

STAFFORD COUNTY PUBLIC SCHOOLS



MIDDLE SCHOOL PROGRAM OF STUDIES

2018-19

Stafford County
Public Schools

Inspire | Empower | Excel



Stafford County Public Schools continuously conducts program evaluations to determine the feasibility of programming which could result in the potential alteration or discontinuation of some programs in the future. 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 should be selected that 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
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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/mspos18-19.

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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.

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.

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

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.

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 the fine and performing arts and career and technical education. In grade 8, students may elect to take a world language, if prerequisites are met.

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 the requirements for high school graduation. Courses in mathematics, business, and world language are offered to students who meet the background requirements; Algebra I, Geometry, Spanish, French, German, and Latin are offered for 1 high school credit; Business Communications and Keyboarding is offered for .5 of 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, World Language, and business 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. Students enrolled in Algebra I, Geometry, World Language, or Business Communications and Keyboarding are required to take semester examinations. 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, one in science, and one test of the student's choosing. The following tests are given in middle school:

MIDDLE SCHOOL COURSE

Gr. 6 English
Gr. 7 English
Gr. 8 English
Gr. 7 Civics and Economics
Gr. 8 Physical Science
Gr. 6 Mathematics
Gr. 7 Mathematics
Gr. 8 Mathematics
6 Extended Mathematics
7 Extended Mathematics
Honors Algebra I
Honors Geometry

VA SOL TEST

Gr. 6 Reading
Gr. 7 Reading
Gr. 8 Reading and Gr. 8 Writing
Gr. 7 Civics and Economics
Gr. 8 Science
Gr. 6 Mathematics
Gr. 7 Mathematics
Gr. 8 Mathematics
Gr. 6 Mathematics
Gr. 7 Mathematics
*Algebra I
*Geometry

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

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 for English/reading and mathematics to improve their knowledge and skills in reading, writing, or mathematics

INTERVENTION AND ENRICHMENT

Our middle schools have a dedicated instructional period for intervention and enrichment commonly referred to as "I & E time;" however, each school may refer to this instructional period with its own spirited name. During this dedicated block of time, students have an opportunity to explore areas of interest that go beyond the Standards of Learning. The enrichment opportunities are designed to stimulate the whole child through cognitive, physical, emotional and social development, and well-being. In addition, these enrichment experiences promote the division's emphasis on all-century skills of *communication, collaboration, critical thinking, creativity, citizenship, and wellness* to prepare our students for success.

The intervention mini-class has layers of support designed to meet every student's needs. Students who need additional support in a content area (such as reading or mathematics) are provided that support. The intervention time accelerates students' learning by addressing gaps in knowledge, understanding, and skills.

Students are assigned to an enrichment mini-classes that are new and engaging. These experiences focus on content and activities that reinforce learning and provide opportunities to explore topics of interest.

MIDDLE SCHOOL THREE-YEAR PLANNING

The table below is an overview of courses for students in grades 6, 7, and 8. Teachers will 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. An asterisk (*) indicates an SOL test is administered in a course.

Students should work with their parents to select electives. Each middle school has designed an elective program based on available staffing, facilities, and enrollment. At registration time, information will be provided regarding how many weeks each elective class will meet: band, orchestra, and world languages meet for a full year in every school.

GRADE 6	GRADE 7	GRADE 8
*English	*English	*English and Writing *Grade 8 Extended English
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)	Elective(s)	Elective(s) One elective may be a world language (see World Language section for requirements)

DEVELOP YOUR OWN THREE-YEAR PLAN

The table below will help with the preparation of a customized middle school, three-year plan. It is important to understand how middle school courses prepare you for courses you will take in high school.

CLASS	GRADE 6	GRADE 7	GRADE 8
ENGLISH			
SCIENCE			
SOCIAL STUDIES			
MATHEMATICS			
HEALTH & PE			
ELECTIVE	Exploratory Cycle	Enrichment:	Academic Elective or Enrichment:
ELECTIVE	Elective or Enrichment:	Elective(s):	Elective(s):

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.

Information in this catalog reflects the Standards of Accreditation adopted by the Virginia Board of Education in July 2009. Actions by the General Assembly or the State Board of Education may necessitate changes in Stafford County School Board policies and regulations.

EXTRACURRICULAR OFFERINGS

There are a variety of extracurricular activities offered at all of the 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 that are being offered.

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

<i>Grade 6</i>	1109
<i>Grade 7</i>	1110
<i>Grade 8</i>	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 oral and 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.

GRADE 8 EXTENDED ENGLISH **1120C**

Background: Selection for this course is based on a set criteria including SOL scores, reading assessments, writing skills, and grades earned in Grade 7 English.

In addition to the 8th grade English curriculum, this course is offered for students who qualify for participation based on a set criteria. This course addresses the same Standards of Learning with increased rigor and an extended

curriculum, requiring greater analysis of thought and application. Students will continue to develop an appreciation of literature through the study of advanced literary elements in classic and contemporary texts.

READING 6, 7, 8

<i>Grade 6</i>	1106
<i>Grade 7</i>	1107
<i>Grade 8</i>	1108

Students enrolled in this course will focus on their comprehension process or how they create meaning from text. Instruction will be provided on strategies to increase student independence as a reader. A variety of materials from a wide range of genres will be used. Individualized support may include differentiated interventions that align with developmental student needs and a specific criterion process.

Not offered at all middle schools

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-based 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 enables students to explore 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 will learn fundamental concepts in civics, economics, and geography in the context of U.S. History

GRADE 7 CIVICS AND ECONOMICS 2357

This course will focus 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 will 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 will solve problems involving area and perimeter and develop concepts regarding measure of center. Students enrolled in this course will 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 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 will 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 will solve problems involving experimental and theoretical probability, compare and contrast the properties of quadrilaterals, and evaluate algebraic expressions. Students enrolled in this course will take the Grade 6 Mathematics Virginia Standards of Learning test.

GRADE 7 MATHEMATICS

3111

This course for seventh grade students that 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 will 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 will solve problems involving volume and surface area and will focus on the relationships among the properties of quadrilaterals. Students enrolled in this course will take the Grade 7 Mathematics Virginia Standards of Learning test.

7 EXTENDED MATHEMATICS

Grade 6 or 7

3111C

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

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 will 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 will 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 will 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 will 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 will 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 will take the Grade 8 Mathematics Virginia Standards of Learning test.

HONORS ALGEBRA I

3130H

Grade 7-8

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 will take the EOC Algebra I Virginia Standards of Learning test.

HONORS GEOMETRY

3143H

Grade 8

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.

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 learn to perform a variety of physical activities, understand the benefits of achieving and maintaining a physically active lifestyle, and how to achieve good health for a lifetime.

GRADE 6 HEALTH AND PHYSICAL EDUCATION

**7110
7110W**

Students combine fundamental skills into more complex movement forms in modified games, dance/rhythms, and recreational activities. Activities include cooperative and competitive small-group games that are appropriate for developing 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 the topics of 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, in a variety of dance/rhythm activities, and in 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 are able to 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, dance and 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.

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 that will be 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, and facilities.

Students select electives based on their own interest and talents. Classes include art, band, chorus, orchestra, theatre arts, business and information technology, family and consumer science, technology education, and world language (Grade 8). These classes meet for 9 weeks, 18 weeks (1 semester), or 36 weeks (1 year) based on the grade level, school facilities, and available staffing. World languages grade 8 is a high school credit-bearing course and meets for a full year. Certain business and technology courses are also high school credit-bearing.

FINE ARTS

GRADE 6 ART

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 continue to 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 will 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, will also be part of this course.

GRADE 7 ART

9105

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

GRADE 8 ART

9115

This course develops a student's ability to select and control the use of materials, tools and techniques, understand the visual language of art, and apply these in a student's own work to develop, express, and modify ideas, intentions and feeling. In classroom discussions, students will continue to use an expanding art vocabulary while describing his or her 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 will use simple perspective systems for symbolizing what he or she is rendering. Students will also manipulate proportion, value, and color to create realistic or expressive images.

PERFORMING ARTS

GRADE 6 BEGINNING BAND

9230

In beginning band, students learn proper playing technique on an instrument well-suited to his or her 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 is strongly encouraged. This is a full-year course.

GRADE 7 INTERMEDIATE BAND

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 is strongly encouraged. This is a full-year course.

GRADE 8 ADVANCED BAND

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 is strongly encouraged. This is a full-year course.

GRADE 6 CHORUS 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 also components of this course. The teacher follows the county-adopted curriculum, which is based on the Virginia Standards of Learning. Students will 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.

GRADE 7 CHORUS 9270

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 are based on the Virginia Standards of Learning and set higher expectations of a student's knowledge and understanding of vocal technique, music theory, ear training, sight-singing, music history, and analysis. 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. This is a full-year course.

GRADE 8 CHORUS 9271

This course establishes a high expectation level for a student's development and refinement of skills and understanding of musical compositions, basic theory structure, music history, vocal pedagogy, proper vocal production, and technique. The goals of the course are based on the Virginia Standards of Learning. These goals target increasing and deepening a student's knowledge and understanding of vocal technique, 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. This is a full-year course.

GRADE 6 BEGINNING ORCHESTRA 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 learn to 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 is strongly encouraged. This is a full-year course.

GRADE 7 INTERMEDIATE ORCHESTRA 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 is strongly encouraged. This is a full-year course.

GRADE 8 ADVANCED ORCHESTRA 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 is strongly encouraged. This is a full-year course.

GRADE 6 THEATRE ARTS 1390

In this course, students develop 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 key theatrical players and participants.

Students begin to integrate drama with other academic disciplines.

GRADE 7 THEATRE ARTS 1400

This course develops students' drama and theatrical skills. Using voice, language, movement, imagination, and emotional perception, students develop not only characters for the theater, but also 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 the roles and careers available.

GRADE 8 THEATRE ARTS 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 drama 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 the roles and careers available.

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 and 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). One additional language course will be offered at every middle school as determined by staff availability.

SPANISH I 5510

*Grade: 8 High School Credit-1
Background: Selection for this course is based on a set criteria including SOL scores, reading assessments, writing skills, and grades in Grade 7 English.*

Students gain an understanding of the components of a world language and of 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.

Offered at all middle schools

FRENCH I 5110

*Grade: 8 High School Credit-1
Background: Selection for this course is based on a set criteria including SOL scores, reading assessments, writing skills, and grades in Grade 7 English.*

Students gain an understanding of the components of a world language and of 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.

Not offered at all middle schools

GERMAN I 5210

*Grade: 8 High School Credit-1
Background: Selection for this course is based on a set criteria including SOL scores, reading assessments, writing skills, and grades in Grade 7 English.*

Students gain an understanding of the components of a world language and of 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.

Not offered at all middle schools

LATIN I 5310

*Grade: 8 High School Credit-1
Background: Selection for this course is based on a set criteria including SOL scores, reading assessments, writing skills, and grades in Grade 7 English.*

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.

Not offered at all middle schools

CAREER AND TECHNICAL EDUCATION

BUSINESS AND INFORMATION TECHNOLOGY

GRADE 6 INTRODUCTION TO COMPUTERS

9 Weeks - 6609

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.

GRADE 7 & 8 BUSINESS COMMUNICATIONS AND KEYBOARDING

18 weeks – 6153
.5 Credit

This semester-long course is designed to teach students to efficiently use a keyboard to prepare and format relevant documents needed in a business environment, as well as to effectively communicate. Students will enhance touch typing skills for entering alphabetic, numeric, and symbolic data on a keyboard. In addition, they will compose and produce personal, educational, and professional documents. Students who wish to use this course to satisfy the prerequisite for other business classes at the high school level must create a portfolio of their work and pass the final exam. Students receive .5 high school credit for the course. Students have the opportunity to earn an additional .5 credit by enrolling in Digital Applications, beginning in 2019-2020; thereby allowing them to enter high school with 1 credit towards becoming a CTE completer in the area of Business and Information Technology.

GRADE 8 DIGITAL APPLICATIONS (IN 2019-2020)

18 weeks – 6617
.5 Credit

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. Students receive .5 high school credit for the course.

TECHNOLOGY AND ENGINEERING EDUCATION

GRADE 6 INTRODUCTION TO STEM

9 weeks - 8481

Students will explore science, technology, engineering, mathematics, and how STEM relates to their community and the world around them 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.

GRADE 7 EXPLORE ENGINEERING

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.

GRADE 8 ENGINEERING AND DESIGN

18 weeks - 8463

Students will apply the engineering design process to develop solutions to problems in various technological systems (construction, manufacturing, transportation, communication, and biotechnology). Students will produce products using equipment such as traditional machines and tools, 3-D printers, laser cutters, microcontrollers, robotics and modeling software. They will also explore occupational areas and educational programs for technology and engineering-oriented careers.

FAMILY AND CONSUMER SCIENCES

GRADE 6 EXPLORING FAMILY & CONSUMER SCIENCES

9 weeks – 8206

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 will learn to manage time, resources, and program equipment. This is an interdisciplinary approach to family and consumer sciences.

**GRADE 7 DESIGNING WITH FOODS,
FASHION, & FAMILY** *18 weeks - 8263*

Students will 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 will explore nutrition, wellness, food preparation, personal finance, resource management, textile/apparel problems and construction, and address the needs of the family and community. This is an interdisciplinary approach to family and consumer sciences.

**GRADE 8 JOURNEY TOWARDS
INDEPENDENCE** *18 weeks – 8244*

This course provides real-world experiences in careers, textile and housing design, nutrition and wellness, human development, and relationships. The core family and consumer sciences concepts, essential for development, will be addressed including development of self-concept, relating to others, independence, and the management of resources. This is an interdisciplinary approach to family and consumer sciences.

PLANNING FOR HIGH SCHOOL

GRADING SCALE AND GRADE POINT AVERAGE

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

*Enacted by SCPS School Board in 2009-10

STANDARDS OF LEARNING TESTING

The Virginia State Board of Education requires that all students enrolled in English, mathematics, science, and history take the applicable Standards of Learning test for that course. This means that a student enrolled in Earth Science must take the Standards of Learning test for Earth Science; a student enrolled in Geometry must take the Standards of Learning test for Geometry. High school students have multiple opportunities to take Standards of Learning tests. Once a student earns a passing score, the student may **not** re-take the test to achieve a higher score.

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; students must meet the requirements 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; and (3) an Applied Studies Diploma.

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 Board of Education.

This program of studies contains accurate graduation requirements as of the publish date. Graduation requirements for each diploma are listed in the following tables and VDOE information is available at:

<http://www.doe.virginia.gov/instruction/graduation/standard.shtml>

STANDARD DIPLOMA

Course Area	Standard Credits: 9 th Graders Beginning Fall of 2011 and beyond	
	Credits	# of Verified
English	4	2
Mathematics ¹	3	1
Lab Science ^{2,6}	3	1
History ^{3,6}	3	1
Health and Physical Education	2	
Fine Arts or Career & Technical Education		
World Language, Fine Arts or Career & Technical Education ⁷	2	
Economics and Personal Finance	1	
Electives ⁴	4	
Student Selected Test ⁵		1
TOTAL	22	6

Students seeking a Standard Diploma must also:

- earn a board-approved career and technical education credential to graduate with a Standard Diploma, and
- successfully complete one virtual course, which may be non-credit bearing. This course can be fully online or a blended online learning experience, and
- must be trained in emergency first aid, cardiopulmonary resuscitation, and the use of automated external defibrillator. In SCPS this requirement is included in the health and physical education curriculum in grades 9 and 10.

¹ Courses completed to satisfy this requirement shall be at or above the level of algebra and shall include at least two different course selections from among: Algebra I, Geometry, Algebra II or other mathematics courses above the level of algebra and geometry. The Board approves 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 U.S. and Virginia History, U.S. 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 A student may utilize additional tests for earning verified credit in computer science, technology, career and technical education, economics or other areas as prescribed by the Board in 8 VAC 20-131-110.

⁶ Students who complete a career and technical education program sequence and pass an examination or occupational competency assessment in a career and technical education field that confers certification or an occupational competency credential from a recognized industry, or trade or professional association or acquires a professional license in a career and technical education field from the Commonwealth of Virginia may substitute the certification, competency credential, or license for (1) the student selected verified credit and 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 a 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 also count toward additional elective requirements. 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.

ADVANCED STUDIES DIPLOMA

Course Area	Advanced Studies Credits: 9 th Graders Beginning Fall of 2011 and beyond	
	Credits	# of Verified
English	4	2
Mathematics ¹	4	2
Lab Science ² – Four (4) courses from among three of these Lab Science areas: Earth Science, Biology, Chemistry, and Physics	4	2
History ³ – 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	2
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	3	
Fine Arts or Career and Technical Education	1	
Student Selected Test ⁵		1
TOTAL	26	9

Students seeking an Advanced Studies Diploma must also:

- successfully complete a virtual learning course, which may be non-credit bearing. This course can be fully online or a blended online learning experience, and
- must 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.

¹ Courses completed to satisfy this requirement shall include at least three different course selections from among: Algebra I, Geometry, Algebra II or other mathematics courses above the level of Algebra II. The Board 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 U.S. and Virginia History, U.S. and Virginia Government, and two courses in either world history or geography or both. The Board shall approve courses to satisfy this requirement.

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

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.

APPLIED STUDIES DIPLOMA

Available to students identified as having a disability who complete the requirements of their individualized education program (IEP) and meet certain requirements prescribed by the Board of Education, but do not meet the requirements of other diplomas. The student's Individualized Education Plan (IEP) team and parents determine eligibility and participation in this diploma program.

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.

MATHEMATICS PATHWAY

Stafford County Public Schools - Example of Possible Math Pathways The following are examples for planning academic pathways and are not intended to be absolute models.					
Advanced Diploma Example Pathways					Standard Diploma Example Pathway
Senior Math Target: IB Math Studies SL OR IB Math	Senior Math Target: AP Calculus AND AP Statistics	Senior Math Target: AP Calculus OR AP Statistics	Senior Math Target: AP Statistics	Senior Math Target: Algebra 3 OR AP Statistics OR Probability/Statistics	Senior Math Target: Algebra 2*
6 Extended OR 7 Extended	7 Extended	6 Extended	Math 6	Math 6	Math 6
7 Extended OR Honors Algebra 1	Honors Algebra 1	7 Extended	Math 7	Math 7	Math 7
Honors Algebra 1 OR Honors Geometry	Honors Geometry	Honors Algebra 1	Math 8	Math 8	Math 8
Honors Geometry OR Honors Algebra 2	Honors Algebra 2	Honors Geometry	Honors Algebra 1	Algebra 1	Algebra Part 1/Part 2
Honors Algebra 2 OR Math Analysis	Math Analysis	Honors Algebra 2	Honors Geometry	Geometry	Geometry Part 1/ Part 2
Year 1: IB Math Studies OR IB Math	AP Statistics	Math Analysis	Honors Algebra 2	Algebra 2	AFDA**
Year 2: IB Math Studies OR IB Math	AP Calculus (AB or BC)	AP Calculus (AB or BC) OR AP Statistics	AP Statistics	Algebra 3 OR AP Statistics OR Probability/Statistics	Algebra 2*

*Recommended but not required for Standard Diploma

** Algebra, Functions, and Data Analysis

ACADEMIC AND CAREER PLANNING

16 Career Clusters offer students core academics, technical skills 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, listed alphabetically. 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	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Architectural Drawing and Design/Drafting • Building Trades • Cabinetmaking I, II and III • Calculus • Carpentry I, II and III • Construction Technology • Design Technology (IB) • 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 • Principles of Technology I and II • Production Systems Technology • Statistics • Technical Drawing and Design/Drafting • Visual Arts

CLUSTER	SAMPLE CAREERS	SCPS COURSE OPTIONS
Arts, Audio-Visual Technology & Communications	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Art History • Communications Systems • Creative Writing • Design Multimedia and Web Technologies; Advanced Design and Multimedia Technologies • Digital Visualization • Drama I, II, III, 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	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Audiologist • Curriculum Developer • Educational Psychologist • Elementary, Secondary Teacher • Librarian • Museum Curator • Postsecondary Instructor • Preschool Teacher • Principal • School Counselor • Speech-Language Pathologist • Teacher Assistant 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Accountant • Actuary • Insurance or Claims Agent • Credit Analyst • Financial Counselor • Financial Planner • Loan Interviewer, Officer • Securities Sales Agent • Tax Preparer • Title Researcher and Examiner 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Anatomy and Physiology • Calculus • Chemistry • Emergency Medical Technician (EMT) • 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	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Culinary Arts I, II and III • Design Multimedia and Web Technologies; Advanced Design and Multimedia Technologies • Global Issues • Global Marketing and Commerce; Advanced Global Marketing and Commerce • Hotel Marketing • Internet Marketing • Marketing; Advanced Marketing • 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	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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
Information Technology	<ul style="list-style-type: none"> • 3D Animator • Computer Programmer • Computer Support Specialist • Computer Technician • Cybersecurity Analyst • Database Administrator • Network Administrator • Software Developer • Systems Administrator • Web Designer 	<ul style="list-style-type: none"> • Calculus • Computer Networking Hardware Operations I and II • Computer Science (AP) • Design Multimedia and Web Technologies; Advanced Design Multimedia and Web Technologies • Geospatial Technology I and II • Information Technology Fundamentals • Math Analysis • Programming; Advanced Programming • Statistics
Law, Public Safety, Security & Corrections	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 • Principles of Technology I and II • Production Systems • Programming; Advanced Programming • Statistics • Technical Drawing and Design/Drafting

CLUSTER	SAMPLE CAREERS	SCPS COURSE OPTIONS
Marketing, Sales & Service	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 • Hotel Marketing • Internet Marketing • Marketing; Advanced Marketing • Principles of Business and Marketing • Sports, Entertainment and Recreational (SER) Marketing; Advanced SER Marketing • Statistics
Science, Technology, Engineering & Mathematics	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 • Principles of Technology I and II • Programming; Advanced Programming • Statistics • Technical Drawing and Design/Drafting
Transportation, Distribution & Logistics	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 • Principles of Technology I and II • Small Engine Technology I and II • Statistics • Technical Drawing and Design/Drafting

DEVELOPING A FOUR-YEAR 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 in middle school (mathematics, world language), students should plan their high school program of studies 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 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 very difficult.

PREPARING YOUR HIGH SCHOOL PLAN

Below are sample four-year plans for you to use to schedule courses you may wish to take in high school. Boxes marked “Required Elective” are required for graduation and boxes marked “Student Choice” are additional courses you may select. The blank sample four-year plan is for you and your parents to use to prepare a customized plan. 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	Algebra II
5	Health and PE 9	Health and PE 10	Required Elective*	Required Elective *
6	Fine/Practical Arts	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 of Physics	Upper Level Science
4	Algebra I	Geometry	Algebra, Functions and Data Analysis	Algebra II
5	Health and PE 9	Health and PE 10	Fine/Practical Arts	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.

DEVELOP YOUR OWN FOUR-YEAR PLAN

Select appropriate courses from the descriptions contained in this catalog.

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

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.

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

*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	1120C	Grade 8 Extended English	0	8	Selection for this course is based on a set criteria including SOL scores, reading assessments, writing skills, and grades earned in Grade 7 English.	4
ALL	1106	Grade 6 Reading	0	6		4
ALL	1107	Grade 7 Reading	0	7		4
ALL	1108	Grade 8 Reading	0	8		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 including previous SOL tests and teacher recommendation.	6
ALL	3111	Grade 7 Mathematics	0	7		6
ALL	3111C	7 Extended Mathematics	0	6-7	Selection for this course is based on a set criteria including previous SOL tests and teacher recommendation.	6
ALL	3112	Grade 8 Mathematics	0	8		7
ALL	3130	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
ALL	3143	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
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 7110W	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

ELECTIVE COURSES

FINE ARTS

ALL	9103	Grade 6 Art	0	6		10
ALL	9105	Grade 7 Art	0	7		10
ALL	9115	Grade 8 Art	0	8		10

PERFORMING ARTS

ALL	9230	Grade 6 Beginning Band	0	6		10
ALL	9231	Grade 7 Intermediate Band	0	7		10
ALL	9229	Grade 8 Advanced Band	0	8		10
ALL	9269	Grade 6 Chorus	0	6		11
ALL	9270	Grade 7 Chorus	0	7		11
ALL	9271	Grade 8 Chorus	0	8		11
ALL	9235	Grade 6 Beginning Orchestra	0	6		11
ALL	9236	Grade 7 Intermediate Orchestra	0	7		11
ALL	9241	Grade 8 Advanced Orchestra	0	8		11
ALL	1390	Grade 6 Theatre Arts	0	6		11
ALL	1400	Grade 7 Theatre Arts	0	7		12
ALL	1395	Grade 8 Theatre Arts	0	8		12

WORLD LANGUAGES

ALL	5510	Spanish I	1	8	Selection for this course is based on a set criteria including SOL scores, reading assessments, writing skills, and grades in Grade 7 English.	12
	5110	French I	1	8	Selection for this course is based on a set criteria including SOL scores, reading assessments, writing skills, and grades in Grade 7 English.	12
	5210	German I	1	8	Selection for this course is based on a set criteria including SOL scores, reading assessments, writing skills, and grades in Grade 7 English.	12
	5310	Latin I	1	8	Selection for this course is based on a set criteria including SOL scores, reading assessments, writing skills, and grades in Grade 7 English.	12

CAREER AND TECHNICAL EDUCATION

BUSINESS AND INFORMATION TECHNOLOGY

ALL	6609	Grade 6 Introduction to Computers	0	6		13
ALL	6153	Grade 7 and 8 Business Communications and Keyboarding	.5	7-8		13
ALL	6617	Grade 8 Digital Applications (In 2019-2020)	.5	8		13

TECHNOLOGY EDUCATION

ALL	8481	Grade 6 Introduction to STEM	0	6		13
ALL	8464	Grade 7 Explore Engineering	0	7		13
ALL	8463	Grade 8 Engineering and Design	0	8		13

FAMILY AND CONSUMER SCIENCES

All	8206	Grade 6 Exploring Family and Consumer Sciences	0	6		13
ALL	8263	Grade 7 Designing with Foods, Fashion and Family	0	7		14
All	8244	Grade 8 Journey Towards Independence	0	8		14

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

Lisa Besceglia, Principal

EDWARD E. DREW, JR. MIDDLE SCHOOL

501 Cambridge Street
Fredericksburg, VA 22405
(540) 371-1415

Dr. Tammara Hanna, 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

Dr. Andrew Grider, 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

Mark Smith, Principal

T. BENTON GAYLE MIDDLE SCHOOL

100 Panther Drive
Fredericksburg, VA 22406
(540) 373-0383

Robin Lloyd, Principal