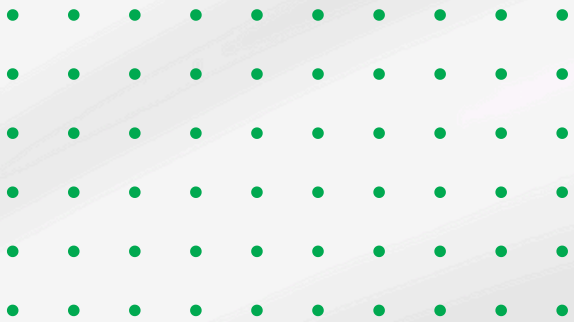


**HENRY COUNTY  
PUBLIC SCHOOLS**



**2026-2027**

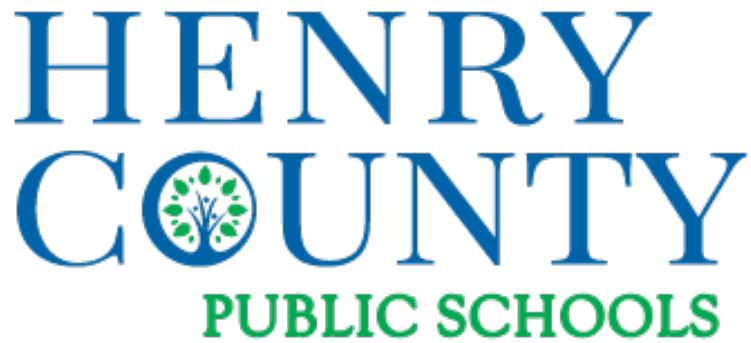
# **PROGRAM OF STUDIES**

*A Planning Guide for Students and Parents*

***Fieldale-Collinsville  
Middle School***



***Laurel Park  
Middle School***



**At HCPS, we nurture the whole child by providing safe, inclusive, and supportive learning environments that foster independence, creativity, and lifelong learning. We are dedicated to preparing every student for success in college, career, military, and life, while growing future leaders, promoting good citizenship, and building strong partnerships within our diverse community.**



**High Quality Instruction**

# Superintendent's Message

Dear Students and Families,

We are excited to share with you the *Program of Studies* for the 2026–2027 school year. This guide outlines the academic and elective offerings for students in grades 6-8 and provides a roadmap for how middle school learning builds a strong foundation for success in high school and beyond.

As we continue to advance our RISE 2030 goals, Henry County Public Schools remains committed to *Reimagining Instruction, Supporting Access and Opportunity, and Empowering Every Learner*. Middle school is a time of exploration — an opportunity to discover strengths, build confidence, and develop the habits of learning that lead to lifelong success. This Program of Studies is designed to help you make thoughtful choices that connect what you're learning now to the goals you'll pursue in high school and after graduation.

When planning your schedule, we encourage you to think about:

1. What subjects or activities make you most excited to learn?
2. What skills will help you succeed in high school courses and future opportunities?
3. Which electives can help you explore potential career interests?
4. How can your choices today prepare you for the advanced coursework, programs, and experiences available in high school?

The middle school years are a crucial bridge between elementary foundations and high school specialization. That's why this Program of Studies includes a wide range of academic, career, technology, fine arts, and physical education options — giving every student the chance to develop both knowledge and curiosity while preparing for future pathways aligned with Virginia's 3E Framework (Enrollment, Enlistment, and Employment).

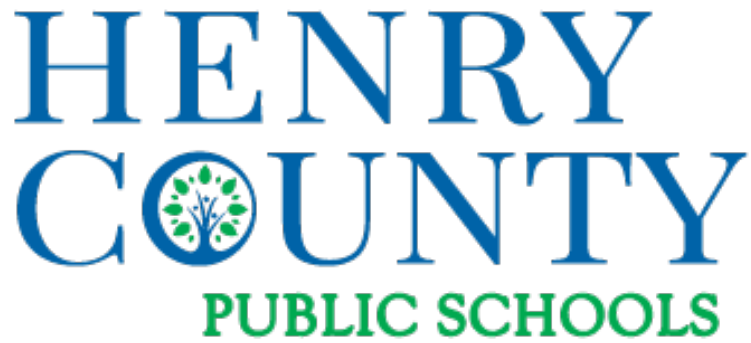
As you explore your options, remember that your teachers, counselors, assistant principals, and principals are here to support you and your family. Together, we can help you create a schedule that not only meets academic requirements but also sets you on a path toward personal growth, career readiness, and future success.

We look forward to another exciting year of learning, discovery, and growth. Best wishes for a successful and inspiring 2026-2027 school year.

Sincerely,



Dr. Amy Blake-Lewis  
Superintendent



## **Fieldale-Collinsville Middle School**

645 Miles Road  
Collinsville, VA 24078  
(276) 647-3841  
Fax: (276) 647-4090

<https://fieldalecollinsville.henry.k12.va.us/>

## **Laurel Park Middle School**

280 Laurel Park Avenue  
Martinsville, VA 24112  
(276) 632-7216  
Fax: (276) 632-4865

<https://laurelpark.henry.k12.va.us/>

The Henry County School Board does not unlawfully discriminate on the basis of age, sex, race, color, religion, disability, or national origin in its employment practices or educational programs and activities. Emily Taylor, the Administrator for Special Education, is designated as coordinator for non-discrimination for access to and implementation of programs under Section 504 and the American with Disabilities Act. Mrs. Dawn McCray, Director of Human Resources, is designated as coordinator for non-discrimination regarding personnel matters under Section 504, the American with Disabilities Act and Title IX. Specific complaints of alleged discrimination under Title VI of the Civil Rights Act should be referred to Marcie Seay, Student Services Specialist or Tammy Easley, Compliance & Communications Coordinator.

## Introduction

Superintendent’s Message	3
Middle School Contact Information	4
Purpose of Program of Studies	6

## General Information

Academic Honor Roll	7
Alternative Education	7
Character Education	7
Family Life Education	7
Gifted Education	7
Homework	7
Grading Scale	7
Language Instruction Educational Program	8
Programs for Students with Disabilities	8
Promotion and Retention	8
Remediation Programs	8
Report Cards	8
School Based Intervention Team	8
SOL Learning Objectives	8
Student Support Teams	8
Summer School	8
FERPA	9

## Middle School Curriculum

Academic and Career Plan	10
ACE Academy	10
Career Preparation	10
Communication	10
Counseling Services	10
High School Credit Courses in Middle School	10
ParentSquare	11
Piedmont Governor’s School	11
Piedmont Governor’s School – Summer	11
PowerSchool	11
Registration	11
Standards of Learning SOL Assessment	11
Student Activities	11
Student Enrollment	11
VDOE 3E Readiness Model	12
Grading Practices	13
Online Course Offerings	14

## Course Descriptions

6 <sup>th</sup> Grade	15
6 <sup>th</sup> Grade Exploratory	16
7 <sup>th</sup> Grade	17
7 <sup>th</sup> Grade Exploratory	18-19
8 <sup>th</sup> Grade	20
8 <sup>th</sup> Grade Exploratory	21-22

## Graduation

Graduation Requirements	23
Fine Arts/CTE Course	23
Career Concentration	23
Early College Scholars	23
Definitions	23
Postsecondary Prep Options	24

## Diploma Requirements

Standard and Advanced Studies Diploma 25-26

## Secondary Core Subject Progressions

English	27
Math	28
Science	29
Social Studies	30

# Purpose of the Program of Studies

---

*The Program of Studies for Laurel Park Middle School and Fieldale-Collinsville Middle School serves as a comprehensive guide to the courses, programs, and learning opportunities available to students in grades six through eight. It is designed to help parents and students understand the academic options, requirements, and opportunities that support each child's growth and preparation for high school and beyond.*

*This document outlines the curriculum framework and course descriptions for each grade level at both schools. It provides clear information about what students will learn, how courses connect to Virginia's Standards of Learning, and how each subject contributes to developing essential skills such as critical thinking, problem solving, communication, and collaboration.*

*The Program of Studies encourages students, parents, counselors, and teachers to work together in planning a meaningful middle school experience. By reviewing course offerings and elective options, families can help students explore areas of interest, build strong academic foundations, and prepare for future educational and career goals.*

*Ultimately, the Program of Studies for Laurel Park Middle School and Fieldale-Collinsville Middle School reflects Henry County Public Schools' commitment to academic excellence and student success. It is our goal to empower every student to discover their potential, embrace new challenges, and develop the confidence and skills needed to thrive in middle, high school, and life.*

# General Information

## GRADING SCALE

LETTER GRADE	NUMBER RANGE	HCPS Courses	DE/AP Courses
A+	100-97	4.0	5.0
A	96-93	4.0	5.0
A-	92-90	3.7	4.7
B+	89-87	3.3	4.3
B	86-83	3.0	4.0
B-	82-80	2.7	3.7
C+	79-77	2.3	3.3
C	76-73	2.0	3.0
C-	72-70	1.7	2.7
D+	69-68	1.3	2.3
D	67-66	1.0	2.0
D-	65-60	.7	1.7
F	59-0	0	0

### Academic Honor Roll

A Honor Roll – A student who receives all A's for subjects in which he/she is enrolled.

A-B Honor Roll – A student who receives all A's and B's for subjects in which he/she is enrolled

B Honor Roll – A student who receives all B's for subjects in which he/she is enrolled.

### Alternative Education

According to Henry County Public Schools Policy IGBH, an alternative education program may be offered for students in grades six through twelve who are not succeeding in the traditional school environment.

### Character Education

The Character Education Program is intended to educate students regarding the core civic values and virtues that are efficacious to civilized society and are common to the diverse social, cultural and religious groups of the Commonwealth.

### Family Life Education

Physical Education teachers and or counselors deliver the family life program. This program is designed to help students understand and adjust to the pressures of growing up. Factual information dealing with physical growth and development is presented. The curriculum is available for review. Parents opt their child in during PowerSchool registration.

### Gifted Education

The gifted education program provides services for students in accordance with the Standards of Quality. Identified gifted students work with a gifted resource teacher on units designed to meet their specific academic and social needs. The Henry County Public Schools *Local Plan for the Gifted* provides detailed information on referral and identification processes, as well as services provided for identified students.

### Homework

Homework provides an essential communication link between the school and the home. The amount of homework and the time required to complete homework assignments will vary. However, the average time required for most students to complete assignments each evening will conform to the following:

- Grades 6, 7: total of 1 ½ hours
- Grade 8: 30 minutes per teacher

# General Information *(continued)*

## **Language Instruction Educational Program (LIEP)**

The LIEP is designed to support the language acquisition and academic growth of non-native English speakers through meaningful access to, and participation in, the same curriculum and instruction as their native English-speaking peers. English Learners are engaged in instruction across the four domains of language, including reading, writing, listening, and speaking. Students who receive English Language development instruction and are enrolled in verified credit courses must take the associated SOL tests, but may be provided accommodations to assist in overcoming language barriers.

## **Programs for Students with Disabilities**

Special education is an essential part of the total program of public education in our community, sharing with elementary, middle, secondary, and technical education the responsibility for providing instruction, training, and necessary supportive services for all children of Henry County. The ages of students identified for special education services range from two through twenty-one. The educational interests of children with various types of exceptionality can best be served when they are accepted as an integral part of the total school program. As the law mandates, the education of disabled students in the “least restrictive environment” is emphasized. Special education, as is true for all education, is based on the fundamental concept of the dignity and worth of the human personality. The school division’s commitment is to provide an appropriate program for all children in need of special education.

## **Promotion and Retention**

The decision to promote or retain a student is based on the student’s academic achievement with consideration given to social and emotional maturity, age, and attendance pattern. It is the expectation that all students pass the core classes of English, math, social studies and science. The final determination of grade placement is made by the principal on an individual basis and in accordance with board policy.

## **Remediation Programs**

Remediation in the subject areas of English, science, social studies, and mathematics is required for students having difficulty mastering the Standards of Learning.

## **Report Cards**

All interim progress reports and grading reports will be sent to parents by ParentSquare. Therefore, all parents and guardians must have completed the PowerSchool Enrollment procedures for student enrollment.

## **School Based Intervention Team**

SBIT is a multidisciplinary team that uses a problem-solving approach to meet the unique needs of each student. The team may review the records and other performance data for referred children and develop interventions that can be done in the regular education program to address academic or behavioral concerns. If a student is suspected of being disabled and in need of special education, then that child is referred by this team for a comprehensive evaluation.

## **SOL Learning Objectives**

<https://www.doe.virginia.gov/teaching-learning-assessment/instruction>

## **Student Support Teams**

Student support teams identify and support students who exhibit academic or behavioral problems by providing early systematic assistance to students and connect them to appropriate interventions and support.

## **Summer School**

The school principal and/or division assistant superintendent may require students who are academically at risk to participate in special programs or summer school. These may be programs of prevention, intervention, or remediation. Assessment data on each student is used to plan a course of study for those recommended for summer school. The curriculum for the summer program focuses on improving the reading and math skills of students. If the identified students are unable to attend summer school, they may be scheduled into a course such as, but not limited to, math remediation and/or reading remediation for the following school year, which will occupy a minimum of one exploratory choice in their schedule. Students who have demonstrated adequate progress could be exited from remediation courses at the end of each grading period or semester based on measured academic growth. Any student who attends summer school but does not show appropriate growth and progress will follow this same process.

# FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

## Notice for Directory Information

The *Family Educational Rights and Privacy Act (FERPA)*, a federal law, requires that Henry County Public Schools, with certain exceptions, obtain a parent's or legal guardian's written consent prior to the disclosure of personally identifiable information from their child's education records. However, Henry County Public Schools may disclose appropriately designated "directory information" without written consent, unless parents or guardians have advised the school division to the contrary in accordance with procedures. The primary purpose of directory information is to allow Henry County Public Schools to include this type of information from students' education records in certain school publications. Examples include:

- A playbill, showing your student's role in a drama production
- The annual yearbook
- Honor roll or other recognition lists
- Graduation programs
- Sports activity sheets, such as for wrestling, showing weight and height of team members

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, two federal laws require local educational agencies (LEAs) receiving assistance under the *Elementary and Secondary Education Act of 1965 (ESEA)* to provide military recruiters, upon request, with three directory information categories – names, addresses and telephone listings – unless parents have advised Henry County Public Schools that they do not want their student's information disclosed without their prior written consent.<sup>1</sup> If parents do not want Henry County Public Schools to disclose directory information from their child's education records without their prior written consent, they must notify the school division in writing. Henry County Public Schools has designated the following information as directory information:

- Student's name
- Address
- Telephone listing

<sup>1</sup>These laws are: Section 9528 of the ESEA (20 U.S.C. 7908) as amended by the *No Child Left Behind Act of 2001* (P.L. 107-110), the education bill, and 10 U.S.C. 503, as amended by section 544, the *National Defense Authorization Act for Fiscal Year 2002* (P.L. 107-107), the legislation that provides funding for the Nation's armed forces.

## AHERA Notification Concerning Asbestos Materials in School Buildings

All Henry County Public Schools have been inspected for presence of asbestos containing materials. The results of these inspections have been compiled into a management plan for each school. These management plans are available in the main office of each school for inspection. Any individual who wishes may review these plans. Each six months, a specified maintenance technician inspects the building and assesses any building materials still containing asbestos. The technician verifies that the materials have not been damaged, deteriorated, or become friable by any other means causing a hazard to the occupants of the building. Should any situation be detected, it would be dealt with quickly by a trained and licensed abatement professional. Additionally, each three years, an independent contractor, who is trained and licensed in asbestos inspections and abatement, is employed to inspect each school to ensure the asbestos containment and that the removal plans are being followed. Also, this contractor reports any building materials containing asbestos that might become a hazard.

# MIDDLE SCHOOL CURRICULUM

## Academic and Career Plan

A personal Academic and Career Plan using Major Clarity will be developed for each seventh-grade student, reviewed annually, and adjusted as course selections are determined. The Academic and Career Plan is designed to be a digital working document that maximizes student achievement by having the student accomplish goals in middle and high school that lead to postsecondary and career readiness. The plan will be student-driven and maintained online, so students and parents can refer to it often, assisting the student in reaching his or her academic and career goals. The student, parent or guardian, and school professional will collaboratively create a plan agreed upon by all parties to ensure everyone is focused on working toward the same goals. The academic and career plan will be reviewed often and adjusted as needed.

## ACE Academy

Middle School students who may have an interest in participating in the ACE Academy during high school are strongly encouraged to complete the Algebra I course in grade eight. Students will earn an Associate's Degree from Patrick & Henry Community College by taking courses during their junior and senior years of high school. Students will attend Patrick & Henry for one-half day during their senior year. All other courses will be taught at their base school. Students interested in enrolling should contact a school counselor in the winter of their sophomore year for an application. Admission to the ACE academy is highly competitive. Selection criteria include GPA, SOL scores, PSAT scores, discipline and acceptance to Patrick & Henry Community College. For more information, please visit our website at [www.henry.k12.va.us](http://www.henry.k12.va.us)

## Career Preparation

Students are provided career preparation opportunities. These experiences may include instruction in career assessments, career fairs, specific course content areas, and other experiences related to career exploration. All middle school students have access to an internet-based career planning system. This career planning system provides information to help students explore careers based on their interests and begin creating an academic and career plan in the seventh grade.

## Communication

There are many methods of communication both formal and informal that are available between the home and school. All parents or guardians are welcome to take part in parent/teacher conferences that are scheduled at differing parts throughout the school year. Parents may request additional conferences to discuss a child's progress at any time by leaving a telephone message for a teacher or sending a note requesting a response. In addition, parents can communicate with their child's teacher via ParentSquare and individual teacher's email. Critical messages from schools and the District are communicated via the school division's Alert System (ParentSquare).

## Counseling Services

The major goal of the middle school counseling program is to encourage optimal academic, personal, and career development in early adolescents. There are 3 school counselors at each middle school. They are available to provide classroom counseling activities, small group sessions, and individual counseling. Parents are encouraged to stay involved in their child's education and should contact the counseling department for assistance with academic expectations, conferences, and support. Counselors, parents, teachers and students develop an academic and career plan together.

## High School Credit Courses in Middle School

Eligible students may take certain high school courses for credit. High school credit is offered in Algebra I and Spanish I. In accordance with the Standards of Accreditation 8VAC-20-131-90, parents have the right to have their child's grade omitted from his/her transcript for the high school credit courses in which their child was enrolled during the eighth-grade year. Should parents choose to omit the grade(s) from the transcripts, the student will not receive credit for the course. To have a child's grade expunged, parents should submit a written request prior to the opening day of school to the principal of the high school where the student will attend. Questions concerning this option should be directed to your child's school counselor.

# MIDDLE SCHOOL CURRICULUM *(continued)*

## ParentSquare

HCPS uses ParentSquare for school-to-home communications. This united communications platform is designed to keep parents and guardians informed and encourage greater engagement and connection with schools and the district. It provides a safe way for district administrators, school principals, teachers, staff, and parents to:

- Receive all district, school, and classroom communications via email, text, or app
- View the school and classroom calendar and RSVP for events
- Easily sign up to volunteer and/or bring items
- Securely receive grading reports, IEPs, and other important student documents
- Communicate with child's teacher

Parents and guardians will receive an invitation email or text to join ParentSquare. Please click the link to activate your account. It takes less than a minute. ParentSquare can be used on any device. Download the free mobile app for iOS or Android or use the desktop version at [www.parentsquare.com](http://www.parentsquare.com).

## Piedmont Governor's School

Middle school students who may have interest in attending the Piedmont Governor's School during their junior and senior years of high school are strongly encouraged to complete the Algebra I course in grade eight. Students selected to attend the Piedmont Governor's School for Math, Science and Technology are enrolled for two years in a half-day program located at an off-campus site provided by Patrick & Henry Community College. Admission to the Piedmont Governor's School is highly competitive. Selection criteria includes GPA, math, writing, and ability assessments, and academic performance through tenth grade along with teacher recommendations.

## Piedmont Governor's School - Summer Opportunity

The Piedmont Regional Governor's School is held each June in Chatham, Virginia, for students who have been identified as gifted. Those students who are in grades 6 or 7 during the 2025-2026 school year may apply to participate in classes that include investigative research, creative thinking and problem solving, and product-oriented activities. Identified gifted students will receive an application in the spring from the gifted education coordinator via ParentSquare.

## PowerSchool/Parent Portal

PowerSchool is a web-based student information system used by Henry County Public Schools to maintain student data including attendance, grades, and course information. Students & parents can monitor grades and attendance.

## Registration

Registration will take place in the spring semester for the following year elective choices. Students will have access to information concerning course selection for the coming year as well as the opportunity to meet with a counselor to discuss appropriate course selection. This Program of Studies should be used to review diploma requirements and the explanations of courses offered. The courses listed will be offered for the school year only if there is sufficient enrollment and available staff. Grade levels listed for courses indicate the grade(s) in which the course is normally taken. All students will be expected to maintain a full-day schedule of classes in order to meet at least the minimum standards necessary for graduation as mandated by Henry County Public Schools and the Virginia State Board of Education.

## Standards of Learning (SOL) Assessment

The Virginia Board of Education requires Standards of Learning (SOL) assessments at the middle school level. Students in the sixth grade take a Virginia SOL Test in reading and mathematics. Seventh grade students take reading, math, and social studies SOL tests. Eighth grade students take integrated reading & writing, math, and science SOL tests. Those students enrolled in Algebra I must take the Algebra I End-of-Course Test.

## Student Activities

Students are encouraged to participate in clubs, sports, student government, honor societies, and other organizations. These provide students with many opportunities to develop physically, socially, and emotionally.

## Student Enrollment

HCPS families may now enroll new students and verify information for returning students online. The website to enroll and update information is <https://www.henry.k12.va.us/family>

*\*It is important that parents/guardians remember the email account and password created as this will be the platform for all communication.\**

The VDOE 3E Readiness Model measures how well students are prepared for life after high school by evaluating their progress in one of three pathways: Enrollment, Enlistment, or Employment. Schools earn credit when students meet benchmarks such as completing a college-ready curriculum, enlisting in the military, or earning industry credentials and securing career-ready experiences. Every Virginia student will graduate high school having at least one set of measurable experiences as defined by the 3E Readiness Framework including:

- high-demand industry recognized credential for employment,
- high-rigor military preparation as outlined in the outcome-based measures for enlistment, and/or
- transferable post-secondary credits (either through dual enrollment or accelerated, rigorous college credit-bearing coursework) for enrollment



The Three “E” Readiness Framework: Enrollment, Employment, **AND** Enlistment

## ENROLLMENT (Post Secondary)

<p><b>1.25 points</b> Earning an <b>associate’s degree</b></p>	<p><b>1 point</b> Earning <b>3+ credit-bearing, college-ready* scores</b> on AP, IB, Cambridge A/AS, or CLEP exams, <b>passing 3+ dual credit courses with a “B” grade</b>, or earning an <b>Early College Scholar</b> certificate</p>	<p><b>0.75 point</b> Earning <b>1-2 credit-bearing, college-ready* scores</b> on AP, IB, Cambridge A/AS, or CLEP exam or passing 1-2 dual credit courses (3 credits) with a “B” grade</p>	<p><b>0.5 point</b> <b>Completing</b> an AP, IB, Cambridge A/AS, or CLEP exam or <b>dual credit course (3 credits) with a “C” grade</b></p>
--	--	---	---

\*“College-ready” means receiving at least a 3 on an AP exam, a 4 on a higher-level IB exam, a 5 for a standard level IB exam, an E on a Cambridge A/AS exam, or a 50 on CLEP exams.

All Virginia community colleges [accept these exam scores for credit](#) when the equivalent course is offered by the college. Most (80%) of Virginia’s four-year public institutions also award credit for AP scores of 3 or higher in the majority of course subjects; however, standards for accepting credits at public four year institutions can be department- and course-specific within each institution.

## EMPLOYMENT

<p><b>1.25 points</b> CTE completer* who earned a state approved industry recognized credential in a <b>high-demand</b> field as defined by VOEE** <b>and</b> completed a high-quality work-based learning experience as defined by the Board</p>	<p><b>1 point</b> CTE completer who earned a state approved industry recognized credential in a <b>high-demand</b> field as defined by VOEE <b>or</b> CTE completer who earned a state approved industry recognized credential <b>and</b> completed a high-quality work-based learning experience as defined by the Board</p>	<p><b>0.75 point</b> CTE completer who earned a state approved industry recognized credential as defined by the Board</p>	<p><b>0.5 point</b> CTE completer who completed a high-quality work-based learning experience as defined by the Board</p>
---	---	---	---

\* A CTE completer is a student who has met the requirements for a CTE concentration (sequence) and all requirements for high school graduation, or an approved alternative education program.

\*\* Virginia Office of Education Economics (VOEE)

## ENLISTMENT

<p><b>1 point</b> AFQT (ASVAB) score of 65 or higher (This score is equivalent to careers in employment component)</p>	<p><b>0.75 point</b> AFQT (ASVAB) score of 50-64 (This score is equivalent to careers in employment component)</p>	<p><b>0.5 point</b> Meeting the minimum Military Entrance Score (AFQT/ASVAB) of 31 (This score is equivalent to careers in employment component)</p>
--	--	--

\*Minimum AFQT scores (based on four of the ten ASVAB subscores) vary for different branches of the military, and minimum composite scores across the ASVAB subscores vary for different military roles (e.g., combat vs. skilled technical).

JROTC will be considered as an option in the future for inclusion in the framework.



# GRADING PRACTICES

All grading and assessment practices aim to reflect what a student knows, understands, and can do. The overarching goal is mastery and growth, supported through equitable opportunities for learning and reassessment.

**Teachers will use two types of grades: Summative and Formative.**

REQUIRED: A minimum of three grades per category per quarter

## FORMATIVE ASSESSMENTS 40%

A formative assessment is a type of evaluation used by teachers during the learning process to monitor students' understanding, provide feedback, and guide instruction.

### EXAMPLES

Quizzes given during or at the end of a lesson, worksheets, exit tickets, journal entries, rough drafts, homework, classwork, etc.  
*\*Could be scored for accuracy or completion\**

## SUMMATIVE ASSESSMENTS 60%

A summative assessment is an evaluation conducted at the end of an instructional period to measure how well students have mastered the learning objectives.

### EXAMPLES

Unit/chapter tests, quizzes, midterm exams, major projects/presentations, labs, final essays, portfolios, performances, debates, etc.  
*\*MUST be scored for accuracy\**

# ONLINE COURSE OFFERINGS

All online and off-campus courses must be pre-approved by the building principal. The school division will contract with an online vendor to offer courses that may not be available due to scheduling conflicts that prevent the class(es) from being offered during the regular school setting. The cost of these courses shall be the responsibility of the school division.

Additionally, students may be interested in taking a course that HCPS is **unable to offer**. Students may choose to take this online course if approved by the principal. Students will report to the media center during the block in which the online class is scheduled. If a student elects to take an online course instead of a course offered by HCPS, the cost of the online course is the responsibility of the student/parent/guardian. HCPS uses Virtual Virginia and Edmentum as online vendors. Prices vary depending on courses and availability. Contact your building principal and counselor concerning costs.

Only students who receive principal approval will be eligible for online learning. All other students are expected to be present in school every day. The superintendent or superintendent designee reserves the right to make special accommodations for extenuating situations as needed.

Students enrolled in Virtual Virginia courses who wish to drop a course must withdraw within 21 calendar days from the first day of the course. Parents are assessed an administrative fee for students who withdraw more than 21 calendar days after the start of the course. Students who fail to log in over a 30 calendar day period will be administratively dropped from the course by Virtual Virginia, and parents will be invoiced for the withdrawal fee. Information about the program, course selection, and fees is available at <http://www.virtualvirginia.org/>, or speak with your school counselor.

# 6<sup>th</sup> Grade Course Descriptions

*The sixth grade program is structured to ease the transition from elementary school to middle school. Each student is assigned to a team of two, three or four teachers. The schedule is flexible which allows teachers to develop programs that best fit the needs of students.*

## **English 6 (Grade 6 Reading SOL Test) – (Course Number 01109, SCED Code 01034)**

At the sixth-grade level, the student will demonstrate the ability to work with diverse teams working respectfully with others, participating both as a facilitator and contributor. There is a continued emphasis on text reading and fluency as the student begins to read and comprehend more complex literary and informational texts. In sixth grade, the student will take a deeper look at plot development and be able to explain how an author's style impacts the reader's interpretation of a text. There is an increased emphasis on informational reading by creating objective summaries and drawing inferences using textual evidence. These critical-thinking skills are foundational to technical reading and writing and are transferable across content areas. At the sixth-grade level, the student will continue to develop as both reader and writer. The student will also plan, draft, revise, and edit writing in a variety of forms to include multi-paragraph compositions with an emphasis on the development of elaboration and unity. Additionally, the student will be introduced to writing thesis statements. The student will be expected to have greater control over the conventions of writing.

## **Math 6 (Grade 6 Math SOL Test) – (Course Number 03110, SCED Code 02036)**

The sixth-grade standards are a transition from the emphasis placed on whole number arithmetic in the elementary grades to foundations of algebra. The standards emphasize rational numbers. Students will use ratios to compare data sets; recognize decimals, fractions, and percents as ratios; solve single-step and multistep problems, using rational numbers; and gain a foundation in the understanding of integers. Students will solve linear equations and use algebraic terminology. Students will solve problems involving triangles, parallelograms, and circles, including work with  $\pi$  (pi). In addition, students will apply the use of the data cycle, focusing on circle graphs and comparing data represented across different types of graphs.

## **United States History: 1865 to the Present – (Course Number 02354, SCED Code 04103)**

Students will use skills for historical and geographical analysis as they examine United States history since 1865. The standards for this course relate to the history of the United States from the Reconstruction era to the present. Students will continue to develop and build upon the fundamental concepts and skills in civics, economics, and geography within the context of United States history. Students will use investigation as a foundation to delve into the political, economic, and social challenges facing the nation once it reunited after the Civil War. This foundation provides a pathway to develop an understanding of how the American experience shaped the world's political and economic landscapes. Students will complete local alternative assessments in lieu of a SOL test.

## **Science 6 – (Course Number 04105, SCED Code 03236)**

The sixth grade standards continue to emphasize data analysis and experimentation. Methods are studied for testing the validity of predictions and conclusions. Scientific methodology, focusing on precision in stating hypotheses and defining dependent and independent variables, is strongly reinforced. The concept of change is explored through the study of transformations of energy and matter. The standards present an integrated focus on the role of the sun's energy in the Earth's systems, on water in the environment, on air and atmosphere, and on basic chemistry concepts. A more detailed understanding of the solar system and space exploration becomes a focus of instruction. Natural resource management, its relation to public policy, and cost/benefit tradeoffs in conservation policies are introduced.

## **Health and Physical Education – (Course Number 07110, SCED Code 08110)**

Students in grade six begin developing a sophisticated understanding of health issues and practicing health skills. They apply health skills and strategies to improve and maintain personal and family health. Students begin to understand adolescent health issues and the relationship between choices and consequences. They learn how to be a positive role model and the impact of positive and negative peer pressure. Injury prevention behaviors are demonstrated at school and elsewhere. Students are resourceful and discriminating in accessing and critiquing health information. Students in grade six also combine fundamental physical skills into more complex movement forms during modified game, dance, and recreational activities. Cooperative and competitive small-group games are implemented with emphasis being on developing skills and tactical understanding.

# 6<sup>th</sup> Grade Exploratory Courses

*Sixth grade exploratory classes are on a 9-week rotation schedule with the exception of Band & P.E.*

## **Keyboarding – (Course Number 66150, SCED Code 12005)**

Middle school students will learn to develop and enhance their touch skills for entering alphabetic, numeric, and symbol information on a keyboard. Students compose and produce personal, educational, and professional documents.

## **Music – (Course Number 09208, SCED Code 05136)**

Sixth grade music exploratory is a course involving students in the development of music skills through singing, playing instruments, and listening to music. The Vocal/Choral Standards of Learning require performance, creativity, and investigation at a fundamental level. Students explore ways in which the content of the various disciplines, within and outside the arts, are interrelated with those of music. Wide varieties of activities are utilized to achieve the goal of music appreciation.

## **Band (Year Long) – (Brass Course Number 09230, Woodwinds Course Number 59230, SCED Code 05101)**

Sixth Grade Band is a class for beginning band students. No previous musical training is required. Instrument selection is made with the guidance of the band director. Students will learn proper care of their instrument, basic positions, tone production, fingerings, and will count, read, and perform the beginning level of music being studied. Music Standards of Learning provide the framework for students to learn ways in which the content of the separate disciplines within and outside the arts are interrelated with those of music. The strands are integrated through a variety of classroom and performance activities. Through individualized instruction and the provision of multiple educational opportunities, students will obtain valuable music skills and knowledge.

## **Introduction to Agri-science 6 – (Course Number 08002, SCED Code 18001)**

Middle school students develop an awareness of the relationships between agriculture and science. Major topics covered in the course include awareness of agriculture, the world of work, agribusiness careers, human relations, and scientific principles applied in agriculture.

## **Introduction to Technology & Engineering 6 – (Course Number 08481, SCED Code 21051)**

Students will be introduced to basic fundamentals of technology, including processes, energy, and information. Students will study the history of humans and their use of technology and the impact of technology on society and its resources. Students will explore the impact of technology to predict future decisions and possible consequences. Students will work together in groups in a project-based and hands-on learning environment to explore technology through introductory coding activities using robotics as well as basic technical design and construction projects.

## **GO TEC 6/Inventions & Innovations – (Course Number 08454, SCED Code 19258)**

This course is a STEM course designed to introduce students to various technological inventions and innovations. Students will examine the impact of technology on society and learn to solve problems through research, design, and experimentation. Students will work individually and in groups to investigate solutions to technological problems such as programming and game design. Proof of Insurance is required for enrollment in this course.

## **Art – (Course Number 09103, SCED Code 05186)**

Sixth grade art students will implement the Virginia Standards of Learning to study the elements of art and associated vocabulary, skills & techniques for creating art. Students will work with a variety of media to produce works of art meeting these requirements. The objectives for grade six emphasize exploration. Using the elements of art and the principles of design as a framework, students investigate a variety of experiences & concepts. Students explore two-dimensional and three-dimensional art media using a variety of expressive and technical approaches. Students begin to understand the factors that distinguish artistic styles that clarify the role of art in American culture.

## **Introduction to World Cultures (6 weeks) – (Course Number 05700, SCED Code 24040)**

Introduction to world cultures is an interdisciplinary course that combines the study of world history and geography along with key world languages & their associated cultures. Learners will explore diverse regions of the world to examine the historical development of peoples, political systems, and economic patterns, while simultaneously learning foundational vocabulary, grammar, & communication skills in one or more target languages (e.g., Spanish, French, Latin, etc.). The curriculum emphasizes the interconnectedness of language, cultural practices, products, & perspectives, as learners investigate how history & geography have shaped communication and societal interactions across the globe along with their present-day effects, significance, & consequences particularly within the context of United States history.

## **Computer Science Discoveries – (Course Number 66608, SCED Code 10010)**

A 9-week exploratory course designed to teach students the foundational concepts of programming using drag and drop blocks rather than a programming language. Students will create computer programs that will help them learn to collaborate with others, develop problem-solving skills, and persist through difficult tasks. Students will also study programming concepts, computational thinking, digital citizenship, and develop interactive games.

# 7<sup>th</sup> Grade Course Descriptions

## **English 7 (Grade 7 Reading SOL Test) – (Course Number 01110, SCED Code 01035)**

At the seventh-grade level, the student will continue to deliver multimodal presentations individually and in collaborative groups. The student will continue the study of word origins and roots and begin to distinguish among connotations of words. There is a continued emphasis on text reading and fluency as students continue to read and comprehend complex literary and informational texts. In literary texts, the student will analyze point of view, interpret the author's style, and compare and contrast texts on similar topics. When reading informational texts, the seventh-grade student will analyze how authors use evidence, facts, and opinions to support points in multiple texts. Reading and writing will continue to be an integrated process wherein the student will use authors and texts read as models when working on techniques in their own writing. The student will continue to write for a variety of audiences and purposes, focusing on the development of a clear central idea, tone, and voice. In persuasive writing, the student will be able to clearly state claims using evidence from a text or personal experience as support. The seventh-grade student will be expected to have greater control over the conventions of writing.

## **Math 7 (Grade 7 Math SOL Test) – (Course Number 03111, SCED Code 02037)**

The seventh-grade standards build a strong foundation in algebra by developing skills in solving linear equations and inequalities and understanding slope as a rate of change. Students will explore proportional reasoning, solve practical problems involving volume and surface area, and investigate relationships within quadrilaterals. The course also focuses on data analysis, where students apply the data cycle and use histograms to represent and interpret data. Probability concepts are introduced by comparing experimental results to theoretical expectations. The course emphasizes critical thinking, problem-solving, and effective communication of mathematical ideas.

## **Integrated Math 7/8 – (Course Number 13112, SCED Code 02038) (Based on VDOE Placement Recommendations. Grade 8 Math SOL Test)**

The Integrated Math 7/8 course integrates foundational concepts and skills from both Grade 7 and Grade 8 mathematics, preparing students for Algebra 1. This course emphasizes algebraic reasoning and the use of rational numbers, while introducing real numbers and their subsets. Students will build their proportional reasoning, solving practical problems involving percentages, discounts, and ratios. Geometry topics include understanding and applying volume and surface area formulas for various three-dimensional figures, investigating quadrilaterals and transformations in the coordinate plane, and using the Pythagorean Theorem. Students will explore relationships within quadrilaterals and triangles and develop skills in calculating surface area and volume for more complex shapes. Data analysis and probability are covered through statistical investigations, focusing on histograms, boxplots, scatterplots, and the interpretation of independent and dependent events. Students will continue to strengthen their skills in graphing, evaluating, and solving linear equations and inequalities, introducing multistep solutions in one variable and examining linear functions and their characteristics.

## **Civics and Economics (Civics and Economics SOL Test) – (Course Number 02357, SCED Code 04161)**

Civics and Economics is the foundational course for Virginia and United States Government. It examines the roles citizens play in the political, governmental, and economic systems in the United States. Students will examine the foundational documents and principles around which the constitutions of Virginia and the United States were established; identify the rights, duties, and responsibilities of citizens; and describe the structure and operation of government at the local, state, and national levels. Through the economics standards, students will compare the United States economy to other types of economies and consider the government's role in the U.S. economy. Students will investigate the process by which decisions are made in the U.S. market economy and explain the government's role in it. The standards identify personal character traits, such as patriotism, respect for the law, willingness to perform public service, and a sense of civic duty, that facilitate thoughtful and effective active participation in the civic life of an increasingly diverse democratic society. Students who complete this course will take the Civics and Economics SOL test.

## **Life Science – (Course Number 04115, SCED Code 03071)**

The life science standards emphasize a more complex understanding of change, cycles, patterns, and relationships in the living world. Students build on basic principles related to these concepts by exploring the cellular organization and the classification of organisms; the dynamic relationships among organisms, populations, communities, and ecosystems; and change because of the transmission of genetic information from generation to generation. Inquiry skills at this level include organization and mathematical analysis of data, manipulation of variables in experiments, and identification of sources of experimental error.

## **Health and Physical Education – (Course Number 07120, SCED Code 08111)**

Students in grade seven generate and choose positive alternatives to risky behaviors. They use skills to resist peer pressure and manage stress and anxiety. Students are able to relate health choices (e.g., nutritional, physical activity) to alertness, feelings, and performance at school and during everyday activity. Students learn to exhibit a healthy lifestyle, interpret health information, and promote good health. In grade seven, students also continue to develop competence in modified versions of game/sport, dance, and recreational activities. They vary movement during dynamic and changing game situations. Recreational pursuits become an additional curriculum option, broadening lifetime physical activity. The ability to analyze skill performance through observing and understanding critical elements (isolated, small parts of the whole skill or movement) is increasingly apparent, as is the application of basic scientific principles of movement and personal fitness.

# 7<sup>th</sup> Grade Exploratory Courses

*Unless otherwise noted, all courses are semester courses.*

## **Chorus (Year Long) – (Course Number 09270, SCED Code 05110)**

The main emphasis of grade seven chorus is to develop good singing habits and to direct the students toward a positive choral experience. The Vocal/Choral Standards of Learning require performance, creativity, and investigation at a fundamental level. Students explore ways in which the content of the various disciplines, within and outside the arts, are interrelated with those of music. Students are exposed to music fundamentals of notation and simple sight singing. Students will be given vocal demonstrations by the instructor and then have the opportunity to improve their vocal ability through the singing of vocal exercises as well as a wide variety of choral literature.

## **Band (Year Long) – (Brass Course Number 09231, Woodwinds Course Number 59231, SCED Code 05101)**

Developing basic musicianship skills continues to be a priority at the seventh grade level. Students will begin to use more articulations and bowings, perform scales and music at a more difficult level. Ensemble skills will become more developed as students participate in band and concert settings. Students will describe concepts common to music and other disciplines, and will be involved in discussing various cultures, styles, composers, and historical periods. After-school opportunities will be available for such activities as All County and All District Band and small group ensembles.

## **Art – (Course Number 09105, SCED Code 05187)**

Grade seven art continues to emphasize exploration, analysis, and investigation of the creative process. Students develop technical skills that empower them to communicate ideas visually, with the focus on realistic representations of their environment. Students acquire knowledge that permits them to identify art styles and the periods to which they belong. In addition, they become aware of a variety of art careers that they may consider. They develop inquiry skills and vocabulary as they explore the meaning of works of art through analysis of subject matter, themes, and symbols. Students develop an increased awareness of the nature of art and of their relationship to it as they explore the meaning and value of works of art.

## **Hand Bells – (Course Number 79295, SCED Code 05137)**

Seventh grade students will learn music theory and proper hand bell techniques. This course will include performance and reading music.

## **Agri-science Exploration – (Course Number 08003, SCED Code 18001)**

This course is designed to assist students in exploring science as it relates to agriculture. Through instructional activities, students will have an opportunity to develop an understanding of human relations, communication, and the importance of agriculture. Students will explore agriculture through investigations, problem solving, scenarios and brainstorming. Students will work individually as well as in teams to complete assignments and projects. Students enrolled in Agri-science at the seventh grade level are given the opportunity to become members of the FFA Chapter. FFA members participate in several extracurricular activities, including leadership conferences, state and national conventions, community service activities, career development events at the local, state and national levels, recreational events and many more educational experiences. Proof of Insurance is required for enrollment in this course.

## **Introduction to World Cultures 7 (semester) – (Course Number 75700, SCED Code 24040)**

Introduction to world cultures is an interdisciplinary course that combines the study of world history and geography along with key world languages and their associated cultures. Learners will explore diverse regions of the world to examine the historical development of peoples, political systems, and economic patterns, while simultaneously learning foundational vocabulary, grammar, and communication skills in one or more target languages (e.g., Spanish, French, Latin, etc.). The curriculum emphasizes the interconnectedness of language, cultural practices, products, and perspectives, with ties as learners investigate global citizenship. A bridge will be made with links to civics and economics as comparisons are made about community institutions such as schools and how different political systems affect daily life.

# 7<sup>th</sup> Grade Exploratory Courses (continued)

*Unless otherwise noted, all courses are semester courses.*

## **GO TEC 7**

Students will gain an understanding of the importance that innovation has on technology and our society. Students will learn the engineering design process and how it is utilized to continuously improve existing technology and they will gain an enhanced understanding of this principle through intermediate project-based and hands-on learning activities. Students will use coding to program robots, incorporating the principles of innovation to improve and enhance their robotic projects. Students will also participate in intermediate engineering design and construction projects in order to learn how to take a design idea, sketch it out, and create an actual model or prototype of that design. Proof of Insurance is required for enrollment in this course.

## **Computer Science Discoveries – (Course Number 76608, SCED Code 10010)**

An 18-week exploratory course that empowers students to create authentic artifacts and engage with computer science as a medium for creativity, communication, problem solving, and fun. Students will learn problem solving techniques, coding, web development, animations and games, and the design process.

## **Career Investigations 7 – (Course Number 09069, SCED Code 19258)**

This course allows students to explore career options and begin investigating career opportunities using Major Clarity. Major Clarity will be an integral part of each student's academic plan through graduation. 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.

## **Robotics/Intro Tech 7 – (Course Number 08482, SCED Code 21051)**

Students will be introduced to basic fundamentals of technology, including processes, energy, and information. Students will study the history of humans and their use of technology and the impact of technology on society and its resources. Students will explore the impact of technology to predict future decisions and possible consequences. Students will work together in groups in a project-based and hands-on learning environment to explore technology through introductory coding activities using robotics as well as basic technical design and construction projects

# 8<sup>th</sup> Grade Course Descriptions

## **English 8 (Grade 8 Reading SOL Test and Integrated Reading and Writing SOL Test) – (Course Number 01120, SCED Code 01036)**

In eighth grade, the student will evaluate, analyze, develop, and produce media messages that are intended for specific audiences. The student will continue the study of word origins, roots, connotations, and denotations. There is a continued emphasis on reading comprehension by comparing literary and informational texts. In literary texts, the student will analyze the development of theme(s) and compare/contrast authors' styles. There will be an increased emphasis on informational reading, and the student will analyze authors' qualifications, point of view, and style. Reading and writing will continue to be an integrated process wherein the student will use authors and texts read as models when working on techniques in their own writing; the student will continue to develop as both reader and writer. The student will also plan, draft, revise, and edit writing in a variety of forms with an emphasis on expository and persuasive writing. The student will write persuasively and use claims, evidence, and counterclaims to advocate and support a position to fit the audience and purpose. The student will be expected to have greater control over the conventions of writing.

## **Math 8 (Grade 8 Mathematics SOL Test) – (Course Number 03112, SCED Code 02038)**

The eighth-grade standards contain both content that reviews or extends concepts and skills learned in previous grades and new content that prepares students for more abstract concepts in Algebra and Geometry. Key areas of focus include deepening students' understanding of the real number system, including rational and irrational numbers, and expanding their knowledge of proportional reasoning. Students will explore complex three-dimensional shapes, applying formulas to determine volume and surface area, and develop spatial reasoning through transformations in the coordinate plane. Data analysis is a significant component, where students apply the data cycle to create and interpret boxplots and scatterplots, drawing insights from univariate and bivariate data. Students will extend their ability to work with expressions, multistep equations, and inequalities, and learn to represent and analyze linear functions.

## **Algebra I (Algebra I SOL Test) – (Course Number 03130, SCED Code 02052)**

*(Successful completion of Integrated Math 7/8 based on VDOE Placement Recommendations. This is a High School Credit).*

Algebra I provides a foundation for the study of advanced mathematics through the development of algebraic reasoning, problem-solving, and analytical thinking. Students develop algebraic reasoning skills to represent and analyze real-world relationships using expressions, equations, inequalities, and functions. Key topics include operations with polynomials and radicals, solving and interpreting linear and quadratic equations and systems, and exploring linear, quadratic, and exponential functions. Students also investigate bivariate data through scatterplots, lines of best fit, and regression models. The course emphasizes conceptual understanding, multiple representations, and the use of technology to connect algebraic methods with practical applications.

## **Physical Science (Grade 8 Science SOL Test) – (Course Number 04125, SCED Code 03159)**

The physical science courses stress an in-depth understanding of the nature and structure of matter and the characteristics of energy. The standards place considerable emphasis on the technological application of physical science principles. Major areas covered by the standards include the organization and use of the periodic table, physical and chemical changes, nuclear reactions, temperature and heat; sound, light, electricity and magnetism, and work, force, and motion.

## **Global Geography and Cultures – (Course Number 82209, SCED Code 04900)**

The focus of this course enables students to explore the world's geography and various cultures with an emphasis on world regions. It includes the study of fundamental geographic skills and tools, absolute and relative location of people and places, physical and cultural characteristics of various places, adaptation to environments, migration and settlement patterns, and the relationship of geography, politics, and economics. Students study the origins of many world cultures using texts, maps, pictures, stories, diagrams, charts, chronological skills, inquiry/research skills, and technology skills.

# 8<sup>th</sup> Grade Exploratory Courses

*Unless otherwise noted, all courses are semester courses.*

## **Physical Education 8 – (Course Number 07210, SCED Code 08112)**

In eighth grade, students deepen their understanding of health by exploring the causes of diseases, the role of family history in health risks, and the consequences of health choices. They apply responsible decision-making, self-management, and relationship skills to personal, family, and community health concerns, and use consumer information to make informed choices. In physical education, students build competence in skillful movement across dynamic games, sports, and recreational activities, progressing from modified versions to more complex applications. They learn how the body's systems interact with physical activity, explore the relationship between nutrition and body composition, and develop a deeper understanding of energy balance. Students demonstrate respect, fair play, and responsible behavior, while setting fitness goals, tracking progress, and improving health-related fitness across a variety of activities.

## **\*Spanish I High School Credit (Year Long) – (Course Number 05510, SCED Code 24052)**

This course offers an exciting journey into the Spanish language and the diverse cultures of the Spanish-speaking world. Students will learn to communicate in Spanish and explore the traditions, music, and ways of life that shape Hispanic communities. Listening, speaking, reading, and writing skills will be developed to encourage deeper engagement with the language and novice mid communicative proficiency. The curriculum aligns to the Virginia World Language Standards of Learning with regard to emphasizing person-to-person communication, comprehension through listening and reading, oral and written presentations, and exploring cultural perspectives. A variety of engaging and interactive activities will be employed to enhance learning.

## **Hand Bells – (Course Number 89295, SCED Code 05138)**

Eighth grade students will learn music theory and proper hand bell techniques. This course will include performance and reading music.

## **Choir (Year Long) – (Course Number 89260, SCED Code 05110)**

The Vocal/Choral Standards of Learning require performance, creativity, and investigation. Students explore ways in which the content of the various disciplines, within and outside the arts, are interrelated with those of music. Students are exposed to music fundamentals of notation and simple sight singing. The main emphasis of the class is to develop good singing habits and to direct the students toward a positive choral experience. Students will have the opportunity to improve their vocal ability through the singing of vocal exercises as well as a wide variety of choral literature. The class will also emphasize the development of vocal production techniques and may feature ensemble participation.

## **Band (Year Long) – (Course Number 09229, SCED Code 05101)**

Developing basic musicianship skills continues to be a priority at the eighth grade level. Students will begin to use more articulations and bowings, and perform scales and music at a more difficult level. Ensemble skills will become more developed as students participate in band and concert settings. Students will describe concepts common to music and other disciplines, and will be involved in discussing various cultures, styles, composers, and historical periods. After-school opportunities will be available for such activities as All County and All District Band and small group ensembles.

## **Art – (Course Number 09115, SCED Code 05188)**

Grade eight art focuses on the synthesis and application of previously learned concepts. Using traditional and emerging technologies, students are able to apply more complex technical skills as they manipulate the elements of art and the principles of design, art media, and ideas. Students acquire art skills that enable them to make conscious choices of media and techniques for expressive purposes. Students produce works of art that are developed from preliminary ideas and sketches. They compare and contrast art from different world cultures and investigate how context can influence meaning.

# 8<sup>th</sup> Grade Exploratory Courses (*continued*)

*Unless otherwise noted, all courses are semester courses.*

## **Agri-science and Technology – (Course Number 08004, SCED Code 18001)**

Through laboratory activities, students apply scientific principles to the field of agriculture, including plants, animals, and ecology/conservation. This course introduces students to biotechnology as it relates to agriculture. Students are introduced to new technology and its impact on agriculture. An introduction to international agriculture and new strategies in marketing agricultural products are also included. Students enrolled in Agri-science at the eighth grade level are given the opportunity to become members of the Middle School FFA Chapter. FFA members participate in several extra curricula activities including leadership conferences, state and national conventions, community service activities, career development events at the local, state and national levels, recreational events and many more educational experiences. Proof of Insurance is required for enrollment in this course.

## **Digital Input Technologies – (Course Number 06161, SCED Code 10003)**

This foundation course introduces the use of relevant emerging technologies, tools, and applications to prepare students 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.

## **Computer Science Discoveries – (Course Number 86608, SCED Code 10010)**

An 18-week exploratory course that empowers students to create authentic artifacts and engage with computer science as a medium for creativity, communication, problem solving, and fun. Students will learn problem solving techniques, coding, web development, animations and games, and the design process.

## **Introduction to Technology & Engineering 8 – (Course Number 88482, SCED Code 21051)**

An advanced-level technology course, students will begin to understand how technology works together as a system by exploring the Universal Systems Model and observing how inputs are processed into outputs. Students will then utilize feedback to make improvements on the system as a whole. This will be accomplished through advanced project-based learning with robotics, coding, design and construction projects geared towards continuous improvement of technological systems. Students will learn to analyze causes of failures or problems in their projects and how to use this knowledge in order to make improvements.

## **Technological Systems 8 - GO TEC – (Course Number 08486, SCED Code 21001)**

This course allows students to use and apply knowledge learned in their core classes in real-world workplace simulations. Go Tec Career Applications introduces students to six focus areas: precision machining, welding, IT/cybersecurity, robotics, automation and mechatronics, advanced materials, and healthcare. Students will participate in a focused curriculum that exposes them to various career pathways and career specific vocabulary as well as provides them with hands-on learning experiences with equipment comparable to industry equipment. Students will update their Major Clarity Academic and Career Plan based on their GO TEC experiences in preparation for the transition to high school and beyond. Proof of Insurance is required for enrollment in this course.

# GRADUATION

## Graduation Requirements

In Virginia, students begin making choices in middle school that impact their path to graduation. Understanding graduation requirements early helps ensure that students are on track to earn one of the two diplomas offered:

### Types of Diplomas

- Standard Diploma: Requires a set number of core and elective credits, as well as verified credits.
- Advanced Studies Diploma: Requires a higher number of credits, including additional advanced courses, and is often chosen by students aiming for college.

### Requirements specific to when students begin 9<sup>th</sup> Grade:

The diploma requirements a student must meet are based on the standards in place when they first enter the ninth grade. These requirements stay consistent for that student throughout high school, ensuring a clear path to graduation.

### Middle School Courses for High School Credit:

- High School-Level Courses in Middle School: If a middle school student completes a course designed for high school credit (grades 9-12), it counts toward the standard credits required for graduation, provided it meets the same academic standards and rigor as high school courses.
- Verified Credit for Middle School Courses: To earn a verified credit for high school-level courses taken in middle school, students must meet specific assessment requirements, as defined for verified credits in high school.

## Fine Arts or Career and Technical Education Course

The following courses will meet the fine arts graduation requirement: art courses, music courses, and drama courses. All Career and Technical courses will meet the graduation requirement. The course taken to satisfy the Fine Arts or Career and Technical Education course requirement may also serve as one of the two credits required to satisfy the sequential electives requirement.

## Career Concentration

A Career Concentration is a coherent sequence of courses completed by a student in a specific career area and should be identified using Major Clarity.

## Early College Scholars

To qualify for the Early College Scholars program, a student must:

- Have a "B" average or better;
- Be pursuing an Advanced Studies Diploma; and
- Take and complete college-level course work (i.e., Advanced Placement, or dual enrollment) that will earn at least 15 transferable college credits

---

## DEFINITIONS

---

### Verified Unit of Credit

In accordance with [8VAC20-131-110\(B\)](#) of the Standards of Accreditation, a "verified unit of credit" or "verified credit" is a credit awarded for a course in which a student earns a standard unit of credit and completes one of the following:

- Achieves a passing score on a corresponding end-of-course SOL test.
- Achieves a passing score on an additional test, as defined in 8VAC20-131-5, as a part of the Virginia Assessment Program.
- Meets the criteria for the receipt of a locally awarded verified credit (see below) when the student has not passed a corresponding SOL test.

### Standard Unit of Credit

A standard unit of credit is awarded for a course in which the student successfully completes the objectives of the course.

### Sequential Electives

Sequential electives are defined as two years of study in a focused sequence of elective courses.

# POSTSECONDARY PREP OPTIONS

---

## DUAL ENROLLMENT

- Dual enrollment courses allow students to fulfill high school graduation requirements while obtaining college credit
- Courses are taken through P&HCC
- Students must have at least a **3.0 GPA** to be eligible
- A full list of DE course and program options can be found in the High School Program of Studies

## GOVERNOR'S SCHOOL

- Program that allows students to earn their Associate Degree in Science alongside their high school diploma
- 2 year program that has a heavy STEM focus
- Students apply and test spring of 10th grade year
- Required to pass Algebra 2 before end of 10th grade (finishing language requirement preferred) and must have at least a **3.0 GPA**

## ACE ACADEMY

- Program that allows students to earn an Associate Degree alongside their high school diploma
- Program offers 3 tracks: General Studies, Health Sciences, or Teacher Education
- Students apply spring of 10th grade year
- Required to pass Algebra 2 before end of 10th grade (finishing language requirement preferred) and must have at least a **3.0 GPA**

# Diploma Requirements

The requirements for a student to earn a diploma and graduate from a Virginia high school shall be those in effect when that student enters the ninth grade for the first time. Effective with students who entered ninth grade for the first time in the 2018-2019 school year and thereafter.

Required Courses	Advanced Studies Diploma		Standard Diploma	
	Standard Credits	Verified Credits	Standard Credits	Verified Credits
English	4	2	4	2
Mathematics	4	1	3	1
Laboratory Science	4	1	3	1
History and Social Science	4	1	3	1
Health & Physical Education includes the graduation requirement of First Aid, CPR, And AED Training in the Grade 9 course	2	0	2	0
Economics & Personal Finance includes virtual course graduation requirement	1	0	1	0
World Language courses shall include three sequential languages or two pairs of sequential languages	3	0	0	0
Fine Arts				
Career & Technical Education	1	0		
Electives	3	0	6	0
<b>Total Credits Required</b>	<b>26</b>	<b>5</b>	<b>22</b>	<b>5</b>

## Additional Graduation Requirements

- AP, Honors, IB, Dual Enrollment, Work-Based Learning or CTE Credential - Students shall (i) complete an Advanced Placement, honors, International Baccalaureate, or dual enrollment course, or (ii) complete a high quality work based learning experience, as established by Board guidance on work-based learning; or (iii) earn a career and technical education credential approved by the board, except when a career and technical education credential in a particular subject area is not readily available or appropriate or does not adequately measure student competency, in which case the student shall receive satisfactory competency-based instruction in the subject area to satisfy the advanced studies diploma requirements. The career and technical education credential, when required, could include the successful completion of an industry certification, a state licensure examination, a national occupational competency assessment, or the Virginia workplace readiness assessment; **and**

# Diploma Requirements *(continued)*

- Virtual Course - Students shall successfully complete one virtual course, which may be a non-credit bearing course or a required or elective credit-bearing course that is offered online. *Note that the Economics and Personal Finance course satisfies this requirement; and*
- First Aid, CPR, and AED Training - Students shall be trained in emergency first aid, cardiopulmonary resuscitation (CPR), and the use of automated external defibrillators (AED), including hands-on practice of the skills necessary to perform cardiopulmonary resuscitation. Students with an IEP or 504 Plan that documents that they cannot successfully complete this training shall be granted a waiver from this graduation requirement. *Note that the Grade 9 H/PE satisfies this requirement; and*
- Demonstration of the 5Cs - In accordance with the Profile of a Virginia Graduate, students shall acquire and demonstrate foundational skills in critical thinking, creative thinking, collaboration, communication, and citizenship.

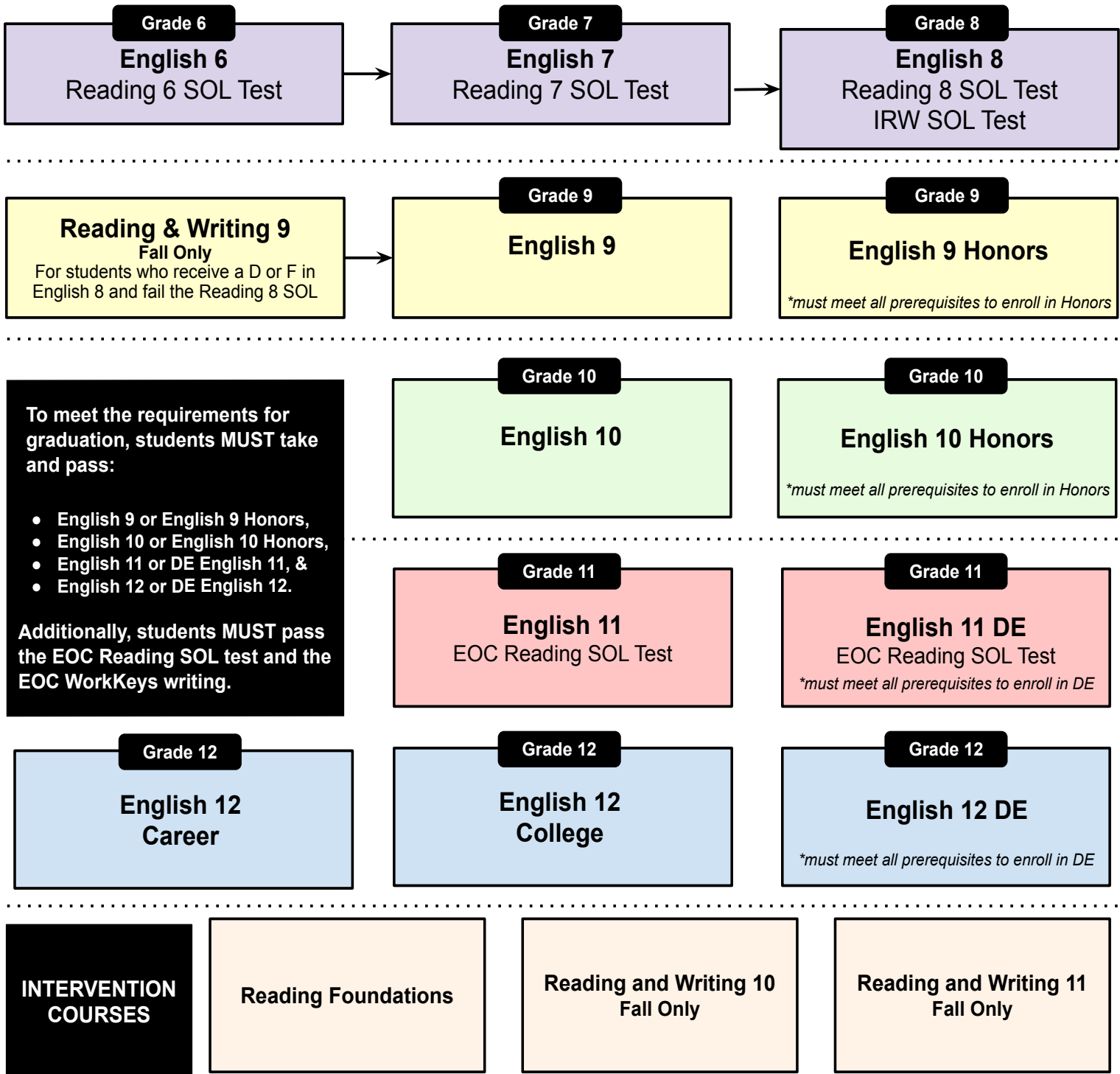
## **-Verified Unit of Credit**

*For students who enter the ninth grade during the 2018-2019 school year or thereafter, a verified unit of credit for graduation is a credit awarded for a course in which the student earns a standard unit of credit and: (1) achieves a passing score on a corresponding End-of-Course SOL test; or (2) achieves a passing score on an additional test approved by the board as part of the Virginia assessment program; or (3) meets the criteria for the receipt of a locally awarded verified credit conferred in accordance with board criteria and guidelines as provided in 8VAC20-131-110.B.3 when the student has not passed a corresponding SOL test in English, mathematics, laboratory science, or social studies; or (4) meets the criteria for the receipt of a verified credit for history and social studies by demonstrating mastery of the content of the associated course on authentic performance assessments, as provided in 8VAC20-131-110.B.4; or (5) meets the criteria for the receipt of a verified credit in English (writing) by demonstrating mastery of the content of the associated course on authentic performance assessments, as provided in 8VAC20-131-110 .B .5 . No more than one locally awarded verified credit may be used to satisfy these requirements except as provided in 8VAC20-131-110.B.4 regarding credit accommodations for students with disabilities.*

## **-Standard Unit of Credit**

*A standard unit of credit is awarded for a course in which the student successfully completes the objectives of the course*

## HCPS Course Progression for Secondary English



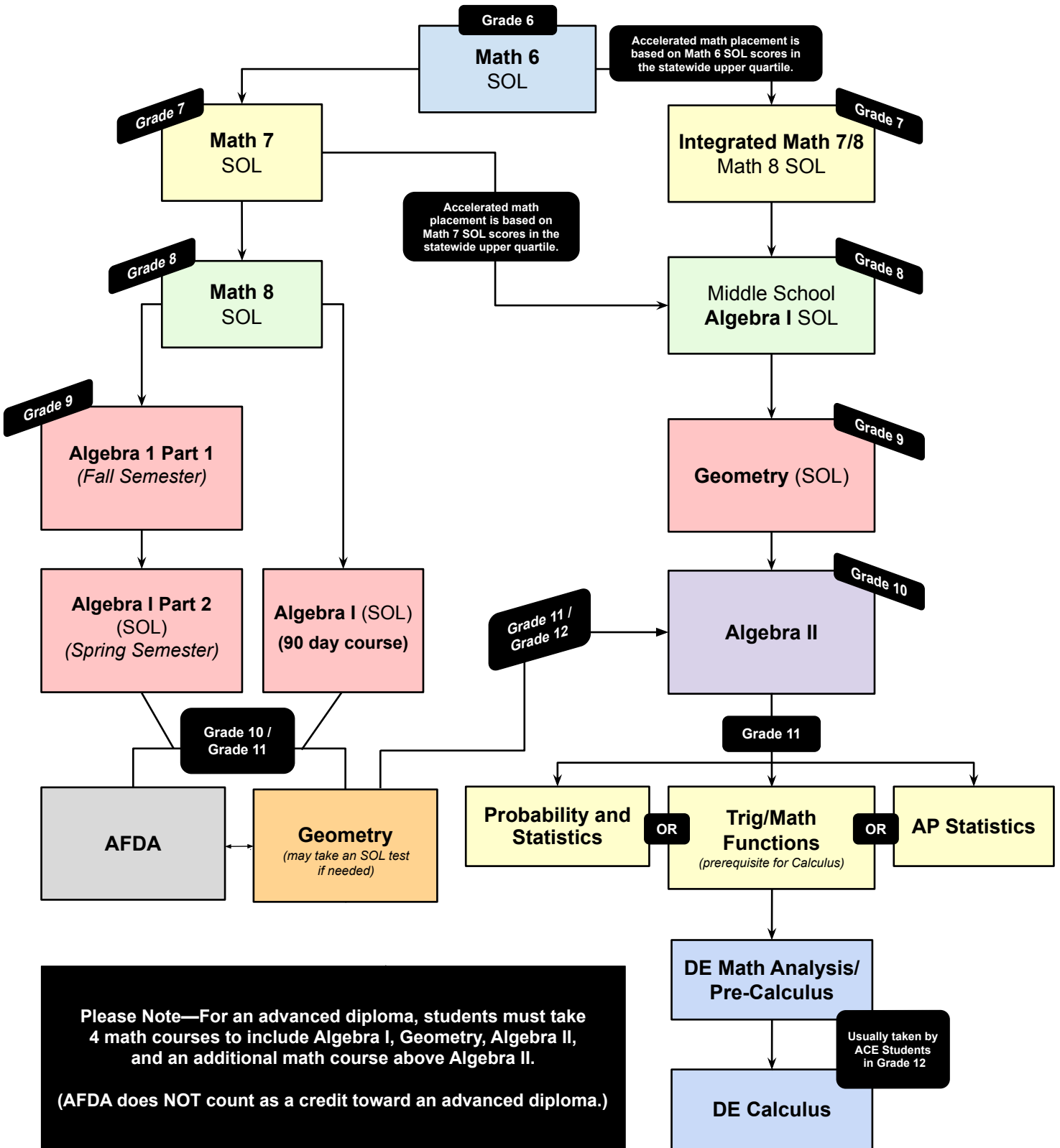
\*English 9 Honors Prerequisites - Complete English 8 with an A or B; score a 500 or higher on the Reading 8 SOL test; reading at least two years above grade level

\*English 10 Honors Prerequisites - Complete English 9 with an A or B and have a 3.0 GPA

\*English 11 DE Prerequisites - Complete English 10 with an A or B and have a 3.0 GPA

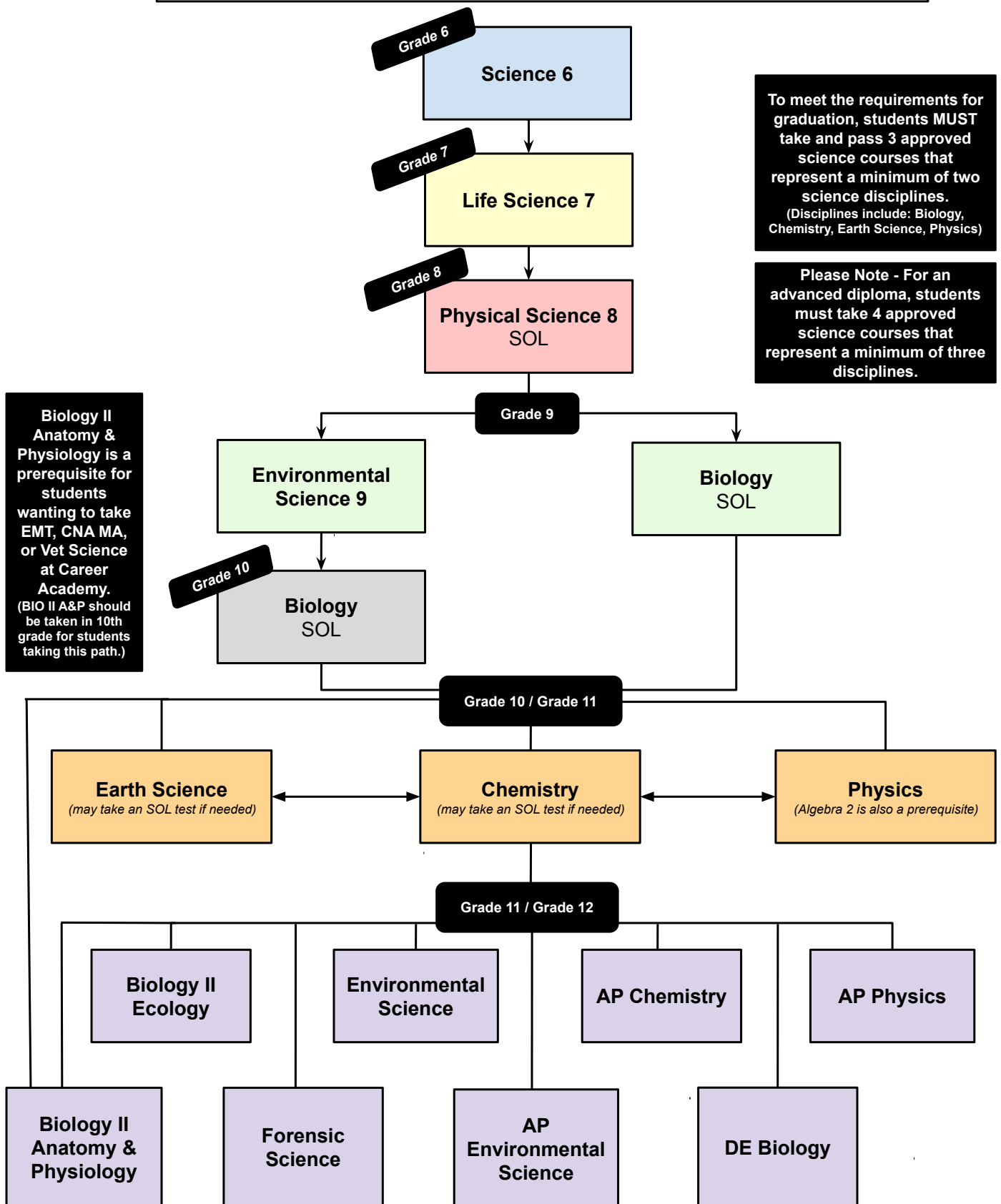
\*English 12 DE Prerequisites - Successful completion of English 11 DE and have a 3.0 GPA

# HCPS Course Progression for Secondary Mathematics



**Please Note—For an advanced diploma, students must take 4 math courses to include Algebra I, Geometry, Algebra II, and an additional math course above Algebra II. (AFDA does NOT count as a credit toward an advanced diploma.)**

# HCPS Course Progression for Secondary Science



## HCPS Course Progression for Secondary Social Studies

