STAFFORD COUNTY PUBLIC SCHOOLS

MIDDLE SCHOOL PROGRAM OF STUDIES 2021-2022

Stafford County Public Schools continuously conducts program evaluations which could result in the alteration or discontinuation of some programs. Courses may be cancelled as a result of low enrollment, staffing, and/or budget limitations.

The information in this catalog should be used to plan for the middle school years and to select courses. Students should read course descriptions and requirements; courses selection should align with students' abilities and interests and contribute toward their educational, personal, and career goals.

Students and parents are encouraged to study this catalog and talk with school counselors and teachers. The choices students make in the sixth, seventh, and eighth grades may affect their high school academic plans.

Courses with low enrollment, or those requiring special facilities or teachers with special skills, may not be offered at all schools or during a given school year.

NOTICE

The Stafford County School Board does not unlawfully discriminate against any person on the basis of race, sex, age, color, religion, national origin, political affiliation, or disability. This policy covers all programs, services, and employment. Inquiries regarding non-discrimination should be directed to:

Title IX Coordinator/Executive Director of Human Resources
Stafford County Public Schools
31 Stafford Avenue
Stafford VA, 22554

Phone: (540) 658-6560 Fax: (540) 658-5970. Reasonable accommodation upon request.

A current version of the Middle School Program of Studies can be found online at www.staffordschools.net/Domain/3406

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GENERAL INFORMATION

The information in this catalog should be used to plan for the middle school years and to select courses. Students should read course descriptions and requirements; courses should be selected that align with students' abilities and interests and contribute toward their educational, personal, and career goals.

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The most current version of this catalog can be found online at www.staffordschools.net/Domain/3406.

MIDDLE SCHOOL ORGANIZATION

Middle school students have unique social, emotional, physical, and academic needs. The middle school program is designed to address the diverse needs of learners and encourages academic exploration and growth. Students will experience a broad range of activities and instructional approaches in the academic courses described in this catalog. As students prepare for the transition to high school, they will continue to develop life skills including citizenship, collaboration, creativity, critical thinking, communication, and wellness.

MIDDLE SCHOOL THREE-YEAR PLANNING

Table 1.0 is a sample of courses for students in grades 6, 7, and 8. Actual course loads may vary based on student learning needs and academic goals. Counselors work with students and parents to make course assignments in English, mathematics, science, and history, based on a student's learning needs, academic achievement, and interests. A caret (^) indicates an SOL test is administered in a course.

*Each middle school has an elective program based on available staffing, facilities, and enrollment. At registration time, information will be provided regarding semester elective choices, required courses (i.e. Pathways to Success, HPE, etc.), and how many weeks each elective class will meet.

Table 1.0

GRADE 6	GRADE 7	GRADE 8
^English 6	^English 7	^English 8
Science	Life Science	^Physical Science
United States History: 1865 to the Present	^Civics and Economics	World Geography
^Mathematics 6, or ^6 Extended Mathematics or ^7 Extended Mathematics	^Mathematics 7, or ^7 Extended Mathematics, or ^Honors Algebra I	^Mathematics 8, or ^Honors Algebra I, or ^Honors Geometry
Health and Physical Education	Health and Physical Education	Health and Physical Education
Elective(s) * choice 1 * choice 2 * choice 3	Elective(s) * choice 1 * choice 2 * choice 3	Elective(s) * choice 1 * choice 2 * choice 3

REGISTRATION

At registration time, students select core courses and electives for the upcoming school year. The course descriptions in this catalog contain information about what is taught in the course, the grade level at which the course is offered, and any requirements needed to take the course. Students select electives from fine and performing arts, career and technical education, and world language.

Each middle school offers a comparable elective program, but course design may vary from school-to-school based on facilities and available staffing. Courses with low enrollment may not be offered during a given year. **In addition, courses are subject to possible cancellation due to financial constraints. In the event that courses are cancelled, sufficient notice will be provided to allow for the selection of other courses. Students will identify alternative courses during the registration process, in the event changes must be made.**

CREDIT-BEARING COURSES

Middle school credit-bearing courses are classes for which a student may earn credit that will count toward high school graduation requirements. Algebra I, Geometry, Spanish, French, German, and Latin are offered for 1 high school credit. Please review the course descriptions for further information about these courses.

DELETING COURSES FROM THE ACADEMIC TRANSCRIPT

Middle school students who pursue credit-bearing courses prior to high school may select mathematics and world language courses. Occasionally, students may not demonstrate a desired degree of success in these courses. Should that occur, parents may request, in writing no more than thirty (30) days following the posting of final year-end grades, that a credit-bearing course, taken before entering high school, be removed from their child's high school transcript. Students for whom a credit-bearing course is deleted must repeat the course in its entirety, if the course is a requirement for graduation. If an end-of-course Standards of Learning test is required, the student will not be required to retake the end-of-course test, if a passing score was achieved. Please consult your child's counselor for additional information.

REPORT CARDS AND EXAMINATIONS

Middle school report cards are issued every nine-weeks. Students receive letter grades on report cards. Progress reports are provided as interims.

Middle school examinations are no longer than one (1) class period in length and count one-tenth of the semester grade. In grades 7 and 8, semester grades are averaged for the student's final year grade. High school credit-bearing examinations count no more than one-fifth of the semester grade.

VIRGINIA STANDARDS OF LEARNING TESTING

The Virginia State Board of Education requires students enrolled in English, mathematics, science and history to take Standards of Learning tests in designated grade levels and in certain high school courses. Parents and students are reminded that in order to graduate from high school, a minimum of five high school-level Standards of Learning tests must be passed: two in English, one in math, one in history/social studies, and one in science.
The following tests are given in middle school:

MIDDLE SCHOOL COURSE	VA SOL TEST
Gr. 6 English	Gr. 6 Reading
Gr. 7 English	Gr. 7 Reading
Gr. 8 English	Gr. 8 Reading and Gr. 8 Writing
Gr. 7 Civics and Economics	Gr. 7 Civics and Economics
Gr. 8 Physical Science	Gr. 8 Science
Gr. 6 Mathematics	Gr. 6 Mathematics
Gr. 7 Mathematics	Gr. 7 Mathematics
Gr. 8 Mathematics	Gr. 8 Mathematics
6 Extended Mathematics	Gr. 6 Mathematics
7 Extended Mathematics	Gr. 7 Mathematics
Honors Algebra I	*Algebra I
Honors Geometry	*Geometry

***High School SOL tests which count toward high school verified credits.**

SUMMER PROGRAMS

Students who have not met standards for promotion to the next grade or have not passed a state assessment may be required to enroll in summer programs to improve their knowledge and skills in reading, writing, and/or mathematics.

INTERVENTION AND ENRICHMENT

Middle schools will have a dedicated instructional period for intervention and enrichment. The intervention support is designed to meet every student's needs by accelerating student learning through addressing gaps in knowledge, understanding, and skills. Intervention and enrichment opportunities are designed to stimulate the whole child through cognitive, physical, emotional and social development, and well-being. In addition, these experiences promote the division's emphasis on all-century skills of *communication*, *collaboration*, *critical thinking*, *creativity*, *citizenship*, and *wellness* to prepare students for success.

COURSE OFFERINGS

SPECIAL NOTES

All courses are offered in each middle school, unless noted in the course descriptions. In some courses, students must meet the necessary background requirements to enroll; requirements are included in course descriptions. See specific course request forms provided by each middle school counseling office for more information.

Stafford County Public Schools continuously conducts program evaluations which could result in the alteration or discontinuation of some programs. Courses may be cancelled as a result of low enrollment, staffing, and/or budget limitations.

Information in this catalog reflects the Standards of Accreditation adopted by the Virginia Board of Education in November 2017. Actions by the General Assembly or the State Board of Education may necessitate changes to Stafford County School Board policies and regulations.

EXTRACURRICULAR OFFERINGS

There are a number of extracurricular activities offered at all middle schools in Stafford County. Among the offerings are intramural athletics, student clubs, student organizations, mentoring, tutoring, fine and performing arts, and co-curricular programs. These offerings vary by school based on available staffing and student interest. Contact the school for a complete list of activities.

ACADEMIC COURSES

Core academic courses include English, mathematics, science, and history. These classes meet for thirty-six (36) weeks or equivalent clock hours.

ENGLISH

The English curriculum is designed to prepare students to read with comprehension, think critically, and communicate effectively. To provide for individual learning needs, differentiated instruction is offered at each grade level.

ENGLISH 6, 7, 8

Grade 6	**1109**
Grade 7	**1110**
Grade 8	**1120**

A series of sequential courses designed to further develop students' foundational and critical literacy skills. Instructional activities are based on the Virginia Standards of Learning and develop students' proficiency in multimedia literacies, written communication, reading, research, critical thinking, and analysis skills. Students will explore a variety of text genres, make comparisons between diverse texts, and apply learning to authentic contexts.

READING SKILLS AND STRATEGIES I

Grade 6	**1106L**
Grade 7	**1107L**
Grade 8	**1108L**

Background: Selection for this course is based on a set of criteria including previous SOL tests, reading assessments, and teacher recommendation.

This course is designed to help struggling students become proficient readers and confident learners. This course provides remediation to address gaps in fundamental literacy skills while helping students build the higher-order skills they need to comprehend, analyze, evaluate, and compare increasingly complex literary and informational texts. Blending online student-driven explicit instruction with offline teacher-delivered lessons and activities, this course will deliver the exact instruction each student needs to become a proficient reader

READING SKILLS AND STRATEGIES II

Grade 6	**1106R**
Grade 7	**1107R**
Grade 8	**1108R**

Background: Selection for this course is based on a set of criteria including previous SOL tests, reading assessments, and teacher recommendation.

The focus of this course is to provide students with explicit, direct instruction in reading fluency, vocabulary development, and comprehension strategies to build background knowledge. Direct instruction in phonemic awareness and phonics is provided as needed. Students' strengths and weaknesses are addressed through whole group and small group instruction. Emphasis is placed on understanding text structure, building background knowledge, making relevant connections to text, asking questions, inferring, summarizing, and synthesizing through systematic reading and writing instruction.

HISTORY AND SOCIAL SCIENCE

Social Studies, at the middle school level, is intended to build on the skills and foundational understandings from elementary school. There is one SOL Exam in the 7th grade to test student understanding of Civics & Economics. US History II and World Geography will use performance assessments. After completing the middle school social studies sequence of courses, students will have the knowledge, skills, and abilities to achieve success in high school.

GRADE 6 UNITED STATES HISTORY: 1865 TO THE PRESENT

2354

This course continues the study of United States history from 5th grade and explores the historical development of people, places, and patterns of life from 1865 to the present day. Topics explored are US growth and economic development, US participation in WWI, WWII, and the Cold War, the expansion of civil and political rights, and major technological advancements. Through this study, the students learn fundamental concepts in civics, economics, and geography in the context of U.S. History.

GRADE 7 CIVICS AND ECONOMICS

2357

This course focuses on the structure and functions of government institutions at the national, state, and local levels. The student will foster patriotism, gain a respect for the law, and develop a sense of civic duty. The role of the citizen in the American political and economic systems will be explored. Students will take the Civics and Economics Standards of Learning test.

GRADE 8 WORLD GEOGRAPHY

2359

The focus of this course is the study of the world's peoples, places, and environments with an emphasis on world regions. The knowledge, skills, and objectives of the course are centered on the world's population and cultural characteristics, landforms and climates, migration and settlement patterns, as well as economic development. Particular emphasis is placed on students' applying geographic concepts and skills to their daily lives.

MATHEMATICS

Mathematics instruction in grades six through eight focuses on the development of number sense, with emphasis on rational and real numbers. Rational numbers play a critical role in the development of proportional reasoning and advanced mathematical thinking. Students develop an understanding of integers and rational numbers using concrete, pictorial, and abstract representations. Flexible thinking about rational number representations is encouraged when students solve problems. Proportional reasoning is the key to making connections to many middle school mathematics topics. The content of the middle school mathematics standards is intended to support the following five process goals for students: becoming mathematical problem solvers, communicating mathematically, reasoning mathematically, making mathematical connections, and using mathematical representations to model and interpret practical situations.

GRADE 6 MATHEMATICS 3110

This course for sixth grade students who are transitioning from an emphasis placed on whole number arithmetic in elementary school to a more in-depth study of rational numbers and the preliminary foundations of algebra. This course focuses on the development of problem-solving skills and the acquisition of mathematical vocabulary and symbols. Students perform operations with rational numbers, recognize decimals, fractions, and percents as ratios, gain a foundation in the understanding of and operations with integers, solve linear equations and inequalities in one variable, and represent proportional relationships using two variables. In addition, students solve problems involving area and perimeter and develop concepts regarding measure of center. Students enrolled in this course take the Grade 6 Mathematics Virginia Standards of Learning test.

6 EXTENDED MATHEMATICS

Grade 6 **3110C**

Background: Selection for this course is based on a set criteria including previous SOL tests, a NWEA MAP Growth assessment, and teacher recommendation.

This course covers all of the Grade 6 Mathematics Standards of Learning and part of the Grade 7 Mathematics Standards. This course is designed for students who have a solid foundation in performing operations with rational numbers and can learn material at an accelerated pace. This course focuses on the development of problem-solving skills and the acquisition of mathematical vocabulary and symbols. Students perform operations with rational numbers, recognize decimals, fractions, and percents as ratios, gain a foundation in the understanding of and operations with integers, solve 2-step linear equations, and represent proportional relationships using two variables. In addition, students solve problems involving experimental and theoretical probability, compare and contrast the properties of quadrilaterals, and evaluate algebraic expressions. Students enrolled in this course take the Grade 6 Mathematics Virginia Standards of Learning test.

7 EXTENDED MATHEMATICS

Grade 6 **3116**

Background: Selection for this course is based on a set of criteria including previous SOL tests, a NWEA MAP Growth assessment, and teacher recommendation.

Due to the volume of content, this course meets every day for 36 weeks.

This course covers all of the Grade 6 and Grade 7 Mathematics Standards of Learning and a majority of the Grade 8 Mathematics Standards. This course is designed for students who have a solid foundation in performing operations with rational numbers and can learn material at an accelerated pace. This course focuses on the development of problem-solving skills and the acquisition of mathematical vocabulary and symbols. Students perform operations with rational numbers, recognize decimals, fractions, and percents as ratios, and gain a foundation in the understanding of and operations with integers. Additionally, students develop an understanding of proportional reasoning, representing linear equations in a variety of ways, solving multi-step linear equations and inequalities, and the concept of slope as a rate of change. Students also solve problems involving volume and surface area of more complex three-dimensional figures, apply transformations to geometric shapes, as well as verify and apply the Pythagorean Theorem. Students enrolled in this course take the Grade 7 Mathematics Virginia Standards of Learning test.

GRADE 7 MATHEMATICS 3111

This course for seventh grade students builds upon the skills learned in previous grades. This course focuses on the development of problem-solving skills and the acquisition of mathematical vocabulary and symbols. Students build on the concept of ratios to solve problems involving proportional reasoning, solve linear equations and inequalities in one variable by applying the properties of real numbers, and begin to develop a concept of slope as a rate of change. In addition, students solve problems involving volume and surface area and will focus on the relationships among the properties of quadrilaterals. Students enrolled in this course take the Grade 7 Mathematics Virginia Standards of Learning test.

7 EXTENDED MATHEMATICS

Grade 7 **3111C**

Background: Selection for this course is based on a set of criteria including successful completion of 6 Extended Mathematics and a passing score on the Grade 6 Mathematics SOL test.

This course covers the remaining part of the Grade 7 Mathematics Standards not taught in 6 Extended Mathematics and a majority of the Grade 8 Mathematics Standards. This course is designed for students who have a solid foundation in performing operations with rational numbers and who can learn material at an accelerated pace. This course focuses on the development of problem-solving skills and the acquisition of mathematical vocabulary and symbols. Students develop an understanding of proportional reasoning, representing linear equations in a variety of ways, solving multi-step linear equations and inequalities, and the concept of slope as a rate of change. In addition, students solve problems involving volume and surface area of more complex three-dimensional figures, apply transformations to geometric shapes, as well as verify and apply the Pythagorean Theorem. Students enrolled in this course take the Grade 7 Mathematics Virginia Standards of Learning test.

GRADE 8 MATHEMATICS 3112

This course continues to build on the concepts needed for success in high school level algebra, geometry, and statistics. This course focuses on the development of problem-solving skills and the acquisition of mathematical vocabulary and symbols. Students develop an understanding of proportional reasoning, making connections among representations of linear equations, solving multi-step linear equations and inequalities, and representing data. In addition, students solve problems involving volume and surface area of more complex three-dimensional figures, apply transformations to geometric shapes, and verify and apply the Pythagorean Theorem creating a foundation for further study of triangular relationships in geometry. Students enrolled in this course take the Grade 8 Mathematics Virginia Standards of Learning test.

HONORS ALGEBRA I

Grade 7-8 **3130H**

High School Credit-1

Background: Selection for this course is based on a set criteria including successful completion of 7 Extended Mathematics and a passing score on the Grade 7 Mathematics SOL test.

This advanced course requires students to use algebra as a tool for representing and solving a variety of practical problems. The fundamental concepts of equality, functions, multiple representations, probability, and data analysis guide the activities that allow students to enhance problem solving skills. Computers and graphing calculator technologies are incorporated into the curriculum: 1) to allow students opportunities to explore concepts, 2) to provide visual models to support the learning of algebraic concepts, and 3) as powerful tools for solving and verifying solutions to equations and inequalities. Mathematical communication and reasoning are emphasized throughout the course. Students enrolled in this course take the EOC Algebra I Virginia Standards of Learning test.

HONORS GEOMETRY

Grade 8 **3143H**

High School Credit-1

Background: Selection for this course is based on a set criteria including successful completion of Honors Algebra I and a passing score on the Algebra I SOL test.

This advanced course is designed for students who have successfully completed the standards for Algebra I. Investigations of lines, planes, congruence, similarity, areas, volumes, circles, and three-dimensional shapes are incorporated to provide a complete course of study. Formal and informal deductive reasoning skills are developed and applied to the construction of formal proofs. Reasoning skills are developed through the exploration of geometric relationships including properties of geometric figures, trigonometric relationships, and mathematical proofs. Computers and graphing calculator technologies are incorporated into the curriculum to allow students opportunities to explore concepts, engage in inquiry-based learning, provide visual models to support the learning of geometric concepts, and to use as powerful tools for solving and verifying solutions to equations and inequalities. Mathematical communication and reasoning are emphasized throughout the course. Students enrolled in this course will take the EOC Geometry Virginia Standards of Learning test.

KNOWING MATHEMATICS

Grade 6	**3113**
Grade 7	**3114**
Grade 8	**3115**

Background: Selection for this course is based on a set criteria including previous SOL tests, a NWEA MAP Growth assessment, and teacher recommendation.

Students will have the opportunity to further explore mathematical topics through hands-on experiences in order to deepen their conceptual understanding and strengthen their performance. Students will receive systematic, targeted intervention to improve number sense, computation, and algebraic skills, close instructional gaps, and achieve grade-level mastery levels. There will be a focus on problem solving strategies and critical thinking skills.

SCIENCE

Science classes at the middle school level provide students with basic content knowledge in earth, space, biological and physical sciences. The Virginia Science Standards of Learning test given in Grade 8 covers content from all three grades. Becoming familiar with the tools and methods of science to understand the natural world is an important component of the coursework at each grade level. Both science content and methodology are designed to help students be successful in their high school science courses.

GRADE 6 SCIENCE

4105

This course focuses on student growth in understanding the nature of science, especially the premise that scientific explanations are based on logical thinking. Methods are studied for testing the validity of predictions and conclusions. Major areas of study include: basic sources of energy, their origins, transformations, and uses; the role of the sun's energy on Earth systems; the unique properties of water and its role in the environment; atomic structure and basic chemistry concepts; the organization of the solar system and the relationships among the bodies that comprise it. Environmental studies focus on renewable and nonrenewable resources and the ecology of watershed systems emphasizing their value as natural resources.

GRADE 7 LIFE SCIENCE

4115

This course promotes an understanding of the changes, cycles, patterns, and relationships in the living world. The nature of science is illustrated by the idea that explanations of nature are developed and tested using observations, experimentations, models, evidence, and systematic processes. Areas of study include: cell structure, function, and organization; physical and chemical processes essential to life, especially photosynthesis; DNA and transmission of genetic information. In addition, a large number of ecological concepts are studied including living and nonliving components of an ecosystem, chemical cycles and energy flow and organization and interactions within populations, communities, and ecosystems.

GRADE 8 PHYSICAL SCIENCE

4125

This course stresses an in-depth understanding of the nature and structure of matter and the characteristics of energy. Research methods and skills are emphasized as students focus on understanding the nature and process of science. Students use appropriate tools for gathering data in classroom experimentations and share their work in written reports and other presentations. Major areas of study include: basic properties of matter and atomic structure; understanding and using the periodic table; physical and chemical changes; types, transfers, and transformations of energy; principles of work, force and motion. The nature of light, sound, electricity, and magnetism are studied and investigated. Students enrolled in this course will take the Grade 8 Science Standards of Learning test.

HEALTH AND PHYSICAL EDUCATION

Students participate in a health and physical education class each year. Students perform a variety of physical activities, learn the benefits of achieving and maintaining a physically active lifestyle and how to achieve good health for a lifetime. Instruction in family life education is included in these year-long courses.

GRADE 6 HEALTH AND PHYSICAL EDUCATION

7110

Students combine fundamental skills into more complex movement forms with modified games, dance/rhythms, and recreational activities. Activities include cooperative and competitive small-group games to develop skills and tactical understanding. Students practice to improve skill performance and fitness. Students assess their health-related fitness status and set reasonable and appropriate goals for development, maintenance, and improvement of their overall fitness. Activities emphasize self-improvement, participation, cooperation, respect for others, and sportsmanship. Students solve problems and make responsible decisions as they work together. Students are encouraged to adapt responsible behaviors that lead to a physically active lifestyle at school and outside the school environment. Health education includes family life education.

GRADE 7 HEALTH AND PHYSICAL EDUCATION

7120

Students continue to develop competence in modified versions of games/sports, dance/rhythms, and recreational activities. Recreational pursuits are emphasized, broadening lifetime physical activity options. Students relate the importance of physical activity to health. They create plans for improving personal fitness. Students continue to develop responsible personal and social behaviors by demonstrating decision-making skills, conflict-resolution skills, appropriate etiquette, and respect for others. Students achieve and maintain personal fitness standards and set reasonable and appropriate goals for improvement or maintenance of health-related fitness. Health education covers wellness and healthy living, violence prevention, safety and prevention of injury, mental and emotional health, disease of the body, alcohol, tobacco, and other drugs, and family life education.

GRADE 8 HEALTH AND PHYSICAL EDUCATION

7200

Students demonstrate competence in skillful movement in modified and more complex dynamic game/sport situations, dance/rhythm activities, and recreational activities. Students demonstrate mature responsibility as they show respect for others, make reasoned and appropriate choices, resist negative peer pressure, and exhibit fair play. Students set goals, track progress, and participate in physical activities to improve health-related fitness. They develop a repertoire of abilities across a variety of games/sport and recreational pursuits and begin to develop competence in specialized versions of lifetime games, sports, and dance activities. Health education covers the topics of wellness and healthy living, violence prevention, safety and prevention of injury, mental and emotional health, body systems, alcohol, tobacco, and other drugs, and family life education.

ENGLISH LANGUAGE LEARNERS (ELL)

Students identified as English Language Learners (ELLs) may take the following courses designed to enhance their language acquisition in reading and writing, as well as develop academic vocabulary for content areas. All English Language Learner courses may not be offered at all schools due to enrollment and staffing availability.

CONTENT LANGUAGE DEVELOPMENT FOR ENGLISH LEARNERS

Grades 6, 7, or 8 5712

Background: Selection for this course is based on a set criteria including WIDA assessments and teacher recommendation.

This course is designed for WIDA Proficiency Level 1 -2. The goal of the course is to promote language acquisition while helping students build their literacy skills. Students will develop content specific vocabulary in the core areas of language arts, math, science, and social studies as aligned with the VA Standard of Learning.

READING AND WRITING STRATEGIES FOR ENGLISH LEARNERS

Grades 6, 7, or 8 5713

Background: Selection for this course is based on a set criteria including WIDA assessments and teacher recommendation.

This course is designed for Proficiency Level 3-4.4. Students will develop their literacy skills to become more mature readers and more proficient writers. Students will learn and apply a variety of reading and writing strategies while continuing to develop English Language Proficiency. The course will utilize VA Standards of Learning in Language Arts in grades 6-8 and WIDA Standards for Language Arts.

MATH CONCEPTS FOR ENGLISH LEARNERS

Grades 6, 7, or 8 5733

Background: Selection for this course is based on a set criteria including WIDA assessments and teacher recommendation.

This course is designed to build background knowledge, mathematical language, basic number sense, and computation skills in newcomer English learners in grades 6-8 with WIDA Proficiency Levels 1-2. The goal of the course is to promote language acquisition while helping students build their mathematical skills. Students will develop content specific vocabulary in the core area of middle school mathematics as aligned with the VA Standards of Learning. This course will be taught by either an ESOL or a mathematics teacher.

ELECTIVE OPPORTUNITIES

Students and their parents should read elective course descriptions carefully. Each course description indicates the grade level at which the course may be taken, the topics studied in the course, and any background needed for the course. Additional information will be provided to students when they register, regarding how many weeks each elective meets in each school. All electives may not be offered at all schools due to enrollment, available staff, budget, and facilities.

Students select electives based on their own interest and talents. These classes meet for 18 weeks (1 semester) or 36 weeks (1 year) based on the content, school facilities, and available staffing. Level 1 world languages and certain fine performing art classes meet for a full year.

FINE AND PERFORMING ARTS

FINE ARTS

BEGINNING ART
Grade 6 (18 weeks) **9103**

In this course, students learn the characteristics of visual art through a wide range of subject matter, symbols, meaningful images, and visual expressions. In classroom discussions, students use an expanding art vocabulary while describing personal work and the work of others. Artwork should reflect increased manual and creative skills in addition to expanded knowledge of the use and application of the elements of design. Students classify two-dimensional and three-dimensional images and construct a three-dimensional form. An introduction of color theory, including identifying and constructing a simple color wheel, is a part of this course.

INTERMEDIATE ART
Grade 7 (18 weeks) **9105**

This course teaches the development of visual perception and recording from direct observation, memory, and imagination. Students prepare and develop an idea or theme by collecting and organizing visual resources. In classroom discussions, students use expanding art vocabulary to describe the use of texture, pattern, shape, line, and color. Students apply the basic rules of perspective, proportion, value, and color theory. Students also manipulate distance, size, and placement to create three-dimensional effects on a two-dimensional plane.

ADVANCED ART
Grade 8 (18 weeks) **9115**

This course refines a student's ability to select and control the use of materials, tools and techniques in their own work to develop, express, and modify ideas, intention, and feeling. Students will continue to understand the visual language of art, expanding art vocabulary while describing their own work and the work of others. Artwork should reflect increased manual and creative skills in addition to expanded knowledge of the use and application of the elements of design. Students use simple perspective systems for symbolizing what they are rendering. Students also manipulate proportion, value, and color to create realistic or expressive images.

BEGINNING DIGITAL ART
Grades 6, 7, or 8 (18 weeks) **9180**

Students will learn the characteristics of visual art through a wide range of subject matter, symbols, meaningful images, and visual expressions. This beginning level course will develop computer based artistic skills and creative concepts. An introduction to color theory, as well as the elements and principles of design, will also be part of this course.

INTERMEDIATE DIGITAL ART
Grades 7 or 8 (18 weeks) **9181**

This is an intermediate level course that will teach the development of visual perception and recording from direct observation, memory, and imagination. Students will explore software applications that promote visual awareness, as well as expand their skill set in both manual and digital artistic techniques.

ADVANCED DIGITAL ART
Grades 7 or 8 (18 weeks) **9182**

This advanced level course develops a student's ability to elect and control the use of materials, tools, and technique, understand the visual language of art, apply these in a student's own work to develop, express, and develop intentions and feeling. The elements and principles of design will be emphasized throughout artistic production and creation.

MUSIC

BEGINNING BAND

Grades 6, 7, or 8 **9230**

In beginning band, students learn proper playing technique on an instrument well-suited to their natural abilities. Students learn to play both individually and in an ensemble setting and learn maintenance of the instrument. The teacher follows the county-adopted curriculum, which is based on the Virginia Standards of Learning. Evaluation of progress is based on individual playing tests, written work, and daily class participation. Daily, at-home practice is necessary to master playing technique. Since performances are an integral and vital extension of this course, participation in performances outside of the school day may be required. **This is a full-year course.**

INTERMEDIATE BAND

Grades 7 or 8 **9231**

Intermediate band is a continuation of beginning band. In intermediate band, students continue to learn proper playing technique and develop ensemble skills. The teacher follows the county-adopted curriculum, which is based on the Virginia Standards of Learning. Evaluation of progress is based on individual playing tests, written work, and daily class participation. Daily, at-home practice is necessary to continue mastering playing technique. Since performances are an integral and vital extension of this course, participation in performances outside of the school day may be required. **This is a full-year course.**

ADVANCED BAND

Grade 8 **9229**

Advanced band is a continuation of beginning and intermediate band. In advanced band, students refine playing skills and develop higher-level listening skills. Students are highly encouraged to attend All-County band auditions, All-District band auditions and Solo & Ensemble Festival. The teacher follows the county adopted curriculum, which is based on the Virginia Standards of Learning. Evaluation of progress is based on individual playing tests, written work, and daily class participation. Daily, at-home practice is necessary to continue mastering playing technique. Since performances are an integral and vital extension of this course, participation in performances outside of the school day may be required. **This is a full-year course.**

BEGINNING CHORUS

Grades 6, 7, or 8 **9269**

This course introduces students to the study of vocal technique, vocal pedagogy, proper vocal production, correct abdominal breathing, intonation, posture, and conducting patterns. Music theory, ear training, sight-singing, music repertoire development, music history, analysis, and technology are components of this course. The teacher follows the county-adopted curriculum, which is based on the Virginia Standards of Learning. Students also develop their abilities to perform as an ensemble. Additional goals for the course focus on assisting students in understanding the role of music in our society, appreciating different cultures and customs, acquiring stage presence and decorum, and fostering positive attitudes for further choral study. **This is a full-year course.**

INTERMEDIATE CHORUS

Grades 7 or 8 **9270**

Intermediate Chorus is a continuation of Beginning Chorus. This course extends students' skills and understanding of musical compositions, basic theory structure, music history, vocal pedagogy, proper vocal production and technique. The goals of the course set higher expectations of a student's knowledge and understanding of vocal technique, music theory, ear training, sight-singing, music history, analysis, and technology. Development of the student's ability to perform as an ensemble is a strong focus for the course. Students study the role of music in our society, different cultures and customs, stage presence, and decorum. Since performances are an integral and vital extension of this course, participation in performances outside of the school day may be required. **This is a full-year course.**

ADVANCED CHORUS

Grade 8 **9271**

Advanced Chorus is a continuation of Intermediate Chorus. This course establishes a high expectation level for a student's development and refinement of skills and understanding of musical compositions, vocal technique, proper vocal production, and technique. These goals target increasing and deepening a student's knowledge and understanding of music theory, ear training, sight-singing, music history, analysis, and technology. The development of ensemble performance skills is a strong focus for the course. Students extend their understanding of music through interdisciplinary activities and exploration of career opportunities in the field of music. Students increase their understanding of the role of music in our society, different cultures and customs, stage presence, and decorum. Students are highly encouraged to attend All-County and All-District Chorus auditions. Since performances are an integral and vital extension of this course, participation in performances outside of the school day may be required. **This is a full-year course.**

BEGINNING ORCHESTRA

Grades 6, 7, or 8 **9235**

In beginning orchestra, students study an instrument from the string family (violin, viola, cello, bass). Students learn correct technique on their chosen string instrument and perform in an ensemble through sequential music exercises, folk songs, and age-appropriate repertoire. Students are guided to the understanding of musical compositions, basic theory structure, music history, music interpretation, articulation, dynamics, phrasing, ensemble balance, bowing technique, instrument care, tone production, and conducting patterns. Daily, at-home practice is necessary to continue mastering playing technique. Since performances are an integral and vital extension of this course, participation in performances outside of the school day may be required. **This is a full-year course.**

INTERMEDIATE ORCHESTRA

Grades 7 or 8 **9236**

Intermediate orchestra is a continuation of beginning orchestra. Students continue the mastery of string technique and ensemble performance through the study of advanced music exercises, folk songs, and age-appropriate repertoire. Daily, at-home practice is necessary to continue mastering playing technique. Performance opportunities will be more abundant. Since performances are an integral and vital extension of this course, participation in performances outside of the school day may be required. **This is a full-year course.**

ADVANCED ORCHESTRA

Grade 8 **9241**

Advanced orchestra is a continuation of beginning and intermediate orchestra. Students continue the mastery of string technique and ensemble performance through advanced technical etudes, scales and arpeggios, and age-appropriate repertoire. Daily, at-home practice is necessary to continue mastering playing technique. Preparation for performances is more intensive. Since performances are an integral and vital extension of this course, participation in performances outside of the school day may be required. **This is a full-year course.**

WORLD MUSIC

Grades 6, 7, or 8 (18 weeks) **9228**

This general music course is designed to involve students in the development of music skills through singing, playing instruments, moving and listening. Students will explore the creative aspects of music and study various cultural/historical periods of music. An introduction of musical styles and cultures from around the world will be explored, in addition to the creative aspects of world music by applying music knowledge and skills.

INTRODUCTION TO GUITAR

Grades 7 or 8 (18 weeks) **9249**

This course introduces students to the fundamentals of guitar. Guitar instruction emphasizes basic technique, music reading, progressions, and music theory. Music literature is selected from classical and contemporary repertoire. This course offers a comprehensive study of all musical styles

MUSIC TECHNOLOGY

Grades 7 or 8 (18 weeks) **9272**

This course allows students the opportunity to learn how to create sound maps and basic recording techniques while creating original compositions. Both "tracking" and "looping" techniques will be explored. Students will utilize multiple software-based tools to accomplish these objectives. Some basic keyboard applications will be taught. Students will learn to collaborate with others to create a production plan for performance and recordings, microphone selection and placement, explore the use of electronic and software-based instruments to create music alongside traditional acoustic instruments. Students will become active music makers, creators and responders to music.

THEATRE ARTS

BEGINNING THEATRE ARTS

Grades 6, 7, or 8 (18 weeks) **1390**

In this course, students develop their creative potential by producing and participating in dramatic and theatrical experiences. Through activities that require students to work cooperatively, students begin to develop their internal and external personal resources and form aesthetic judgments. They are exposed to dramatists and their works and to key theatrical players and participants. Students begin to integrate drama with other academic disciplines.

INTERMEDIATE THEATRE ARTS

Grades 7 or 8 (18 weeks) **1400**

This course begins to refine students' dramatic and theatrical skills. Using voice, language, movement, imagination, and emotional perception, students develop characters for the theater, and their own self-discipline and self-concept. They learn drama through artistic collaboration through improvisation, play writing, directing, technical production, and theater management. In addition, students learn about theater in the past and theater today with an emphasis on available roles and careers.

ADVANCED THEATRE ARTS

Grade 8 ***(18 weeks)*** **1395**

This course continues to refine students' dramatic and theatrical skills. Using voice, language, movement, imagination, and emotional perception, students develop not only characters for the theater, but their own self-discipline and self-concept. They learn through artistic collaboration with activities such as improvisation, play writing, directing, technical production, and theater management. In addition, students learn about theater in the past and theater today with an emphasis on available roles and careers.

WORLD LANGUAGES

In a beginning world language course, students gain an understanding of the components of a world language and of the study skills necessary to learn a world language.

Students at the eighth grade level may elect to take one of the world languages offered in the school. A world language course is a high school credit-bearing class; students who elect to take a world language will be enrolled in this class for the full year and follow Stafford County guidelines for middle school students enrolled in high school credit-bearing courses.

All middle schools offer Spanish I (5510). Additional language courses will be offered at every middle school as determined by staff availability.

WORLD LANGUAGE EXPLORATORY

Grade 6 or 7 (18 weeks) **5700**

All middle school languages taught in Stafford County- French, German, Spanish, and Latin- are introduced to students through a variety of interactive activities. There is a great focus on the cultures in which the languages are spoken. The use of technology is encouraged to enhance the student's study. Topics include food, customs, clothing, music, art, geography, history, holidays, life-styles, and recognized contributions to the world. World Language Exploratory will help students make an informed decision about the language they wish to study in the future.

LATIN EXPLORATORY

Grade 6 or 7 (18 weeks) **5304**

This course will introduce the elements of the classical Latin language and build vocabulary in all contents. This course will develop students' ability to identify and analyze fundamental grammatical constructions and improve their comprehension skills with a focus on root words and vocabulary structures.

SPANISH I-A

Grade 7 **5510A**

Students gain an understanding of the components of a world language and the study skills necessary to learn a world language. As students develop skills in listening, speaking, reading, and writing, they engage in active practice in real-life situations and in a variety of cultural contexts. This course is designed to be taken in two parts with Spanish 1B to follow. Students will receive high school credit after the successful completion of both courses

SPANISH I-B

Grade 8 **5510B**

High School Credit-1

Background: Successful completion of Spanish I-A

Students gain an understanding of the components of a world language and study skills necessary to learn a world language. As students develop skills in listening, speaking, reading, and writing, they engage in active practice in real-life situations and in a variety of cultural contexts. This course is designed to be taken in two parts with Spanish I-A to precede. Students will receive high school credit after the successful completion of both courses

SPANISH I

Grade 8 **5510**

High School Credit-1

Students gain an understanding of the components of a world language and the study skills necessary to learn a world language. As students develop skills in listening, speaking, reading, and writing, they engage in active practice in real-life situations and in a variety of cultural contexts.

Offered at all middle schools

FRENCH I

Grade 8 **5110**

High School Credit-1

Students gain an understanding of the components of a world language and the study skills necessary to learn a world language. As students begin to develop skills in listening, speaking, reading, and writing, they engage in active practice in real-life situations and in a variety of cultural contexts.

GERMAN I

Grade 8 **5210**

High School Credit-1

Students gain an understanding of the components of a world language and the study skills necessary to learn a world language. As students begin to develop skills in listening, speaking, reading, and writing, they engage in active practice in real-life situations and in a variety of cultural contexts.

LATIN I

Grade 8 **5310**

High School Credit-1

Students are introduced to the basic vocabulary and grammar system of the language. Roman life, history, mythology, and English derivations are integral parts of the course.

SPANISH FOR FLUENT SPEAKERS I

Grade 8 **5511**

High School Credit-1

This course is intended for fluent heritage and native speakers of Spanish, including Spanish-speaking English Language Learners. This course will be taught primarily in Spanish. The goal of the course is to provide fluent Spanish-speaking students with opportunities to develop their speaking, listening, writing, and reading skills and abilities. Students will study Hispanic culture and history to strengthen identity and build a sense of community.

CAREER AND TECHNICAL EDUCATION

BUSINESS AND INFORMATION TECHNOLOGY

INTRODUCTION TO COMPUTERS
Grade 6 or 7 (18 weeks) **6609-18**

In this course, students use the computer as a resource to complete a variety of projects. Students learn the "nuts and bolts" of how technology works. Students are placed in a virtual environment to explore internet safety and digital citizenship. This course also introduces students to workplace readiness skills that include academic and business competencies. An interdisciplinary approach will be supported in teaching and learning.

BUSINESS COMMUNICATIONS AND KEYBOARDING
Grade 7 or 8 (18 weeks) **6150-18**

This semester-long course teaches students to efficiently use a keyboard to prepare and format relevant documents needed in a business environment, as well as to effectively communicate. Students enhance touch typing skills for entering alphabetic, numeric, and symbolic data on a keyboard. In addition, they compose and produce personal, educational, and professional documents. An interdisciplinary approach will be supported in teaching and learning.

DIGITAL APPLICATIONS
Grade 7 or 8 (18 weeks) **6617**
Recommended: basic computer and keyboarding skills

This course helps students develop or review correct keyboarding techniques and gain a basic knowledge of word processing, spreadsheet, database, graphics, network, and telecommunication applications. Students demonstrate an understanding of computer concepts through the application of knowledge and real-world activities and develop employability skills required for careers in information technology. An interdisciplinary approach will be supported in teaching and learning.

TECHNOLOGY AND ENGINEERING EDUCATION

INTRODUCTION TO STEM
Grade 6 or 7 (18 weeks) **8482**

Students explore science, technology, engineering, mathematics, and how STEM relates to their community and the world by using the engineering design process through problem-solving processes and hands-on activities. Students understand the impact of technology on society, the environment, and our world. An interdisciplinary approach will be supported in teaching and learning.

EXPLORE ENGINEERING
Grade 7 or 8 (18 weeks) **8464**

Students explore technological problems facing them and their community by applying the engineering design process to invent new products or innovations as solutions. Students use 3-D printers, laser cutters and modeling software, as well as traditional equipment and hand tools to apply the engineering design process. An interdisciplinary approach will be supported in teaching and learning.

STEM INNOVATION LAB
Grade 7 or 8 (18 weeks) **8402**

In this interdisciplinary course, students will utilize the essentials of computer coding, microcontrollers, robotic design, and programming to explore real-world scenario-based problems and provide STEM solutions. Students will develop skills in critical thinking, creativity and communication to process materials and create models and prototypes to present their solutions. The design brief curriculum will reinforce appropriate science, math, engineering and technology content and skills. This elective course will model how successful teams work within the interdisciplinary field of STEM, is project-based, performance assessed and includes career pathway exploration. An interdisciplinary approach will be supported in teaching and learning.

ENGINEERING AND DESIGN
Grade 7 or 8 (18 weeks) **8463**

Students apply the engineering design process to develop solutions to problems in various technological systems (construction, manufacturing, transportation, communication, and biotechnology). Students produce products using equipment such as traditional machines

and tools, 3-D printers, laser cutters, microcontrollers, robotics, and modeling software. They also explore occupational areas and educational programs for technology and engineering-oriented careers. An interdisciplinary approach will be supported in teaching and learning.

FAMILY AND CONSUMER SCIENCES

EXPLORING FAMILY & CONSUMER SCIENCES

Grade 6 or 7 (18 weeks) **8208**

Students explore the Family and Consumer Sciences program areas through creative and critical thinking activities. Students make decisions about their individual growth, goal setting, money management, healthy food selections, food preparation, and clothing care. They learn to manage time, resources, and program equipment. This is an interdisciplinary approach to family and consumer sciences. An interdisciplinary approach will be supported in teaching and learning.

DESIGNING WITH FOODS, FASHION, & FAMILY

Grades 7 or 8 (18 weeks) **8263**

Students utilize the design thinking process to learn family and consumer science concepts. Students resolve issues in foods, fashion, and family as they move through the design process. They explore nutrition, wellness, food preparation, personal finance, resource management, textile/apparel problems and construction, and address the needs of the family and community. An interdisciplinary approach will be supported in teaching and learning.

JOURNEY TOWARDS INDEPENDENCE ▲

Grade 7 or 8 (18 weeks) **8244**

This course provides advanced consumer literacy tools to help students develop independent living skills. Students will use problem-based projects and real-world experiences to address consumer decisions, time and money management with financing a living space, clothing, child care, and food preparation while balancing relationships, family, and learning workplace readiness skills. Projects may include Life/Event Planning, Entrepreneurship, and Service Learning in the community. An interdisciplinary approach will be supported in teaching and learning.

▲ = Work-Based Learning, see pg. 24

ADDITIONAL INTERDISCIPLINARY ELECTIVE OPPORTUNITIES

BUILDING LEADERS ▲
Grade 6 or 7 (18 weeks) **9091**

This course will introduce students to the concept of leadership and how it relates to building a stronger community. Students will identify their own leadership skills and strengthen their leadership capacity through problem-based projects while building the school community. Various forms of literature and media sources will be explored to identify the qualities of leadership and relate those to current student led initiatives around the world. As a culminating project-based learning activity, students will lead and build school culture, as well as plan and conduct a school-related service project. An interdisciplinary approach will be supported in teaching and learning.

▲ = Work-Based Learning, see pg. 24

CHANGE MAKERS
Grade 7 or 8 (18 weeks) **9092**

This course will engage students in community service projects that address local, national, and global issues. Students will explore various forms of literature and media sources to identify community needs and develop practical, hands-on solutions. Potential topics could involve health, environment, social and/or educational projects. This course will use a project-based learning instructional model and develop skills in collaboration, critical thinking, creativity, communication, citizenship, and wellness.

COMPUTER SCIENCE DISCOVERIES
Grades 7 or 8 (18 weeks) **4002**

This is an introductory computer science course. The course takes a wide lens on computer science by covering topics such as problem solving, programming, physical computing, user centered design, and data, while inspiring students as they build their own websites, apps, animations, games, and physical computing systems. An interdisciplinary approach will be supported in teaching and learning.

CREATIVE WRITING
Grades 6, 7 or 8 (18 weeks) **1172**

Students will use mentor texts to discover and refine a variety of writing styles to write creatively and expressively, with a focus on lively and descriptive language. Students will write a variety of creative pieces culminating in a writing portfolio. Students will peer edit and provide guidance on written papers in structured writing centers.

EXPLORING LITERARY STYLES
Grades 6, 7 or 8 (18 weeks) **1166**

This course will enable students to conduct a literary analysis of various genres and authors throughout the year. Potential units may include an author focus (Jason Reynolds, JK Rowling), cultural focus (African-American Literature, Chicano Literature), style of writing (Plays and Playwriting, Poetry in Motion), genre (Science Fiction, Mystery, Graphic Novels), or an award-winning focus (Virginia Reader's Choice Books, Newbery Winners). Areas of focus will be selected by individual teacher and will develop multimodal literacy skills to include reading, writing, and speaking. Students will be able to recognize styles and patterns of the area of focus in order to determine common characteristics.

INNOVATION STUDIO
Grades 7 or 8 (18 weeks) ***4000***

This is a course for students to explore science, technology, engineering, and math all in one curriculum. Learners are presented opportunities to work in collaborative groups in order to solve relevant interdisciplinary-based problems. Robotics, coding, and prototyping provide an environment for students to demonstrate computational thinking and mastery of all-century skills.

MATHEMATICS PERFORMANCE LAB
Grades 6, 7, or 8 (18 weeks) **3117**

This course is designed to give students opportunities to work through rich mathematical tasks and empower them to utilize critical thinking skills. Students will work cooperatively through real-world scenarios while making powerful connections between mathematical content and skills. Algebraic topics will be emphasized through a problem-centered, inquiry-based learning environment.

PATHWAYS TO SUCCESS ▲

Grade 7 or 8 (18 weeks) **9069**

VDOE REQUIRED ELECTIVE

This course is designed to provide experiences to help students explore career pathways, investigate through self-discovery and project-based learning. Self-assessments will allow students to discover their interests, strengths, and select pathways for developing an "Academic and Career Plan." Through observation, project-based learning, and possibly job shadowing, students will explore high school programs, post-secondary options, and begin investigating career opportunities in business and industry. This course will help students identify and demonstrate the workplace skills that employers desire in their future employees. Activities could include guest speakers, visits to local businesses and industries and participation in college and career fairs. An interdisciplinary approach will be supported in teaching and learning**.**

▲ = Work-Based Learning, see pg. 24

PUBLIC SPEAKING AND DEBATE

Grades 6, 7, or 8 (18 weeks) **1399**

This course will introduce students to the basics of public speaking, including debate and online formats such as podcasts and *Ted Talks*. Students will learn the purpose of a speech and practice various forms of public speaking and debate. This course supports critical thinking, research, writing, and public speaking. Students will participate in class presentations and debates.

PLANNING FOR HIGH SCHOOL

GRADING SCALE AND GRADE POINT AVERAGE

Stafford County Public Schools (SCPS) uses a ten-point grading scale.

SCPS 10-POINT GRADING SCALE			
	Range	**Quality Points**	**Weighted Quality Points**
A+	98-100	4.5	5.5
A	93-97	4.25	5.25
A-	90-92	4.0	5.0
B+	87-89	3.5	4.5
B	83-86	3.25	4.25
B-	80-82	3.0	4.0
C+	77-79	2.5	3.5
C	73-76	2.25	3.25
C-	70-72	2.0	3.0
D+	67-69	1.5	2.5
D	63-66	1.25	2.25
D-	60-62	1.0	2.0
F	0-59	0	0

A student's Grade Point Average (GPA) is calculated by adding the number of quality points the student earned and dividing it by the number of courses the student took. For example, a student who earned 2 As, 3 Bs, 2 Cs, and a D+ would earn 24.25 quality points. This score would be divided by the 8 courses they took for a 3.03125 GPA (24.25/8 = 3.03125).

STANDARDS OF LEARNING TESTING

The Virginia Board of Education requires students to earn a certain number of verified credits to graduate. A verified credit can be earned by passing an end-of-course SOL test or an approved substitute assessment. Students enrolling in 2018 and beyond will only have to earn 5 verified credits for either the Standard or Advanced Diplomas. Additionally, federal government guidelines require that all students be tested in high school at least once in reading, math, and science. As a state and federal requirement, there are no exemptions to taking SOL tests. Once a student has earned the required number of verified credits in a content area, they will NOT take additional SOL tests in that content area. Once a student earns a passing score, the student may not re-take the test to achieve a higher score. High school students have multiple opportunities to take SOL tests and earn the required verified credits needed for graduation.

GRADUATION REQUIREMENTS

The *Regulations for Establishing Standards for Accrediting Public Schools in Virginia* specifies the standards that all students must meet to earn a diploma. These standards can change from one year to another, and each student must meet the requirements that are in place the year he or she first entered ninth grade.

Students entering the ninth grade for the first time in the fall of 2011 and beyond will be required to satisfy graduation requirements for one of three diplomas: (1) a 22-credit Standard Diploma; (2) a 26-credit Advanced Studies Diploma; or (3) an Applied Studies Diploma. See *Standards of Learning testing* section for required tests needed for graduation.

The Applied Studies Diploma is established for certain students who have a disability and who are not able to meet the credit requirements for a Standard Diploma. Student eligibility for this diploma is determined by the Individualized Education Plan (IEP) team, the student, and the parent/guardian(s). The Applied Studies Diploma is for students whose disabilities require a unique program of study.

What are a "standard unit of credit" and a "verified unit of credit"?
A standard unit of credit is awarded for a course in which the student successfully completes 140 clock hours of instruction and the objectives of the course. A verified unit of credit is awarded for a course in which the student earns a standard unit of credit and achieves a passing score on a corresponding end-of-course SOL test or a substitute assessment approved by the Virginia Board of Education.

STANDARD DIPLOMA

Students seeking a Standard Diploma must also:

- complete an Advanced Placement, Honors, Dual Enrollment, or International Baccalaureate course, or a career and technical education credential approved by the Virginia Board of Education.
- successfully complete a virtual learning course. This course can be fully online or a blended online learning experience. In SCPS, this requirement is included in Economics and Personal Finance curriculum in grades 10-12; and
- be trained in emergency first aid, cardiopulmonary resuscitation, and the use of automated external defibrillator, including hands-on practice of the skills necessary to perform cardiopulmonary resuscitation. In SCPS, this requirement is included in the Health and Physical Education curriculum in grades 9 and 10.

Course Area	**Standard Credits: 9th Graders Beginning Fall of 2018 and Beyond**	
	22 Credits	**# of Verified**
English	4	2
Mathematics[1]	3	1
Lab Science[2, 6] – Earth Science, Biology, one additional Science course	3	1
History[3, 6] – World History to 1500 A.D./World Geography or World History after 1500 A.D./World Geography, Virginia/United States History, and Virginia/United States Government	3	1
Health and Physical Education	2	
World Language, Fine and Performing Arts or Career & Technical Education[7]	2	
Economics and Personal Finance	1	
Electives[4]	4	
Student Selected Test[5]		
TOTAL	22	5

[1]Courses completed to satisfy this requirement shall include at least two different course selections from among: Algebra I; Geometry; Algebra, Functions and Data Analysis; Algebra II or other mathematics courses above the level of Algebra II. The Board shall approve courses to satisfy this requirement.

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

[3]Courses completed to satisfy this requirement shall include US and Virginia History, US and Virginia Government, and one course in either world history or geography or both. The Board shall approve courses to satisfy this requirement.

[4]Courses to satisfy this requirement shall include at least two sequential electives as required by the Standards of Quality.

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

[6]Students who complete a career and technical education program sequence and pass an examination or occupational competency assessment in a career and technical education field that confers certification or an occupational competency credential from a recognized industry, or trade or professional association or acquires a professional license in a career and technical education field from the Commonwealth of Virginia may substitute the certification, competency credential, or license for (1) the student selected verified credit and (2) either a science or history and social science verified credit when the certification, license, or credential confers more than one verified credit. The examination or occupational competency assessment must be approved by the Board of Education as an additional test to verify student achievement.

[7]Pursuant to Section 22.1-253.13:4, *Code of Virginia*, credits earned for this requirement shall include one credit in fine or performing arts or career and technical education.

SEQUENTIAL ELECTIVES REQUIREMENT

Students earning the Standard Diploma must successfully complete two sequential electives to satisfy graduation requirements. Courses used to satisfy this requirement may be in any discipline as long as the courses are not specifically required for graduation. Courses used to satisfy the one-credit requirement in the fine arts or career and technical education may also be used to partially satisfy this requirement. For example, if a student selects Art Foundation to satisfy the fine arts or career and technical education requirement, then Art Foundation and a second course in the art sequence may also be used to satisfy the sequential electives requirement. The second course could then also count toward the six other required elective credits. Courses to satisfy the sequential elective requirement do not have to be completed in consecutive years, and they may be semester or year-long courses. Please refer to the VDOE sequence requirements at http://www.cteresource.org/apg/introduction for more information.

NOTE: This program of studies contains accurate graduation requirements as of the publish date. Graduation requirements for each diploma are available on the Virginia Department of Education website at: http://www.doe.virginia.gov/instruction/graduation/index.shtml

ADVANCED STUDIES DIPLOMA

Students seeking an Advanced Studies Diploma must also:

- complete an Advanced Placement, Honors, Dual Enrollment, or International Baccalaureate course, or a career and technical education credential approved by the Virginia Board of Education.
- successfully complete a virtual learning course. This course can be fully online or a blended online learning experience. In SCPS, this requirement is included in Economics and Personal Finance curriculum in grades 10-12; and
- be trained in emergency first aid, cardiopulmonary resuscitation, and the use of automated external defibrillator, including hands-on practice of the skills necessary to perform cardiopulmonary resuscitation. In SCPS, this requirement is included in the Health and Physical Education curriculum in grades 9 and 10.

Course Area	**Advanced Studies Credits: 9th Graders Beginning Fall of 2018 and Beyond**	
	26 Credits	**# of Verified**
English	4	2
Mathematics[1]	4	1
Lab Science[2, 6] – Four (4) courses from among three of these Lab Science areas: Earth Science, Biology, Chemistry, and Physics	4	1
History[3,6] – World History to 1500 A.D./World Geography, World History after 1500 A.D./World Geography, Virginia/United States History, and Virginia/United States Government	4	1
Health and Physical Education	2	
World Languages[4] (3 years of one language or 2 years each of two languages, 2+2 option)	3 (or 4)	
Economics and Personal Finance	1	
Electives (depending on language option)	3 (or 2)	
Fine Arts or Career and Technical Education[7]	1	
Student Selected Test[5]		
TOTAL	26	5

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

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

[3]Courses completed to satisfy this requirement shall include US and Virginia History, US and Virginia Government, and one course in either world history or geography or both. The Board shall approve courses to satisfy this requirement.

[4]Courses to satisfy this requirement shall include at least two sequential electives as required by the Standards of Quality.

[5]Students may utilize additional tests for earning verified credit in computer science, technology, career and technical education, economics or other areas as prescribed by the Board in 8 VAC 20-131-110.
[6]Students who complete a career and technical education program sequence and pass an examination or occupational competency assessment in a career and technical education field that confers certification or an occupational competency credential from a recognized industry, or trade or professional association or acquires a professional license in a career and technical education field from the Commonwealth of Virginia may substitute the certification, competency credential, or license for (1) the student selected verified credit and (2) either a science or history and social science verified credit when the certification, license, or credential confers more than one verified credit. The examination or occupational competency assessment must be approved by the Board of Education as an additional test to verify student achievement.
[7]Pursuant to Section 22.1-253.13:4, *Code of Virginia*, credits earned for this requirement shall include one credit in fine or performing arts or career and technical education.

APPLIED STUDIES DIPLOMA

This diploma is intended for students with an Individualized Education Plan (IEP) who require a unique educational program and do not meet the requirements of other diplomas. The student's IEP team and parent/guardian(s) determine eligibility and participation in this diploma program. For a student to earn an Applied Studies Diploma, the student must complete the requirements of his or her IEP.

The Virginia Standards of Accreditation (SOA) are currently under revision by the Virginia Board of Education. The graduation requirements listed herein represent the current SOA. Changes in the SOA may result in graduation requirements different than those listed above, which may require changes in courses for some students. Updates to the course catalog will be posted on the SCPS website as more information becomes available. **Graduation requirements and additional VDOE information is available at:**
http://www.doe.virginia.gov/instruction/graduation/index.shtml

WORK-BASED LEARNING

Work-Based Learning (WBL) consists of school-coordinated workplace experiences that are related to students' career goals and/or interests, are integrated with instruction, and are performed in partnership with local businesses and organizations. WBL experiences enable students to apply classroom instruction in a real-world business or service-oriented work environment. The Virginia Department of Education (VDOE) recognizes 11 WBL experiences including apprenticeship, cooperative education, clinical experience, entrepreneurship, externship, internship, job shadowing, mentorship, school-based enterprise, service learning and youth-registered apprenticeship.

WBL experiences reinforce Virginia's 5 C's—critical thinking, collaboration, communication, creative thinking, and citizenship—by allowing students to apply these skills in a real-world business or service-oriented work environment.

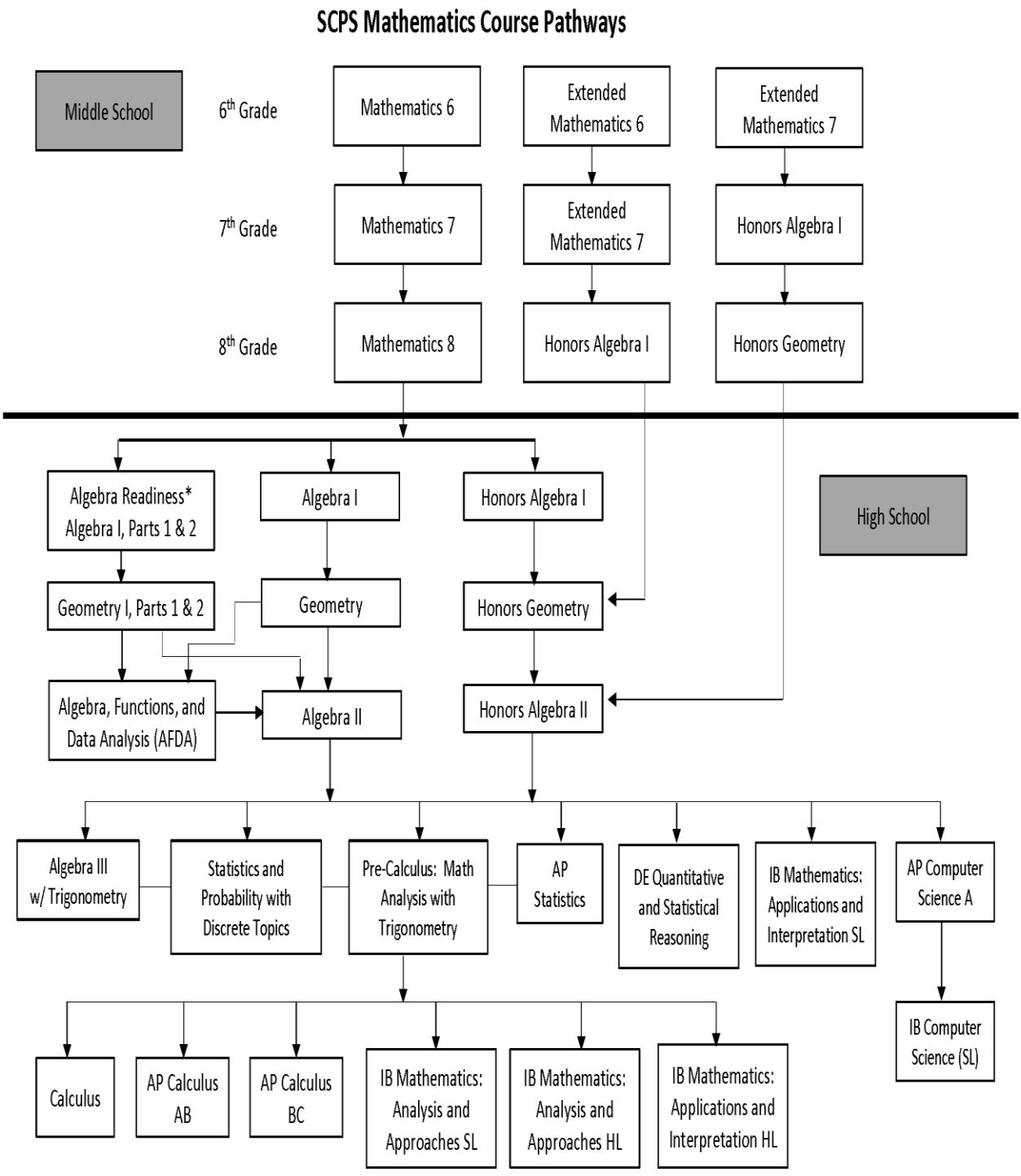
- **Collaboration:** Work with community members, peers, and mentors
- **Communication:** Write and present proposals; make requests and get permissions; publicize and present final projects
- **Citizenship:** Understand laws and regulations; seek to improve the community; increase community awareness
- **Creativity:** Publicize/advertise projects; solve problems; present findings
- **Critical Thinking**: Develop a project to meet a community need or solve a community problem

SCPS currently supports work-based learning experiences for middle school students in the following ways:

- **Embedded within a course:** If students have the opportunity to participate in a work-based learning (WBL) experience as an embedded aspect within the course curriculum, it will be identified with ▲ in the Program of Studies.
- **Embedded within a student organization or other extracurricular activity:** Many organizations, clubs, or activities may support service learning projects, job shadowing opportunities, or mentorships for students.

Students' knowledge, skills, and attitudes are enhanced by participation in supervised, authentic experiences. WBL experiences are valuable because they help students develop careers beyond their secondary and postsecondary education.

MATHEMATICS PATHWAY



*Counts as an elective credit but not as a mathematics credit.

Additional sequences may be available for students with disabilities and section 504 plans.

DEVELOPING A FOUR-YEAR HIGH SCHOOL PLAN

An important component of a student's middle school years is the development of a four-year plan for high school. Since some high school credit may be earned while a student is in middle school (mathematics, world language), students should plan their high school plan early. As students and parents select courses, keep the following questions in mind:

- Is the student planning to pursue an advanced or standard diploma?
- Are the mathematics courses chosen going to prepare the student for college or the world of work?
- Is the student planning to pursue two languages (with two years of study in each) or one language taken over three to five years?
- Is the student planning to pursue a career in a technical field immediately after high school or after college?
- Is the student interested in one or more elective programs that may lead to a career choice?

Parents are encouraged to work with their student's teachers and counselors to identify those courses needed to pursue higher education and work beyond high school. Four-year plans are reviewed as a part of the student's scheduling process for the next school year. Although a student's interests frequently change over the high school years, parents and students are cautioned to plan appropriately and wisely. If a student's career or college plans change during the last two years of high school, taking necessary courses to meet graduation requirements may become difficult.

DEVELOPING YOUR HIGH SCHOOL PLAN

Select appropriate courses from the descriptions contained in the High School Program of Studies catalog.

CLASS	GRADE 9	GRADE 10	GRADE 11	GRADE 12
1				
2				
3				
4				
5				
6				
7				
8				
9	Alternates			
10	Alternates			

PREPARING YOUR HIGH SCHOOL PLAN

Below are sample four-year plans to assist with scheduling. Boxes marked "Required Elective" indicate the minimum electives required for graduation. Students should consult their counselor when selecting these courses. Boxes marked "Student Choice" are those you may select for additional courses. The blank sample four-year plan is for you and your parents to prepare a customized plan to meet your educational and career objectives. The blank plan contains ten class spaces to provide for alternatives, if your first choice cannot be scheduled. Remember that you cannot sign up for your exact period-by-period schedule.

****SAMPLE STANDARD DIPLOMA FOUR-YEAR PLAN**

CLASS	GRADE 9	GRADE 10	GRADE 11	GRADE 12
1	English 9	English 10	English 11	English 12
2	World History to 1500 AD/World Geography	Required Elective	VA/US History	VA/US Government
3	Earth Science	Biology	Ecology or Geology	Student Choice
4	Algebra I	Geometry	Algebra, Functions and Data Analysis	Student Choice
5	Health and PE 9	Health and PE 10	Sequential Elective*	Sequential Elective *
6	Fine Arts or Career and Technical Education	Required Elective	Economics & Personal Finance	Required Elective
7	Student Choice	Student Choice	Student Choice	Student Choice
8	Student Choice	Student Choice	Student Choice	Student Choice

***Students are required to complete a sequence of elective courses which leads to completing a career and technical program or continued education.**
****Samples only—consult your counselor.**

****SAMPLE ADVANCED STUDIES DIPLOMA FOUR-YEAR PLAN**

CLASS	GRADE 9	GRADE 10	GRADE 11	GRADE 12
1	English 9	English 10	English 11	English 12
2	World History to 1500 AD/World Geography	World History from 1500 AD/World Geography	VA/US History	VA/US Government
3	Earth Science	Biology	Chemistry or Physics	Upper Level Science
4	Algebra I	Geometry	Algebra II	Algebra III/Statistics
5	Health and PE 9	Health and PE 10	Fine Arts or Career and Technical Education	Required Elective
6	World Language	World Language	World Language	Required Elective
7	Student Choice	Student Choice	Economics & Personal Finance	Student Choice
8	Student Choice	Student Choice	Student Choice	Student Choice

****Samples only—consult your counselor.**

ACADEMIC AND CAREER PLANNING

16 Career Clusters offer students core academic, technical, and employability skills that match their career interests. In addition to meeting requirements for Advanced Studies or Standard Diploma, students may consider the course options below. Some courses are offered on a limited basis or may require travel. Please refer to the High School Program of Studies for complete course descriptions, sequences, and background. To plan your high school courses, please make an appointment with your school counselor.

CLUSTER	SAMPLE CAREERS	SCPS COURSE OPTIONS
Agriculture, Food & Natural Resources	• Agricultural Salesperson • Biologist • Botanist • Farmer • Food Technologist • Forest and Conservation Worker • Hazardous Materials Handler • Mining Machine Operator • Park Ranger • Soil and Water Specialist • Veterinarian • Water Treatment Plant Operator • Wildlife Manager or Technician	• Calculus • Ecology • Environmental Science (AP) • Environmental Systems and Societies (IB) • Geology • Greenhouse Plant Production and Management • Horticulture Sciences • Landscaping • Math Analysis • Oceanography • Small Engine Technology I and II • Statistics
Architecture & Construction	• Architect • Brick Mason • Building Inspector • Carpenter • Civil Engineer • Cost Estimator • Computer–Aided Drafter • Construction Equipment Operator • Construction Manager • Electrician • General Contractor • Heating, AC and Refrigeration Technician • Iron / Metalworker • Maintenance Planner/Scheduler • Plumber, Pipefitter • Painter • Sheet Metal Worker	• Architectural Drawing and Design/Drafting • Building Trades • Cabinetmaking I, II and III • Calculus • Carpentry I, II and III • Construction Technology • Digital Visualization • Electricity I, II and III • Engineering Drawing/Drafting • Engineering Exploration/Advanced Engineering • Environmental Science (AP) • Environmental Systems and Societies (IB) • Geology • Geospatial Technology I and II • Intro to Engineering Design (and other Project Lead The Way Engineering courses) (PLTW) • Masonry I, II, and III • Math Analysis • Physics • Production Systems Technology • Statistics • Technical Drawing and Design/Drafting • Visual Arts

CLUSTER	SAMPLE CAREERS	SCPS COURSE OPTIONS
Arts, Audio-Visual Technology & Communications	• Actors • Audio-Visual Systems Technician • Broadcast and Sound Technician • Camera Operator/Editor • Dancer • Desktop Publishing Specialist • Editor • Lighting Designer • Musician • News Analyst, Reporter • Photographer • Printing Press Operator • Producer, Director • Talent Agent • Telecommunications Specialist • Writer and Author	• Art History • Communications Systems • Creative Writing • Design Multimedia and Web Technologies; Advanced Design and Multimedia Technologies • Digital Visualization • Drama I, II, II, and Advanced Drama • Graphic Imaging Technology I, II, and III • Imaging Technology • Instrumental Music, Music (IB) • Introduction to Fashion Careers • Introduction to Fashion Design and Marketing • Introduction to Interior Design • Journalism I, II, III, and IV • Photojournalism I, II, III, and IV • Technical Drawing and Design • Technical Theatre I, II, and III, Theater Arts (IB) • Television and Media Technology I, II, III, and Apprenticeship • Visual Arts • Vocal Music (Chorus)
Business, Management & Administration	• Administrative Assistant • Bookkeeping Clerk • Budget Analysts • General Manager • Health Services Manager • Human Resources Manager • Meeting and Convention Planner • Public Relations Specialist • Purchasing Manager • Training Manager • Wholesale or Retail Buyer	• Accounting; Advanced Accounting • Business and Management (IB) • Business Law • Business Management • Global Issues • Macroeconomics (AP) • Microeconomics (AP) • Principles of Business and Marketing • Statistics
Education & Training	• Audiologist • Curriculum Developer • Educational Psychologist • Elementary, Secondary Teacher • Librarian • Museum Curator • Postsecondary Instructor • Preschool Teacher • Principal • School Counselor • Speech-Language Pathologist • Teacher Assistant	• Early Childhood Education and Services I and II • Oral Communication • Psychology, Psychology (AP), Psychology (IB) • Sociology • Social and Cultural Anthropology (IB) • Teachers for Tomorrow
Finance	• Accountant • Actuary • Insurance or Claims Agent • Credit Analyst • Financial Counselor • Financial Planner • Loan Interviewer, Officer • Securities Sales Agent • Tax Preparer • Title Researcher and Examiner	• Accounting; Advanced Accounting • Business Law • Business Management • Global Issues • Macroeconomics (AP) • Microeconomics (AP) • Principles of Business and Marketing • Statistics

CLUSTER	SAMPLE CAREERS	SCPS COURSE OPTIONS
Government & Public Administration	• Aid Worker • Cargo Inspector • Court Clerk • City Manager • Diplomatic Courier • Legislative Assistant • Military Intelligence Officer • Postal Worker • Real Estate Appraiser • Revenue Agent • Tax Examiner • Transportation Inspector • Urban Planner	• Accounting; Advanced Accounting • Business Law • Business Management • Criminal Justice I and II • Global Issues • Human Geography (AP) • Air Force JROTC • Army JROTC • Navy JROTC • Macroeconomics (AP) • Microeconomics (AP) • Principles of Business and Marketing • Social and Cultural Anthropology (IB) • Statistics • U.S. Government (AP) • U.S. Government/Comparative Government (AP)
Health Science	• Athletic Trainer • Dental Hygienist • Dietician • Emergency Medical Technician • Health Information Technologist • Home Health Aide • Medical Assistant • Medical Lab Technologist • Nurse, Nurse Practitioner • Occupational Therapist • Optician • Pharmacist • Phlebotomist • Physical Therapist • Physician • Radiation Therapist • Respiratory Therapist • Surgeon • Ultrasound Technician	• Anatomy and Physiology • Calculus • Chemistry • Emergency Medical Technician (EMT) • Emergency Medical Telecommunicator • Global Issues • Health Assistant I • Introduction to Health and Medical Science • Licensed Practical Nurse (LPN) • Math Analysis • Medical Assistant I • Nurse Aide I and II (CNA) • Physics • Principles of Biomedical Sciences (and other Project Lead The Way Biomedical Sciences courses) (PLTW) • Psychology, Psychology (AP), Psychology (IB) • Social and Cultural Anthropology (IB) • Sociology • Sports Medicine I and II
Hospitality & Tourism	• Caterer • Chef, Pastry Chef • Cook • Exhibit Developer • Event Planner • Food and Beverage Manager • Front Desk Supervisor • Promoter • Recreation/Fitness Worker • Resort Manager • Ticket Agent • Tour Guide • Tourism Marketing Specialist • Travel Agent • Wait Staff	• Culinary Arts I, II and III • Design Multimedia and Web Technologies; Advanced Design and Multimedia Technologies • Global Issues • Marketing I & II • Principles of Business and Marketing • Sports and Fitness for Life I and II • Sports, Entertainment and Recreational (SER) Marketing: Advanced SER Marketing • Statistics

CLUSTER	SAMPLE CAREERS	SCPS COURSE OPTIONS
Human Services	• Barber • Beautician, Nail Technician • Childcare Worker • Clergy, Minister • Coordinator of Volunteers • Funeral Director • Massage Therapist • Mental Health Counselor • Preschool Teacher • Psychologist • Residential Advisor • Social Worker	• Cosmetology I and II • Early Childhood Education I and II • Global Issues • Oral Communication • Psychology, Psychology (AP), Psychology (IB) • Social and Cultural Anthropology (IB) • Sociology • Sports and Fitness for Life I and II • Statistics • African American History • Exploring Local History • Family Relations • Life Planning • Child Development & Parenting
Information Technology	• 3D Animator • Computer Programmer • Computer Support Specialist • Computer Technician • Cybersecurity Analyst • Database Administrator • Network Administrator • Software Developer • Systems Administrator • Web Designer	• Calculus • Computer Science (AP) • Design Multimedia and Web Technologies; Advanced Design Multimedia and Web Technologies • Geospatial Technology I and II • Math Analysis • Programming I & II • Statistics • Cybersecurity & IT Fundamentals • Cybersecurity Software Operations • Computer Information Systems I & II
Law, Public Safety, Security & Corrections	• Animal Control Worker • Attorney • Corrections Officer • Detective, Investigator • Emergency Services Manager • Firefighter • Fish and Game Warden • Lawyer, Judge • Loss Prevention Specialist • Paralegal • Police Officer, Deputy • Probation Office • Security Guard	• Business Law • Criminal Justice I and II • Elective Physical Education • Emergency Medical Technician (EMT) • Firefighting I and II • Global Issues • Sociology • Social and Cultural Anthropology (IB) • Statistics
Manufacturing	• Aircraft Assembler • Computer Control Programmer • Electronics Assembler • Engine/Machine Assembler • Industrial Engineer • Machinist, Millwright • Power Plant Operator • Production Planner • Production Supervisor • Purchasing Agent • Quality Engineer • Safety Coordinator • Shipbuilder • Tool and Die Maker • Welder	• Calculus • Chemistry • Digital Visualization • Engineering Design and Drawing/Drafting • Engineering Exploration; Engineering Studies • Intro to Engineering Design (and other Project Lead The Way Engineering courses) (PLTW) • Manufacturing Systems; Adv. Manufacturing Systems • Math Analysis • Physics • Production Systems • Programming I & II • Statistics • Technical Drawing and Design/Drafting

CLUSTER	SAMPLE CAREERS	SCPS COURSE OPTIONS
Marketing, Sales & Service	• Advertising Manager • Customer Service Representative • E-Commerce Director • Marketing and Sales Manager • Model, Promoter • Procurement Clerk • Product Planner • Real Estate Agent • Retail Sales Supervisor • Sales Representative • Small Business Owner • Store Manager • Technical Sales Specialist • Telemarketer • Wholesale/Retail Buyer	• Business and Management (IB) • Business Law • Business Management • Design Multimedia and Web Technologies; Advanced Design and Multimedia Technologies • Fashion Marketing; Advanced Fashion Marketing • Global Issues • Marketing; Advanced Marketing • Principles of Business and Marketing • Sports, Entertainment and Recreational (SER) Marketing; Advanced SER Marketing • Statistics • Introduction to Fashion Careers • Introduction to Interior Design
Science, Technology, Engineering & Mathematics	• Aerospace Engineer • Biologist, Biological Technician • Biomedical Engineer • Chemist, Chemical Technician • Civil Engineer • Computer Engineer • Drafter • Electrical/Electronics Engineer • Engineering Manager • Engineering Technician • Environmental Engineer • Industrial Engineer • Lab Technician • Mechanical Engineer • Mining Engineer • Nuclear Engineer • Quality-Control Scientist • Research Technician	• Anatomy and Physiology • Calculus • Chemistry • Digital Visualization • Engineering Drawing and Design/Drafting • Environmental Science (AP) • Environmental Systems and Societies (IB) • Engineering Exploration; Engineering Studies • Geology • Geospatial Technology I & II • Introduction to Engineering Design (and other Project Lead The Way Engineering courses) (PLTW) • Math Analysis • Oceanography • Physics • Programming I & II • Statistics • Technical Drawing and Design/Drafting
Transportation, Distribution & Logistics	• Air Traffic Controller • Aircraft Pilot, Flight Engineer • Aircraft Service Technician • Automotive Technician • Auto Body Technician • Avionics Technician • Bus Driver • Diesel Engine Specialist • Flight Attendant • Freight Supervisor • Logistics Manager • Marine Technician • Safety Analyst • Shipping and Receiving Clerk • Transportation Supervisor • Truck Driver • Urban and Regional Planner	• Calculus • Chemistry • Environmental Science (AP) • Environmental Systems and Societies (IB) • Automotive Body Technology I, II, and III • Automotive Technology I, II, and III • Engineering Design and Drawing/Drafting • Engineering Exploration; Engineering Studies • Global Issues • Introduction to Engineering Design (and other Project Lead The Way Engineering courses) (PLTW) • Math Analysis • Physics • Small Engine Technology I and II • Statistics • Technical Drawing and Design/Drafting

GLOSSARY OF TERMS

Academic Courses

Core academic courses include English, mathematics, science, and history.

Elective Courses

Additional courses beyond the required courses that are needed to meet the total minimum standard units of credit for graduation. Additional courses that students may select based on interest.

High School Credit-Bearing Courses

Classes for which a student may earn credit that will count toward the requirements for high school graduation.

Sequential Electives

Any series of courses that are used to fulfill the elective requirements for a standard diploma in which the content increases or expands in scope and sequence as students move through the various levels of the courses.

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 and the equivalent of 140 clock hours of instruction.

Standards of Learning (SOL)

Minimum expectations established by Virginia Public Schools for what students should know and be able to do at the end of each grade or course in English, mathematics, science, history/social science, technology, the fine arts, foreign language, and health/physical education.

Successful Completion of a Course

Successful completion is generally defined as a grade of "C" (score of 70 or better); however, each student's motivation, interests, and circumstances should be considered when selecting courses.

Verified Unit of Credit

A verified unit of credit is awarded for a course in which the student earns a standard unit of credit and achieves a passing score on a corresponding end-of-course SOL test or a substitute assessment approved by the Board of Education.

INDEX OF COURSES

Courses with low enrollment, or those requiring special facilities or teachers with special skills, may not be offered at all schools or during a given school year.

SCHOOL	COURSE #	COURSE	HIGH SCHOOL CREDIT	GRADE	BACKGROUND	PAGE
ENGLISH						
ALL	1109	Grade 6 English	0	6		4
ALL	1110	Grade 7 English	0	7		4
ALL	1120	Grade 8 English	0	8		4
ALL	1106L 1106R	Grade 6 Reading Skills and Strategies I & II	0	6	1106L Tier 2 Reading & Writing support 1106R Tier 3 Reading & Writing support	4
ALL	1107L 1107R	Grade 7 Reading Skills and Strategies I & II	0	7	1107L Tier 2 Reading & Writing support 1107R Tier 3 Reading & Writing support	4
ALL	1108L 1108R	Grade 8 Reading Skills and Strategies I & II	0	8	1108L Tier 2 Reading & Writing support 1108R Tier 3 Reading & Writing support	4
HISTORY AND SOCIAL SCIENCE						
ALL	2354	Grade 6 United States History: 1865 to the present	0	6		5
ALL	2357	Grade 7 Civics and Economics	0	7		5
ALL	2359	Grade 8 World Geography	0	8		5
MATHEMATICS						
ALL	3110	Grade 6 Mathematics	0	6		6
ALL	3110C	6 Extended Mathematics	0	6	Selection for this course is based on a set criteria.	6
ALL	3116	7 Extended Mathematics	0	6	Selection for this course is based on a set criteria.	6
ALL	3111	Grade 7 Mathematics	0	7		7
ALL	3111C	7 Extended Mathematics	0	7	Successful completion of 6 Extended Mathematics and passing score on Math 6 SOL.	7
ALL	3112	Grade 8 Mathematics	0	8		7
ALL	3130H	Honors Algebra I	1	7 - 8	Selection for this course is based on a set criteria including successful completion of 7 Extended Mathematics and a passing score on the Grade 7 Mathematics SOL test.	7

SCHOOL	COURSE #	COURSE	HIGH SCHOOL CREDIT	GRADE	BACKGROUND	PAGE
ALL	3143H	Honors Geometry	1	8	Selection for this course is based on a set criteria including successful completion of Honors Algebra I and a passing score on the Algebra I SOL test.	7
ALL	3113 3114 3115	Knowing Mathematics	0	6 7 8	Selection for this course is based on a set criteria including previous SOL tests and teacher recommendation.	8
SCIENCE						
ALL	4105	Grade 6 Science	0	6		8
ALL	4115	Grade 7 Life Science	0	7		8
ALL	4125	Grade 8 Physical Science	0	8		8
HEALTH AND PHYSICAL EDUCATION						
ALL	7110	Grade 6 Health and Physical Education	0	6		9
ALL	7120	Grade 7 Health and Physical Education	0	7		9
ALL	7200	Grade 8 Health and Physical Education	0	8		9
ENGLISH LANGUAGE LEARNERS (ELL)						
ALL	5712	Content Language Development for English Learners	0	6 - 8	*Selection for this course is based on a set criteria including WIDA assessments and teacher recommendation.*	10
ALL	5713	Reading and Writing Strategies for English Learners	0	6 - 8	*Selection for this course is based on a set criteria including WIDA assessments and teacher recommendation.*	10
ALL	5733	Math Concepts for English Learners	0	6-8	*Selection for this course is based on a set criteria including WIDA assessments and teacher recommendation.*	10
FINE AND PERFORMING ARTS						
FINE ARTS						
ALL	9103	Beginning Art	0	6		10
ALL	9105	Intermediate Art	0	7		10
ALL	9115	Advanced Art	0	8		11
ALL	9180	Beginning Digital Art	0	6 - 8		11
ALL	9181	Intermediate Digital Art	0	7 - 8		11

SCHOOL	COURSE #	COURSE	HIGH SCHOOL CREDIT	GRADE	BACKGROUND	PAGE
ALL	9182	Advanced Digital Art	0	7 - 8		11
PERFORMING ARTS						
ALL	9230	Beginning Band	0	6 - 8		11
ALL	9231	Intermediate Band	0	7 – 8		11
ALL	9229	Advanced Band	0	8		11
ALL	9269	Beginning Chorus	0	6 – 8		12
ALL	9270	Intermediate Chorus	0	7 – 8		12
ALL	9271	Advanced Chorus	0	8		12
ALL	9235	Beginning Orchestra	0	6 – 8		12
ALL	9236	Intermediate Orchestra	0	7 – 8		12
ALL	9241	Advanced Orchestra	0	8		12
ALL	9228	World Music	0	6 – 8		13
ALL	9249	Introduction to Guitar	0	7 – 8		13
ALL	9272	Music Technology	0	7 - 8		13
ALL	1390	Beginning Theatre Arts	0	6 – 8		13
ALL	1400	Intermediate Theatre Arts	0	7 – 8		13
ALL	1395	Advanced Theatre Arts	0	8		13
WORLD LANGUAGES						
ALL	5700	World Language Exploratory	0	6 – 7		14
ALL	5304	Latin Exploratory	0	6 – 7		14
ALL	5510A	Spanish I-A	0	7		14
ALL	5510B	Spanish I-B	1	8	Successful completion of Spanish I-A.	14
ALL	5510	Spanish I	1	8		14
ALL	5110	French I	1	8		14
ALL	5210	German I	1	8		15

SCHOOL	COURSE #	COURSE	HIGH SCHOOL CREDIT	GRADE	BACKGROUND	PAGE
	5310	Latin I	1	8		15
	5511	Spanish For Fluent Speakers I	1	8	Course is intended for heritage and native speakers of Spanish and is taught in Spanish.	15
CAREER AND TECHNICAL EDUCATION						
BUSINESS AND INFORMATION TECHNOLOGY						
ALL	6609-18	Introduction to Computers	0	6 - 7		15
ALL	6150-18	Business Communications and Keyboarding	0	7 - 8		15
ALL	6617	Digital Applications	0	7- 8	Basic computer and keyboarding skills.	15
TECHNOLOGY EDUCATION						
ALL	8482	Introduction to STEM	0	6 – 7		15
ALL	8464	Explore Engineering	0	7 – 8		16
ALL	8402	STEM Innovation Lab	0	8		16
ALL	8463	Engineering and Design	0	7 - 8		16
FAMILY AND CONSUMER SCIENCES						
ALL	8208	Exploring Family and Consumer Sciences	0	6 - 7		16
ALL	8263	Designing with Foods, Fashion and Family	0	7 - 8		16
ALL	8244	Journey Towards Independence	0	7 - 8		16
ADDITIONAL INTERDISCIPLINARY ELECTIVE OPPORTUNITIES						
ALL	9091	Building Leaders	0	6 - 7		17
ALL	9092	Change Makers	0	7 - 8		17
ALL	4002	Computer Science Discoveries	0	7 - 8		17
ALL	1172	Creative Writing	0	6 - 8		17
ALL	1166	Exploring Literary Styles	0	6 - 8		17

SCHOOL	COURSE #	COURSE	HIGH SCHOOL CREDIT	GRADE	BACKGROUND	PAGE
ALL	4000	Innovation Studio	0	7 - 8		17
ALL	3117	Mathematical Performance Lab	0	6 - 8		17
ALL	9069	Pathways to Success	0	7 - 8		18
ALL	1399	Public Speaking and Debate	0	6 - 8		18

STAFFORD COUNTY PUBLIC SCHOOLS

A.G. WRIGHT MIDDLE SCHOOL
100 Wood Drive
Stafford, VA 22556
(540) 658-6240
William Boatwright, Principal

DIXON-SMITH MIDDLE SCHOOL
503 Deacon Road
Fredericksburg, VA 22405
(540) 899-0860
Andrew Bathke, Principal

EDWARD E. DREW, JR. MIDDLE SCHOOL
501 Cambridge Street
Fredericksburg, VA 22405
(540) 371-1415
Amy Ivory, Principal

H.H. POOLE MIDDLE SCHOOL
800 Eustace Road
Stafford, VA 22554
(540) 658-6190
Robert Bingham, Principal

RODNEY E. THOMPSON MIDDLE SCHOOL
75 Walpole Street
Stafford, VA 22554
(540) 658-6420
Mike Archambault, Principal

SHIRLEY HEIM MIDDLE SCHOOL
320 Telegraph Road
Stafford, VA 22554
(540) 658-5910
Mary Grace McGraw, Principal

STAFFORD MIDDLE SCHOOL
101 Spartan Drive
Stafford, VA 22554
(540) 658-6210
Scott Elchenko, Principal

T. BENTON GAYLE MIDDLE SCHOOL
100 Panther Drive
Fredericksburg, VA 22406
(540) 373-0383
Katie Werner, Principal

Stafford County Public Schools continuously conducts program evaluations which could result in the alteration or discontinuation of some programs. Courses may be cancelled as a result of low enrollment, staffing, and/or budget limitations.