experiences. This course is structured with additional time, smaller class size, and instructional strategies to afford students an opportunity to build upon the skills based on individual needs.

Grade Level: 8

Math 6 (Course Code 2036)

This rigorous sixth grade mathematics curriculum is designed to prepare students for advanced math. It incorporates all sixth grade standards and some of the seventh grade

standards to explore and develop concepts related to variable expressions, equations and inequalities, geometry, rational numbers, probability, formulas, and percent. Students are exposed to problem-based learning tasks requiring higher order thinking skills and the ability to reason and communicate mathematically.

Required: Grade 6 Math SOL Test

Grade Level: 6

Math 7 (Course Code 2037)

This course emphasizes the exploration of proportions, percent, discount, taxes, and geometric concepts including area, surface area, and volume of prisms as well as algebraic terminology, expressions, and equations. The development of solving, and applying linear equations and inequalities and organizing and analyzing data to make inferences and predictions will be emphasized. While learning mathematics, students will be actively engaged, using concrete materials and appropriate technology such as calculators. Required:

Required: Grade 7 Math SOL Test

Grade Level: 7

Math 7/8 (Course Number 2038-AB)

This course highlights objectives from 7th grade standards not taught in grade 6 and all 8th grade math objectives with concentration on proportional reasoning. Connections of mathematical concepts to other disciplines and real-world applications allow students to develop and explore concepts related to variable expressions, equations and inequalities, geometry, rational numbers, probability, formulas, and percent. Students are exposed to tasks requiring higher order thinking skills and the ability to reason and communicate mathematically.

Required: Grade 8 Math SOL Test

Grade Level: 7

Math 8 (Course Code 2038)

Math 8 extends concepts and skills from previous grades and prepares students for the more abstract concepts in algebra. The curriculum includes the components of

functions, algebra, geometry, statistics and probability, measurement, numbers, and proportional reasoning. The eighth-grade standards provide students additional instruction and time to acquire the concepts and skills necessary for success in Algebra I. Students will gain proficiency in computation with rational numbers and will use proportions to solve a variety of problems.

Required: 8 Math SOL Test

Grade Level: 8

Algebra I (Course Number – 02052-I; VA Assignment Code – 3130)

1 Credit (Eligible for Verified Credit)

High School Credit-Bearing Course

This course provides the foundation for future mathematics courses by transferring concrete mathematical knowledge to more abstract algebraic generalizations. The focused topics include variables and expressions; solving equations and inequalities; linear, quadratic and exponential functions; graphing and writing linear equations; systems of equations and inequalities; polynomials; factoring; statistics; and rational expressions. In order to develop critical thinking, this course will be learned by integrating engaging activities using an online graphing calculator (DESMOS), projects, classwork, homework, and other learning avenues.

Graduation Requirements: This course may be used to fulfill the mathematics standard credit.

Prerequisites: None

Intensified Algebra I (Course Number – 02052-IA; VA Assignment Code – 3130)

1 Credit (Eligible for Verified Credit)

High School Credit-Bearing Course

This course provides the foundation for future mathematics courses by transferring concrete mathematical knowledge to more abstract algebraic generalizations. The focused topics include review strategies for pre-algebra concepts and skills, as well as variables and expressions; solving equations and inequalities; linear, quadratic, and exponential functions; graphing and writing linear equations; systems of equations and inequalities; polynomials; factoring; statistics;

and rational expressions. In order to develop critical thinking, this course will be learned by integrating engaging activities using an online graphing calculator (DESMOS), projects, classwork, homework, and other learning avenues. An online program may be utilized.

Graduation Requirements: This course may be used to fulfill the mathematics standard credit. Algebra I SOL. Prerequisites: None

Geometry (Course Number – 02072MS; VA Assignment Code – 3143)

1 Credit (Eligible for Verified Credit)

High School Credit-Bearing Course

This course is designed for students who have successfully completed the standards for Algebra I. Course emphasizes transformational geometry and measurement, theorems and properties, formal definitions of geometric terms, trigonometric relationships, and reasoning to justify conclusions. Methods of justification will include paragraph proofs, two-column proofs, indirect proofs, coordinate proofs, algebraic methods, and verbal arguments. A variety of applications and some general problem-solving techniques, including algebraic skills, will be used to implement these standards using classwork, homework, project, etc. Graphing calculators (DESMOS), computers, graphing utilities, dynamic geometry software, and other appropriate technology tools may be used to assist in teaching and learning.

Graduation Requirements: This course may be used to fulfill the mathematics standard credit. Prerequisites: Algebra I

Other Electives

SPACE: Special Program for Academic and Creative Excellence, Grade 6

(Course Number 22997-G6; Code 112)

SPACE offers gifted and talented and highly capable students the opportunity to benefit from learning at an accelerated pace in order to develop, cultivate, and extend critical thinking skills and understanding broad generalizations. Using inquiry and problem-based learning. SPACE students will

be challenged to apply varied analysis models to investigations based in the core areas (English, math, science, technology, and social science). Investigations and explorations of various subjects will take place in small groups and on an individual basis. Content will be advanced and students will apply the lens of their essential understandings to different contexts. Students will use their creativity and problem-solving abilities to produce required or self-directed products that show evidence of their new knowledge and how they can use it in new and different ways. Available as a semester or year-long course.

Grade Level: 6

SPACE: Special Program for Academic and Creative Excellence, Grade 7

(Course Number 22997-G7; Code 112)

SPACE offers gifted and talented and highly capable students the opportunity to benefit from learning at an accelerated pace in order to develop, cultivate, and extend critical thinking skills and understanding broad generalizations. Using inquiry and problem-based learning. SPACE students will be challenged to apply varied analysis models to investigations based in the core areas (English, math, science, technology, and social science). Investigations and explorations of various subjects will take place in small groups and on an individual basis. Content will be advanced and students will apply the lens of their essential understandings to different contexts. Students will use their creativity and problem-solving abilities to produce required or self-directed products that show evidence of their new knowledge and how they can use it in new and different ways. Available as a semester or year-long course.

Grade Level: 7

SPACE: Special Program for Academic and Creative Excellence, Grade 8

(Course Number 22997-G8; Code 112)

SPACE offers gifted and talented and highly capable students the opportunity to benefit from learning at an accelerated pace in order

to develop, cultivate, and extend critical thinking skills and understanding broad generalizations Using inquiry and problem-based learning. SPACE students will be challenged to apply varied analysis models to investigations based in the core areas (English, math, science, technology, and social science). Investigations and explorations of various subjects will take place in small groups and on an individual basis. Content will be advanced and students will apply the lens of their essential understandings to different contexts. Students will use their creativity and problem-solving abilities to produce required or self-directed products that show evidence of their new knowledge and how they can use it in new and different ways. Available as a semester or year-long course.

Grade Level: 8

Military Science VI - Leadership (Course Number 22103-6)

Students will receive an introduction to self-image, identify their own behavior preferences and consider the preferences of others, understand situations as they unfold, improve communication with others, influence people and situations to get the results you desire. Basic introduction of leadership and define what leadership is.

Students begin to learn the effects of gender, ethnicity, customs, and tradition on the interests, values, styles, and behavior of others. Students are taught to recognize contributions of people from different backgrounds and experiences.

Grade Level: 6 (offered only at Franklin Military Academy)

Military Science VII - Leadership (Course Number 22103-7)

Students will study the characteristics of leaders, examine their own leadership behavior strengths and weaknesses, begin making improvements, their community and service, explore leadership through citizenship and service, and students will communicate effectively in pairs, small groups, teams, and large groups. Cadets

review the information they learned from the previous school year, including the purpose of command voice and inflection. Drill and ceremony is expanded to teaching military squad drills, basic facing and marching movement. Students learn how to give commands and engage in student leadership responsibilities.

Grade Level: 7 (offered only at Franklin Military Academy)

Military Science VIII - Leadership (Course Number 22103-8)

The leadership skills students use to accomplish a mission are the same whether you are in a classroom, your neighborhood, church, and/or home. To be a good leader, the student must provide teammates with purpose, direction, and motivation. Purpose helps them to understand why they are performing a task, direction shows what they must do, and motivation gives them the desire or initiative to do everything they are capable of doing to accomplish their goal. In this learning plan you will explore the principles of leadership and determine what you must do to improve your leadership abilities, culminating with a service learning project. This activity allows students to conduct research on a public policy issue of personal interest. Group work and an oral presentation help them increase the communication skills that are vital to leadership. Students develop a community program and select a research organization in the community and reach out to them to develop a relationship to provide selfless service.

Grade Level: 8 (offered only at Franklin Military Academy)

Science

Science- Grade 6 (Course Number 3236)

This course of study focuses on the curriculum standards for Grade 6 Science, which emphasize increasing student knowledge of the applications of life, earth, and physical sciences in the natural world. Students investigate earth science topics

such as Earth's location and role in the universe, and the overall structure of the solar system. Students also expand their understanding of ecosystems, including the cycling of matter, biodiversity, energy transformations, and the role of forces in shaping the environment. Heavy emphasis is placed on the development of scientific inquiry skills through hands-on lab opportunities, computational thinking, and the design and use of models. Instruction will be designed to enhance student learning experiences to include development of Scientific and Engineering Practice skills as a foundational course in the middle school science sequence. This course completes all of the Grade 6 Science standards necessary for students to be successful on the Grade 8 Science SOL.

Grade Level: 6

Integrated Science 6 (Course Number 03201-G6)

Integrated Grade 6 Science/Life Science – Integrated Science 6/7 combines the 6th grade content that covers earth and environmental science and combines them with Life Science topics, emphasizing a complex understanding of change, cycles, patterns, and relationships in the living world from the subcellular level up to the biosphere and beyond. Students gain an understanding of these principles through the following: the study of organization and the classification of organisms; the relationship among organisms; populations, communities and ecosystems; and change due to the transmission of genetic information from generation to generation. The course will have a heavy emphasis on hands-on lab opportunities, allowing students to engage in the process of scientific investigation and engineering design. Students will also continue to build skills related to computational thinking and the design and use of models. This course completes all of the earth science related content of the 6th Grade Science standards and all of the Life Science standards at a more challenging level of instruction.

Grade Level: 6

Life Science (Course Number 3158)

This course of study focuses on the curriculum standards for Life Science, which emphasize a complex understanding of change, cycles, patterns, and relationships in the living world from the subcellular level up to the biosphere and beyond. Students gain an understanding of these principles through the following: the study of organization and the classification of organisms; the relationship among organisms; populations, communities and ecosystems; and change due to the transmission of genetic information from generation to generation. The course will have a heavy emphasis on hands-on lab opportunities, allowing students to engage in the process of scientific investigation and engineering design. Students will also continue to build skills related to computational thinking and the design and use of models. This course completes all of the Life Science standards necessary for students to be successful on the Grade 8 Science SOL.

Grade Level: 7

Integrated Science 7 (Course Number 03201-G7)

Integrated 7/8 Science – The 8th Grade Physical Science content is merged with those strands of 6th grade science that focus on energy and atomic theory, emphasized through the study of the characteristic properties of matter; atomic structure and theory; energy; electricity and magnetism; work, force, and motion; science, technology, and society; and career awareness. The course will have a heavy emphasis on hands-on lab opportunities, allowing students to engage in the process of scientific investigation and engineering design. This course completes the physical science-related content in the 6th Grade standards and all 8th Grade Physical Science at a more challenging level of instruction. Students will also continue to build skills related to computational thinking and the design and use of models.

Grade Level: 7

Physical Science (Course Number 3159)

This course of study focuses on the curriculum standards for Physical Science, which emphasize the study of the characteristic properties of matter; atomic structure and theory; energy; electricity and magnetism; work, force, and motion; science, technology, and society; and career awareness. The course will have a heavy emphasis on hands-on lab opportunities, allowing students to engage in the process of scientific investigation and engineering design. This course completes all Physical Science standards necessary for students to be successful on the Grade 8 Science SOL. Students will also continue to build skills related to computational thinking and the design and use of models.

Grade Level: 8

Earth Science I (Course Number – 03001; VA Assignment Code – 4210)

1 Credit (Eligible for Verified Credit)

High School Credit-Bearing Course

Earth Science is a laboratory-based course that provides students with an opportunity to explore the various physical phenomena that affect the earth. This course, which includes research design concepts, helps students become more aware of their surroundings through the study of astronomy, space science, meteorology, oceanography, physical geology, and environmental resources.

Graduation Requirements: This course may be used or counted toward the graduation requirement in science.

Prerequisites: Integrated Science 7

Career & Technical Education

Career Investigations- 18 Weeks (Course Code 19258-18)

This course allows students to explore career options and begin investigating career opportunities. Students assess their roles in society, identify their roles as workers, analyze their personal assets, complete a basic exploration of career clusters, select career pathways or occupations for further study,

and create an Academic and Career Plan based on their academic and career interests. This course also helps students identify and demonstrate the workplace skills that employers desire in their future employees.

Grade Level: 6, 7, 8

Computer Solutions (18 Weeks) (Course Code 10010-18)

Students are introduced to the world of business using the computer as a problem-solving tool. Emphasis is placed on completing a variety of projects incorporating programming concepts and writing code. Basic Internet safety is an important component of this course.

Grade Level: 7-8

Technology Foundations (Course Number – 21003-36; VA Assignment Code – 8403)

1 Credit

High School Credit-Bearing Course

In this beginning high school course, students acquire a foundation in technological material, energy, and information and apply processes associated with the technological thinker. Challenged by laboratory activities, students create new ideas and innovations, build systems, and analyze technological products to further learn how and why technology works. They work in groups to build and control systems using engineering design in the development of a technology.

Graduation Requirements: This is an elective course and fulfills the requirements of a standard credit course.

Prerequisites: None

Digital Technology Foundations (36 weeks) (Course Number 10900-36)

This foundation course introduces the use of relevant and emerging technologies, tools, and applications to prepare students for current workplace practices and everyday life. Students will demonstrate information processing using a variety of hardware and software and Internet-based tools to produce and integrate data in various formats. This course is designed for students wishing to

progress through more advanced business and information technology coursework.

Recommended prerequisite(s): Keyboarding course(s) or teacher-approved demonstration and documentation of touch keyboarding skills
Grade Level: 6-8 (offering only in 8th grade)

Family & Consumer Sciences Exploratory I 18 Weeks (Course Number 19903-18G6)

FACS Exploratory I, students focus on areas of individual growth such as personal goal achievement, responsibilities within the family and accountability for personal safety and health. Students apply problem-solving and leadership skills as they progress through the course

Grade Level: 6

Family & Consumer Sciences Exploratory II 18 Weeks (Course Number 19904-18G7)

In FACS Exploratory II, students focus on their individual development as well as their relationships and roles within the family unit. They learn how to maintain their living and personal environments and to use nutrition, wellness practices and explore careers related to Family and Consumer Sciences.

Grade Level: 7

Family and Consumer Sciences Exploratory III (36 Weeks) (Course Number 19251-36G8)

In FACS Exploratory III, an advanced-level course that prepares middle school students for their roles in families, careers, and communities through project-based instruction. Students experience in-depth studies of nutrition and wellness, food preparation, relationships, personal environments, textiles, fashion and apparel, consumer resources, child development and care, and leadership service in action. Instruction in this course emphasizes science, technology, engineering and mathematics (STEM) concepts, where appropriate.

Grade Level: 8

Independent Living (Course Number – 22904-36; VA Assignment Code – 8219)

1 Credit

High School Credit-Bearing Course

Students in Independent Living build life skills focusing on establishing positive relationships, balancing work and family life, investigating careers, making responsible consumer choices, applying nutrition and wellness knowledge, and studying child development and parenting. Students learn to relate to others (relationships), apply financial literacy, manage resources in the areas of apparel, nutrition and wellness, and housing. Students learn to use leadership skills to reach individual goals, plan for careers and make consumer choices in a global environment.

Graduation Requirements: This is an elective course and fulfills the requirements of a standard credit course.

Prerequisites: None

Digital Applications (Course Number – 10004-36; VA Assignment Code – 6611) 1 Credit

High School Credit-Bearing Course

This course is designed for secondary school students to develop real-life, outcome-driven approach skills for digital citizenship, basic computer operations, keyboarding, application software (word processing, spreadsheets, multimedia applications, databases), and career exploration. This course promotes skills that can be applied across the curriculum and offers preparation relevant to 21st century skills and post-secondary education. Student skills may be enhanced by participation in work-based learning activities and/or the Future Business Leaders of America (FBLA).

Graduation Requirements: This is an elective course and fulfills the requirements of a standard credit course.

Prerequisites: None

Introduction to Technology (18 Weeks) (Course Number 21051-18; VA Course Code 8482))

Students study the resources of all technology, including tools, energy, materials, people, time, information, and capital. This also includes the problem-solving process and various hands-on activities. They

explore up to six systems of technology, including medical, agricultural and related biotechnologies, energy and power, information and communication, transportation, manufacturing, and construction. Students relate the impact of technology on society, environment, and culture to future consequences and decisions.

Grade Level: recommended grades 6-8 (offering only to 6th grade)

Inventions & Innovations (18 Weeks) (Course Number 21099-18)

Students make models of significant inventions that have advanced society. After studying these developments, they explore contemporary technological problems facing them, their community, or the world and apply systematic procedures to invent new products or innovations as solutions.

Grade Level: recommended grades 6-8 (offering only to 7th grade)

Keyboarding - Middle School (18 Weeks) (Course Number 12005-18)

This course is designed for middle school students to develop and enhance touch skills for entering alphabetic, numeric, and symbol information on a keyboard to produce documents.

Grade Level: 6

Make It Your Business - (18 Weeks) (Course Number 12151-18)

Students design, establish, and operate a small-group or class business, producing a service or product that meets an identified school or community need. Emphasis is placed on the introduction and application of business terminology, basic entrepreneurship concepts, and fundamental business principles. Basic academic skills (mathematics, science, English, and history/social science) are integrated into this course.

Grade Level: 6-8

Technological Systems (36 Weeks) (Course Number 21001-36)

Students combine resources and techniques to create systems, attaining comprehension of

how technological systems work. Students will explore, design, analyze, and evaluate technological systems. By simulating systems and assessing their impacts, students gain insight into how to approach the problems and opportunities of a technological world. Students will also explore technology-oriented careers.

Grade Level: recommended grades 7- 8 (offering only to 8th grade)

Exploratory STEM (36 Weeks) (Course Number 20101-36-I)

Students apply a wide range of technologies to project work as they rotate through a carefully crafted sequence of learning engagements. This ensures a broad base of foundational experiences and an ever-changing mix of ideas and inspiration. Middle school SmartLab® students are encouraged to choose an appropriate level of challenge, apply their own interests and learning styles, and explore questions of personal relevance. Learners maintain daily learning journals, create project presentations and reflect on their learning. With increased autonomy, students take more responsibility for their learning and become acquainted with the many ways in which science, technology, engineering, and math (STEM) can be applied to a myriad of real-life challenges.

Grade Level: recommended grades 6-7 (offering only grade 6th)

Intermediate STEM (36 Weeks) (Course Number 20101-36-II)

Students in Intermediate STEM will build upon the skills from Exploratory STEM through further research, design, and implementation of independent and collaborative projects within the SMARTLAB(r). Guided by the engineering design process, the course is designed to immerse students in the hands-on inquiry process through project-based assessments. Through exploration of STEM concepts, students will refine problem-solving and critical thinking skills, build capacity to apply these skills, develop meaningful solutions to

real-world problems, and cultivate their ability to communicate process and results to the classroom, school, and community.

Grade Level: recommended grades 7-8 (offering only grade 7th)

AVID Courses (Boushall MS ONLY)

AVID - 6th Grade (Course Number – 22007-G6; VA Assignment Code –N/A)
0 Credit

Students will develop an awareness of the values accompanying academic goals and success. The course will focus on building students' self-confidence and communication skills in working with peers and adults. Students continue to be exposed to reading strategies that will assist them in building vocabulary and understanding a variety of texts and will also focus on pre-writing techniques, summary writing, and structural components of note-taking (WICOR strategies). Students will increase college and career awareness through guest speaker presentations, field-trip opportunities, and research.

Available as a semester or year-long course.

Graduation Requirements: This is an elective course and does not fulfill the requirements of a standard credit course.

Prerequisites: Admission to the program: teacher/counselor recommendations, application, and/or interview

AVID - 7th Grade (Course Number – 22007-G7; VA Assignment Code –N/A)
0 Credit

The 7th-grade AVID elective course builds upon the foundational components of the AVID philosophy. Students will refine short- and long-term goals and, as a result, begin to understand the value in taking charge of their actions. They will start working on intrapersonal and interpersonal skills as well as formal and informal speech. Students will complete self-evaluations and peer evaluations related to reading, writing, organization, and speaking. In broadening their writing practice, students will begin considering audience, purpose, and form in

their writing. Students will take an active role in their learning, understanding the roles of all members in assignments and collaborative lessons. They will expand their knowledge base regarding note-taking in relation to studying and test preparation. Students will be exposed to various field trips, guest speakers, and research to increase their knowledge of college and career options. Available as a semester or year-long course.

Graduation Requirements: This is an elective course and does not fulfill the requirements of a standard credit course.

Prerequisites: Successful completion of AVID 6th grade, or admission to the program by teacher/counselor recommendations, application, and/or interview.

AVID - 8th Grade (Course Number – 22007-G8; VA Assignment Code –N/A)
0 Credit

The 8th-grade AVID Elective course is the year of preparation for high school. Students will regularly exhibit and utilize the skills and strategies learned in the 6th and 7th grade AVID courses. They will refine previous goals, focusing on their transition to high school as part of a college preparatory path. Their writing will focus on completing all steps of the writing process and varying style, word choice, vocabulary, structure, and voice. Major writing assignments include persuasive, expository, descriptive, and timed writing. Students will transition from active learners to leaders. Other areas of focus include increasing the use of technology and building upon test-preparation and test-taking knowledge. Students will broaden their experience with analyzing text and utilizing appropriate reading strategies in various settings. They will become more involved in guest-speaker presentations and field trips, particularly as they relate to the preparation and prior knowledge. Students will also participate in college-preparatory testing and build connections with the high school they will attend. Available as a semester or year-long course.

Graduation Requirements: This is an elective course and does not fulfill the requirements of a standard credit course.

Prerequisites: Successful completion of AVID 7th grade, or admission to the program by teacher/counselor recommendations, application, and/or interview.

AVID EXCEL - ESL Only (Course Number – 22007-XL; VA Assignment Code –N/A)
0 Credit

The AVID Excel Elective is a program, especially for middle school English learners. The program provides explicit instruction in English language development and academic language through reading, writing, oral language, academic vocabulary, and college readiness skills. AVID Excel combines the key

features of the AVID Program and the development of academic English skills needed for college preparatory work with the goal of accelerating their academic English language development and providing them a pathway into college preparatory coursework. Available as a semester or year-long course.

Graduation Requirements: This is an elective course and does not fulfill the requirements of a standard credit course.

Prerequisites: Successful completion of previous AVID EXCEL course, or admission to the program by teacher/counselor recommendations, application, and/or interview

Available Course Sequences

Students should be given the opportunity to flex between these pathways based on performance and interest.

Grade	English	Mathematics	History & Social Sciences	Science
6 th Grade	English- Grade 6	Math 6	US History to 1865	Science- Grade 6
	English - Grade 6 Honors*	Math 6	US History to 1865 Honors*	Integrated Science 6
7 th Grade	English- Grade 7	Math 7 Math 7/8*	US History 1865 to present	Life Science
	English - Grade 7 Honors*	Algebra 1*	US History 1865 to present Honors*	Integrated Science 7
8 th Grade	English- Grade 8	Math 8 Algebra 1*	Civics & Economics	Physical Science
	English - Grade 8 Honors*	Geometry*	Civics & Economics Honors*	Earth Science*

**The asterisk represents rigor points awarded for the Governor's Schools application process. Any math, science, English, or history course for high school credit may earn a rigor point. Additional information on rigor points can be found on page 34.*

Electives

In addition to core content courses, middle school students have an array of choices for electives. Students may select a combination of four (4) semester-long courses; two (2) year-long courses or two (2) semester-long courses and one (1) year-long courses. Note: all 6th graders at a minimum must enroll in a semester-long CTE course to meet the Career Investigations requirement. All 6th & 7th graders at a minimum must enroll in at least one semester-long Health/PE course (though they may opt for a year-long course should they wish to do so.

Grade	Semester Courses	Year Long Courses
6th	Art Grade 6 Middle School Beginning Band (LMBMS only) Middle School Beginning Dance Middle School Beginning Theatre Arts Health/PE Grade 6 Family and Consumer Science Exploratory I Keyboarding Introduction to Technology Career Investigations Make It Your Business	Art Grade 6 Middle School Beginning Band Middle School Beginning Orchestra Middle School Beginning Chorus Middle School Beginning Dance Middle School Beginning Guitar Middle School Beginning Harp Middle School Beginning Theatre Arts
7th	Art Grade 7 Middle School Intermediate Band (LMBMS only) Middle School Intermediate Dance Middle School Intermediate Theater Arts Health/PE Grade 7 Family and Consumer Science Exploratory II Inventions and Innovations Computer Solutions Make It Your Business	Spanish I Spanish Ia Art Grade 7 Middle School Intermediate Band Middle School Intermediate Orchestra Middle School Intermediate Chorus Middle School Intermediate Dance Middle School Intermediate Guitar Middle School Intermediate Harp Middle School Intermediate Theater Arts
8th	Make It Your Business	Spanish I* Spanish Ib* Spanish II* Spanish for Fluent Speakers* Art I* Middle School Advanced Band Middle School Advanced Orchestra Middle School Advanced Chorus Middle School Advanced Dance Middle School Advanced Guitar

		Middle School Advanced Harp Middle School Advanced Theatre Arts Health/PE Grade 8 Virtual Health/PE Grade 8 Digital Technology Foundations Digital Applications* Technology Foundations* Technological Systems Family and Consumer Science Exploratory III Independent Living*
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**High School Credit-Bearing Courses*

Student Support Electives (Reading, and Math)

In addition to the above electives, each middle school has time in their schedule to support students (typically referred to as the “Intervention/Enrichment Block.” This time is vital to meeting students’ needs and is structured to support identified students with targeted additional instruction. Schools will schedule students for additional support using achievement data to determine placement of students for this period.

MIDDLE SCHOOL SCHEDULING for Language Instruction Educational Program

Language Instruction Educational Program (LIEP) teachers will work with school counselors to ensure that all Multilingual Learners (MLs) at English Language Proficiency (ELP) levels 1-4.3 are placed in appropriate classes. Student placement will depend on their WIDA screener or ACCESS for ELLs English Language Proficiency (ELP) level. English Language Development (ELD) classes will be offered at the middle school level and will focus on academic language development throughout the four domains. ELD classes in the middle school are not to be counted for High School World Language Credit.

Newcomer 6 (Course Code 5999-I)

This class is designed for newly arrived Multilingual Learners who are at the beginning stages of English language proficiency. This class is designed to support the development of academic language and skills through the four domains—reading, writing, listening and speaking, while supporting newly arrived students through the U.S educational system. This course is aligned to the WIDA English Language Development (ELD) standards, as well as aligned with the grade

level SOLs. It maintains a focus on vocabulary development, literacy skills, and the writing process. Newcomer students are enrolled in this elective course and an ML-only section of the grade level English course.

Prerequisite: WIDA ELP Level 1.0-1.9 with less than 12 months of instruction in a U.S. school
Grade Level: 6

Newcomer 7 (Course Code 5999-II)

This class is designed for newly arrived Multilingual Learners who are at the

beginning stages of English language proficiency. This class is designed to support the development of academic language and skills through the four domains—reading, writing, listening and speaking, while supporting newly arrived students through the U.S educational system. This course is aligned to the WIDA English Language Development (ELD) standards, as well as aligned with the grade level English Language Arts SOLs. It maintains a focus on vocabulary development, literacy skills, and the writing process. Newcomer students are enrolled in this elective course and an ML-only section of the grade level English course.

Prerequisite: WIDA ELP Level 1.0-1.9 with less than 12 months of instruction in a U.S. school
Grade Level: 7

Newcomer 8 (Course Code 5999-III)

This class is designed for newly arrived Multilingual Learners who are at the beginning stages of English language proficiency. This class is designed to support the development of academic language and skills through the four domains—reading, writing, listening and speaking, while supporting newly arrived students through the U.S educational system. This course is aligned to the WIDA English Language Development (ELD) standards, as well as aligned with the grade level English Language Arts SOLs. It maintains a focus on vocabulary development, literacy skills, and the writing process. Newcomer students are enrolled in this elective course and an ML-only section of the grade level English course.

Prerequisite: WIDA ELP Level 1.0-1.9 with less than 12 months of instruction in a U.S. school
Grade Level: 8

Entering ELD 6 (Course Code 5999-I)

This class is designed for Multilingual Learners who are at the entering stages of English language proficiency. This class is designed to support the development of

academic language and skills through the four domains—reading, writing, listening and speaking. This course is aligned to the WIDA English Language Development (ELD) standards, as well as aligned with the grade level SOLs. It maintains a focus on vocabulary development, literacy skills, and the writing process. WIDA ELP Level 1 students are enrolled in this course and an ML-only section of the grade level English course.

Prerequisite: WIDA ELP Level 1.0-1.9
Grade Level: 6

Entering ELD 7 (Course Code 5999-II)

This class is designed for Multilingual Learners who are at the entering stages of English language proficiency. This class is designed to support the development of academic language and skills through the four domains—reading, writing, listening and speaking. This course is aligned to the WIDA English Language Development (ELD) standards, as well as aligned with the grade level SOLs. It maintains a focus on vocabulary development, literacy skills, and the writing process. WIDA ELP Level 1 students are enrolled in this course and an ML-only section of the grade level English course.

Prerequisite: WIDA ELP Level 1.0-1.9
Grade Level: 7

Entering ELD 8 (Course Code 5999-III)

This class is designed for Multilingual Learners who are at the entering stages of English language proficiency. This class is designed to support the development of academic language and skills through the four domains—reading, writing, listening and speaking. This course is aligned to the WIDA English Language Development (ELD) standards, as well as aligned with the grade level SOLs. It maintains a focus on vocabulary development, literacy skills, and the writing process. WIDA ELP Level 1 students are enrolled in this course and an ML-only section of the grade level English course.

Prerequisite: WIDA ELP Level 1.0-1.9

Grade Level: 8

Developing ELD 6 (Course Code- 5999-I)

This class is designed for Multilingual Learners who are at the developing stages of English language proficiency. This class is designed to support the development of academic language and skills through the four domains—reading, writing, listening and speaking. This course is aligned to the WIDA English Language Development (ELD) standards, as well as aligned with the grade level SOLs. It maintains a focus on vocabulary development, literacy skills, the writing process, and academic discourse. WIDA ELP Level 2 students are enrolled in this course and the grade level English course.

Prerequisite: WIDA ELP Level 2.0-2.9

Grade Level: 6

Developing ELD 7(Course Code - 5999-II)

This class is designed for Multilingual Learners who are at the developing stages of English language proficiency. This class is designed to support the development of academic language and skills through the four domains—reading, writing, listening and speaking. This course is aligned to the WIDA English Language Development (ELD) standards, as well as aligned with the grade level SOLs. It maintains a focus on vocabulary development, literacy skills, the writing process, and academic discourse. WIDA ELP Level 2 students are enrolled in this course and the grade level English course.

Prerequisite: WIDA ELP Level 2.0-2.9

Grade Level: 7a

Developing ELD 8 (Course Code- 5999-III)

This class is designed for Multilingual Learners who are at the developing stages of English language proficiency. This class is designed to support the development of academic language and skills through the

four domains—reading, writing, listening and speaking. This course is aligned to the WIDA English Language Development (ELD) standards, as well as aligned with the grade level SOLs. It maintains a focus on vocabulary development, literacy skills, the writing process, and academic discourse. WIDA ELP Level 2 students are enrolled in this course and the grade level English course

Prerequisite: WIDA ELP Level 2.0-2.9

Grade Level: 8

Academic Language Enrichment 6 (Course Code - 1515-I)

The class is designed to enrich students' academic language. Students develop academic language and skills through the four domains—reading, writing, listening and speaking. Students are engaged in targeted instruction in vocabulary, reading strategies, content writing, and academic discourse models for continued success in grade level courses. WIDA ELP Level 3 and 4 students or long-term Multilingual Learners are enrolled in this course and the grade level English course.

Prerequisite: WIDA ELP Level 3.0-4.3 or any LTEL regardless of WIDA level

Grade Level: 6

Academic Language Enrichment 7(Course Code - 1515-II)

The class is designed to enrich students' academic language. Students develop academic language and skills through the four domains—reading, writing, listening and speaking. Students are engaged in targeted instruction in vocabulary, reading strategies, content writing, and academic discourse models for continued success in grade level courses. WIDA ELP Level 3 and 4 students or long-term Multilingual Learners are enrolled in this course and the grade level English course.

Prerequisite: WIDA ELP Level 3.0-4.3 or any LTEL regardless of WIDA level

Grade Level: 7

Grade Level: 7

Academic Language Enrichment 8 (Course Code - 1515-III)

The class is designed to enrich students' academic language. Students develop academic language and skills through the four domains—reading, writing, listening and speaking. Students are engaged in targeted instruction in vocabulary, reading

strategies, content writing, and academic discourse models for continued success in grade level courses. WIDA ELP Level 3 and 4 students or long-term Multilingual Learners are enrolled in this course and the grade level English course.

Prerequisite: WIDA ELP Level 3.0-4.3 or any LTEL regardless of WIDA level

Grade Level: 8

Scheduling Guidance for Multilingual Learners in Middle School

RPS Language Instruction Service Minutes				
Grade Level Cluster	Level 1	Level 2	Level 3	Level 4.0 – 4.3
Grades 6-8	300 min/wk	225 min/wk	200 min/wk	150 min/wk

Below is the recommended course scheduling sequence for middle school based on ELP level. Multilingual Learners (MLs) can either be enrolled in dedicated ML-only sections or in co-taught content classes led by teachers endorsed in the subject matter, where they learn alongside both EL and non-EL peers.

The five pathways below outline suggested course sequences for Multilingual learners based on EL designations, WIDA proficiency levels, and grade levels. The following pathways include:

- Newcomer Profile
- Multilingual Learner Profile (WIDA Level 1-1.9)
- Multilingual Learner Profile (WIDA Level 2-2.9)
- Multilingual Learner Profile (WIDA Level 3-4.3)
- Long-term EL Profile

Profile: Newcomer (WIDA Level 1.0-1.9 with less than 12 months of instruction in a U.S. school)	
Subject	Courses *LIEP teachers scheduled as co-teachers in content areas
English	<ul style="list-style-type: none"> • English 6, 7, 8 (ML-only or co-taught)
Math	<ul style="list-style-type: none"> • Math 6, 7, 8 (ML-only) or • Algebra 1 (ML-only) <i>Math Credit</i>
Social Studies	<ul style="list-style-type: none"> • US History 6, 7 (ML-only)

	<ul style="list-style-type: none"> • Civics & Economics 8 (ML-only)
Science	<ul style="list-style-type: none"> • Science 6, 7, 8 (ML-only)
Health & PE	<ul style="list-style-type: none"> • Health & PE 6, 7, 8
ESL Elective	<ul style="list-style-type: none"> • Newcomer 6, 7, 8
Profile: WIDA Level 1.0-1.9 (Non-newcomers)	
Subject	Courses *LIEP teachers scheduled as co-teachers in content areas
English	<ul style="list-style-type: none"> • English 6, 7, 8 (ML-only or co-taught)
Math	<ul style="list-style-type: none"> • Math 6, 7, 8 (ML-only or co-taught) or • Algebra 1 (ML-only or co-taught) <i>Math Credit</i>
Social Studies	<ul style="list-style-type: none"> • US History 6, 7 (ML-only or co-taught) • Civics & Economics 8 (ML-only or co-taught)
Science	<ul style="list-style-type: none"> • Science 6, 7, 8 (ML-only or co-taught)
Health & PE	<ul style="list-style-type: none"> • Health & PE 6, 7, 8
ESL Elective	<ul style="list-style-type: none"> • Entering ELD 6, 7, 8
Profile: WIDA Level 2.0-2.9	
Subject	Courses *LIEP teachers scheduled as co-teachers in content areas
English	<ul style="list-style-type: none"> • English 6, 7, 8 (Co-taught)
Math	<ul style="list-style-type: none"> • Math 6, 7, 8 (Co-taught) or • Algebra 1 (Co-taught) <i>Math Credit</i>
Social Studies	<ul style="list-style-type: none"> • US History 6, 7 (Co-taught) • Civics & Economics 8 (Co-taught)
Science	<ul style="list-style-type: none"> • Science 6, 7, 8 (Co-taught) or • Earth Science (Co-taught) <i>Science Credit</i>
Health & PE	<ul style="list-style-type: none"> • Health & PE 6, 7, 8
ESL Elective	<ul style="list-style-type: none"> • Developing ELD 6, 7, 8

Profile: WIDA Level 3.0-4.3	
Subject	Courses *LIEP teachers scheduled as co-teachers in content areas
English	<ul style="list-style-type: none"> English 6, 7, 8 (Co-taught)
Math	<ul style="list-style-type: none"> Math 6, 7, 8 (Co-taught) or Algebra 1 <i>Math Credit</i>
Social Studies	<ul style="list-style-type: none"> US History 6, 7 (Co-taught) Civics & Economics 8 (Co-taught)
Science	<ul style="list-style-type: none"> Science 6, 7, 8 (Co-taught) or Earth Science <i>Science Credit</i>
Health & PE	<ul style="list-style-type: none"> Health & PE 6, 7, 8
ESL Elective	<ul style="list-style-type: none"> Academic Language Enrichment 6, 7, 8
Profile: Long-term English Learner (LTEL) with 5 or more years of instruction in a U.S. school (Any WIDA level)	
Subject	Courses *LIEP teachers scheduled as co-teachers in content areas
English	<ul style="list-style-type: none"> English 6, 7, 8 (Co-taught)
Math	<ul style="list-style-type: none"> Math 6, 7, 8 or Algebra 1 <i>Math Credit</i>
Social Studies	<ul style="list-style-type: none"> US History 6, 7 Civics & Economics 8
Science	<ul style="list-style-type: none"> Science 6, 7, 8 or Earth Science <i>Science Credit</i>
Health & PE	<ul style="list-style-type: none"> Health & PE 6, 7, 8
ESL Elective	<ul style="list-style-type: none"> Academic Language Enrichment 6, 7, 8 <p>*Long-Term Multilingual Learners should be referred to RTI to receive intervention support</p>

High School Credit Courses Available in Middle School

The following courses are available to middle school students to take as a high school credit. These courses must meet the required 140 seat time hours and are only offered as a year-long course (unless otherwise noted). All 8th grade students, regardless of prior academic experience, are to be provided the opportunity to take these courses, as none have prerequisites unless otherwise noted.

- Spanish I or the combination of Spanish I-A and Spanish I-B
- Spanish II (Spanish I prerequisite)
- Spanish for Fluent Speakers
- Algebra I
- Geometry (Algebra I prerequisite)
- Earth Science I
- Art I
- Technology Foundations
- Independent Living
- Digital Applications

Access to High School Credit-Bearing Courses & Impact on Transcripts

Access to high school level coursework that is appropriate to a student's interests and skill level has been shown to increase the likelihood of a student completing a rigorous, college and career ready sequence of courses in high school. High School credit-bearing courses are available to all middle school students in Richmond Public Schools.

Successful completion of high school credit-bearing courses taken in middle school will earn credit towards a high school diploma. However, grades earned from these courses will not apply to a student's high school GPA. This allows students to challenge themselves without being prematurely concerned about a potential negative impact on their high school GPA.

Understanding the developmental needs of middle school students, and in accordance with state policy, the division allows students who take a high school credit-bearing course in middle school to have the option of omitting the course from their transcript. If the course is omitted, the student will have to retake the course in high school to earn credit towards graduation requirements, where applicable. This request must be made at the end of the 8th grade year; once a student begins high school, the option to omit that course and credit will no longer be available. Students wishing to seek this option can do so through the school's counseling office.

Considerations for Course Selection & Looking Ahead to High School Options

Richmond Public Schools offers a variety of high school opportunities for its students. Some high school options include a selection process that requires a review of the student's middle school experience that may include but not be limited to course choices, grades, disciplinary

record and attendance. Application-based schools are competitive and the courses a student takes in middle school can impact eligibility to be considered for these schools.

The following public high schools available to RPS students have an admissions process and certain requirements for middle school courses:

- Appomattox Regional Governor's School (completion of Algebra I by the end of 8th grade is required)
- Franklin Military Academy
- Maggie L. Walker Governor's School (completion of Algebra I by the end of 8th grade is required)
- Open High School
- Richmond Community High School (completion of Algebra I by the end of 8th grade is strongly encouraged)
- Thomas Jefferson High School-International Baccalaureate Programme (DP Only)

In addition to completing Algebra I before 9th grade being a prerequisite for application to the Governor's Schools, it is helpful to know other factors related to course selection and the specialty school/Governor's school application process.

Because it can be difficult to know in 6th grade what a student desires for high school, RPS recommends that students challenge themselves in middle school and enroll in advanced courses, including at a minimum, completing Algebra I by 8th grade.

Below is a list of the most rigorous courses for Grades 7 and 8 offered by Richmond Public Schools for students applying during their eighth grade year to the Governor's Schools. Any student taking a course that is comparable with the courses listed below from the Middle School Program of Studies will be given one (1) rigor point for each course listed on their Grade 7 and 8 transcripts. Students are awarded 1 rigor point per core subject. The total rigor points will not exceed 10 points and will be divided by 2. The maximum rigor points awarded to each student representing any participating school district that supports MLWGS or ARGS is (5) five.

Completed Courses at the End of Grade 7: First Semester

Subject	Course	Rigor
English	Honors English 7	1
Mathematics*	Math 7, Algebra I OR_Geometry earning high school credit	1
Science	Integrated Science 7	1
Social Studies	US History 1865 to Present Honors	1

World Language*	World Language earning high school credit, **Spanish 1A, **Spanish 1B, Spanish 1, Spanish II, Spanish for Fluent Speakers	1
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Currently Enrolled Courses in Grade 8: First Semester

Subject	Course	Rigor
English	Honors English 8	1
Mathematics*	Algebra I, Geometry, Algebra II, <u>or</u> earning high school credit	1
Science*	Earth Science	1
Social Studies*	Civics and Economics Honors	1
World Language*	World Language earning high school credit, **Spanish 1A, **Spanish 1B, Spanish 1, Spanish II	1

**Courses must be a full-year for high school credit to receive rigor points. Students taking two high school credit classes in the same subject area in one year will receive points for each course; however the maximum number of rigor points awarded to any student is 5.*

*** The combination of Spanish 1A and Spanish 1B count as 1 rigor point*

Supports for Students with Disabilities

Exceptional Education and Related Services (e.g., speech therapy, occupational therapy, physical therapy, nursing services) are available to meet the unique social, emotional, physical and academic needs for students with disabilities at the Middle School Level. These services ensure a student's access to the general education curriculum across a continuum of educational environments. Services are individualized and implemented through the student's Individualized Education Program (IEP) and students who require intensive instructional and/or behavioral support will be fully supported. Music, Art, Library, Physical Education, and Extracurricular activities are available to all students with disabilities. All students with disabilities receive exceptional education services from teachers and service providers who are credentialed to teach and/or provide services to students with disabilities.

Acceleration in Core Content Areas

Acceleration in core content areas is based on student interest, success in previous coursework, standardized tests results, skill attainment in the content area, teacher recommendation, and parent request. Students may be accelerated in Math or Science and may take high school

credit classes in Career and Technical Education, Art or World Languages. Please speak to your school counselor if you are interested in acceleration options for your student.