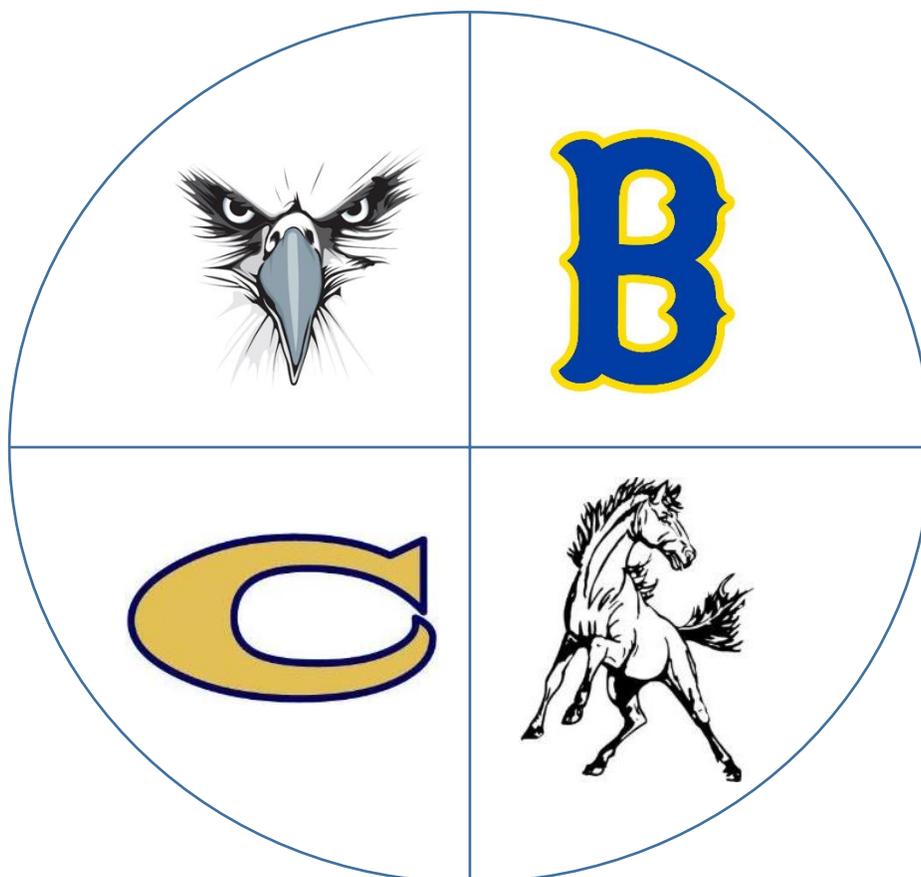


# Montgomery County Public Schools Middle School Program of Studies



**2025-2026**



Engage  
Encourage  
Empower

# Mission

Highest aspiration and purpose of the school; a declaration of the unique identity to which the school aspires, its specific purpose, and the means by which it will achieve its purpose

MCPS is an innovative educational community. We value diversity, and we are committed to equity and inclusion. MCPS empowers learners to realize success in an ever-changing global society through collaboration with communities, families, staff, and students. MCPS provides a safe, engaging learning environment and intentional exposure to positive social, emotional, and academic experiences.

# Beliefs

An expression of fundamental values, ethical code, overriding convictions, inviolable principles

1. All students can learn in order to pursue their dreams.
2. Schools are safe places of joy, wonder, and creativity.
3. Every person deserves to be loved, valued, and respected.
4. Kindness is an essential skill of a responsible, productive community member.
5. The diversity of our community is one of our greatest strengths.
6. All people deserve equitable access to opportunities and resources.
7. Every child deserves an advocate.
8. Honoring the voices of students and other stakeholders strengthens the school community.
9. Open communication and feedback are vital to our growth.
10. Learning and teaching are collective efforts that begin at birth and involve the entire community.
11. Relationship building and high expectations are foundational to student success.



Montgomery County  
Public Schools

# Objectives

An uncompromising commitment to achieve specific, measurable, observable, or demonstrable results that exceed current capability

## 1. Instruction

Each student will have access to exemplary and meaningful learning opportunities that engage them in collaboration, communication, critical thinking, developing creativity, and building connections.



## 2. Learning Environments

Each student will have access to safe and vibrant learning environments that facilitate instruction, learning, and collaboration and promote physical, mental, emotional, and social well-being.



## 3. Poverty

Each student will be provided with resources to address their physiological, social, emotional, and cognitive needs.



## 4. Equity

Each student will have equitable access to resources, programs, opportunities, and learning experiences regardless of barriers.



## 5. Mental Health

Each student will learn resilience and life skills in a safe and supportive environment that promotes social, emotional, mental, and physical well-being.



# Parameters

Boundaries within which the school will accomplish its mission; self-imposed limitations

1. We will base all decisions on what is best for students.
2. We are committed to equity as a priority in all decisions.
3. We will not tolerate discrimination based on race, culture, gender, age, gender identity and expression, sexual orientation, socioeconomic background, national origin, disability or religion.
4. We will model and foster a culture of integrity and respect.
5. We will ensure our allocations of money, time, and talents are aligned with our beliefs.
6. We will practice and promote open, honest, and transparent communication with all stakeholders.
7. We will practice a growth mindset in our continuous improvement efforts.
8. We will ensure that students and staff members are provided with a safe environment that promotes wellness.
9. We will be responsible stewards to sustain our physical and natural resources.
10. We are committed to excellence.



# Equity Statement

**MCPS will intentionally address the needs of all individuals so that each person can achieve their maximum potential.**

## Principles of Equity

### Impartiality

Ensure equal treatment of all, regardless of race, ethnicity, socioeconomic status, culture, gender, gender identity, and other protected group status.

### Opportunity

Eliminate barriers and obstacles by providing needed resources through planned, systemic strategies that focus on the core of teaching and learning.

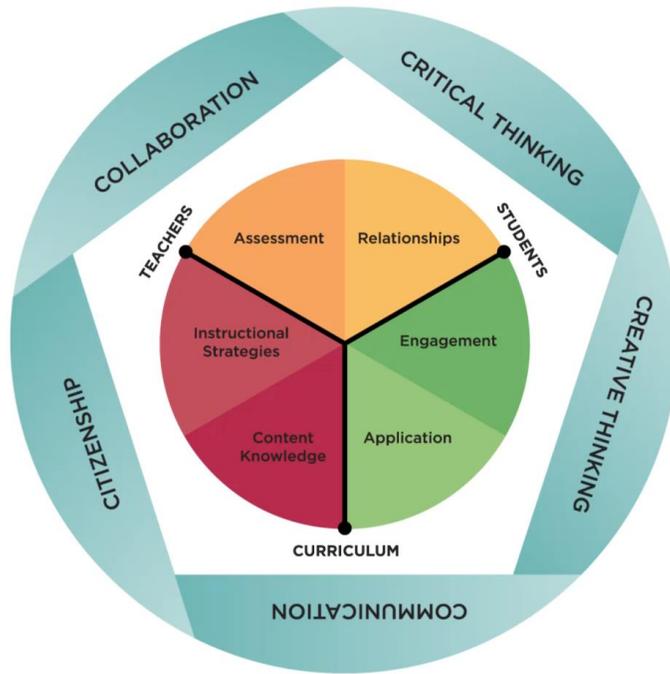
### Access

Ensure that all individuals have the same rigorous educational standards, quality programs, and tiered supports.

### Sense of Belonging

Promote social and emotional well-being and ensure individuals have the ability to self-advocate and influence decisions affecting them.





Montgomery County Public Schools accomplishes our mission and vision through the implementation of the Model for Effective Instruction.

## MONTGOMERY COUNTY PUBLIC SCHOOLS

750 Imperial Street, Christiansburg, VA 24073 | Phone: (540) 382-5100 | Fax: (540) 381-6127

Bernard F. Bragen, Jr., Ed.D., Division Superintendent  
 Barbara M. Wickham, Ed.D., Assistant Superintendent for Curriculum & Instruction  
 TBA, Director of Secondary Education  
 Anthony Walker, Ed.D, Director of Special Education

### **Auburn Middle School**

4163 Riner Road  
 Riner, VA 24149  
 Phone: (540) 382-5165  
**Guidance:** (540) 381-6560  
**Principal:** Ms. Meggan Marshall

### **Blacksburg Middle School**

3109 Price's Fork Road  
 Blacksburg, VA 24060  
 (540) 951-5800  
**Guidance:** (540) 951-5803  
**Principal:** Dr. Robert Johnson

### **Christiansburg Middle School**

1205 Buffalo Drive, NW  
 Christiansburg, VA 24073  
 Phone: (540) 394-2180  
**Guidance:** (540) 394-2185  
**Principal:** Mr. Danny Knott

### **Shawsville Middle School**

4179 Old Town Road  
 Shawsville, VA 24087  
 Phone: (540) 268-2262  
**Guidance:** (540) 268-2264  
**Principal:** Mr. Brandon Keith

# MCPS Curriculum Staff

<b>English/Language Arts/ Reading/World Languages</b>	TBA, Curriculum Administrator
<b>ESL</b>	Emily Altizer, Curriculum Administrator Bonnie Frazier, Lead Teacher
<b>Mathematics</b>	Jennifer Wall, Curriculum Administrator
<b>Science</b>	Tony Deibler, Curriculum Administrator
<b>History/Social Sciences</b>	David Dickinson, Curriculum Administrator
<b>Career &amp; Technical Education and Business Partnerships</b>	TBA, Curriculum Administrator
<b>Governor's STEM Academy</b>	Veronica Spradlin, Lead Teacher
<b>World Languages</b>	Ashley Koontz, Lead Teacher
<b>Gifted Programs</b>	Helen Fotinos, Administrator
<b>Health &amp; Physical Education</b>	Kelley Sutphin, Lead Teacher
<b>Visual Arts</b>	Carrie Lyons, Lead Teacher
<b>Secondary Instrumental Music</b>	Harry Farmer, Lead Teacher
<b>Secondary Vocal Music</b>	Kaitlyn Seidemann, Lead Teacher
<b>Secondary Theatre Arts</b>	Makala Witten, Lead Teacher
<b>Project AIM</b>	Elizabeth Nester, Department Lead
<b>Secondary Library Programs</b>	Kelly Passek, PhD, Lead Librarian

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# Middle School in MCPS

Middle Schools in MCPS provide a comprehensive education for students in grades 6, 7, and 8. Students in each middle school come from the following feeder elementary schools:

**Auburn Elementary School.....Auburn Middle School**

**Gilbert Linkous Elementary School**  
**Harding Avenue Elementary School**  
**Kipps Elementary School**  
**Margaret Beeks Elementary School**  
**Prices Fork Elementary School** } .....**Blacksburg Middle School**

**Belview Elementary School**  
**Christiansburg Elementary School**  
**Falling Branch Elementary School** } .....**Christiansburg Middle School**

**Eastern Montgomery Elementary School.....Shawsville Middle School**



**Auburn Middle School**



**Blacksburg Middle School**



**Christiansburg Middle School**



**Shawsville Middle School**

# The Middle School Program

The middle school program is planned to help students in grades 6 through 8 make a smooth transition from elementary school to middle school, and then from middle school to high school. School counselors and teachers work closely with students to provide opportunities which will assist in their adjustment to the middle school experience as well as to prepare them for high school. The teachers, administration and support personnel of each school create and maintain a middle school learning environment that is relevant to, and developmentally appropriate for, early adolescents.

The Montgomery County School Board has developed and implemented a program of instruction that is aligned to the Standards of Learning adopted by the Virginia Board of Education and is designed to ensure the development of the skills that are necessary for success in school and in preparation for life in the years beyond. The middle school curriculum is designed to provide instructional opportunities that meet the abilities, interests, and educational needs of students. The core of the middle school program is organized to include instruction in English/language arts, mathematics, science, and history and social science at each successive grade level. Teachers emphasize individual student achievement in each of these four essential academic disciplines and the mastery of academic skills necessary for further study in high school and beyond. The interdisciplinary teaching approach of the middle school helps students develop knowledge and understanding that span these four core academic disciplines. The middle school program also allows students to explore a variety of elective courses, pursue special interests, and develop skills in areas beyond the core academic courses. Each middle school provides courses in art, music, career & technical exploration, world languages, and health and physical education, as well as provides instruction and guidance in career investigation, exposure, exploration, readiness, and planning.

Middle schools are organized around interdisciplinary teams of teachers. Generally, teams consist of one instructor for each of the core subjects. These teachers work together to provide consistency and unity to the students assigned to their team. Teaming in this way also facilitates collaboration, interdisciplinary cooperation, monitoring of student behavior, and more efficient communication with parents/guardians. Teams also provide a “family” learning environment for each student. This team approach also allows both students and their parents/guardians to work with the teachers, counselors, and administrators in building a positive, stimulating learning environment.

In keeping with middle school philosophy, MCPS believes that each student in the middle school deserves an education which is suited to her/his physical, mental, social, intellectual and emotional needs. Because of the great diversity of growth patterns in children between the ages of ten and fourteen, emphasis is placed upon providing a program which will allow each student to grow and develop academically and socially according to his/her own potential and motivation. Classes are generally heterogeneously grouped in middle school. However, in order to provide students with an appropriate level of challenge, Honors English/Language Arts is offered in 7<sup>th</sup> and 8<sup>th</sup> grade, an Advanced Science track is offered beginning in 6<sup>th</sup> grade (See [page 22](#)), and multiple Math courses are offered at each grade level (See [page 20](#)).

# The Middle School Schedule

All MCPS middle schools utilize a seven-period class schedule\* with an additional short period for academic intervention, support, and enrichment. Student movement through the building is minimized by clustering classrooms by grade-level academic teams and strategic scheduling of elective courses. An **Intervention & Enrichment (I/E) Period** is part of the daily schedule for all students in grades 6, 7, and 8. The I/E Period is not a course and does not generate a grade. It is an opportunity during the school day for students to receive short-duration academic assistance or pursue exploration of an area of interest. Students may be assigned to extra help sessions or may be given the opportunity to participate in enrichment activities. The enrichment opportunities that are available varies by school and grade level. Changes in what an individual student may do during the I/E Period may occur throughout the year, allowing multiple enrichment choices and/or the chance for each student to have both intervention and enrichment opportunities.

Each middle school also routinely uses this I/E Period as an “Advisory Period”. During the first weeks of each school year, Advisory Groups may meet every day, providing students with a place to go and belong while they adjust to a new school year. Advisory teachers also use this time to review the Student Handbook, Code of Conduct, provide some organizational and study skills, and organize activities to discover students’ personal learning styles. Throughout the school year, Advisory may be utilized for things such as Academic & Career Planning work, career exploration activities, writing challenges, team-building and bullying prevention activities, class meetings, lessons on internet safety, lessons related to each school’s Positive Behavioral Interventions & Supports (PBIS) Plan, Teaching Tolerance lessons, and other activities. The activities and interactions within the group are designed to promote a culture of compassion, understanding, and mutual respect.

Keeping each Advisory Group to a small number of students with the same faculty “advisor” all year provides opportunities for students to develop caring and cooperative peer relationships as well as build a positive relationship with a caring adult staff member. It also provides parents/guardians with a contact when they need someone at the school with whom they can confide about personal problems, issues, and concerns.

Middle school courses may be offered in a variety of scheduling formats, including Semester-Long (90 Days), Year-Long (180 Days), and Quarterly Rotations (45-Days). In addition to core academic courses, students will be enrolled in elective courses. Students who are placed in intervention courses may have limited opportunity to select elective courses.

*\* For the 2025-26 school year, middle schools may pilot a new “Hybrid Schedule” format that has a combination of some longer “blocked” class periods (primarily for English and Math) and some traditional periods. Some courses may be semester courses while others will remain year-long courses.*

# Middle School Core Courses

Students receive daily instruction in the four academic disciplines of **English/language arts, mathematics, science, and history and social science** each year in middle school. Students who are identified as needing reading remediation will receive targeted intervention and additional instruction in reading. Students who are identified as needing mathematics remediation will receive targeted intervention and additional instruction in mathematics.

The following is a Standard Middle School Student Schedule:

	6 <sup>th</sup> Grade	7 <sup>th</sup> Grade	8 <sup>th</sup> Grade
1	Math (See <a href="#">Page 20</a> )	Math (See <a href="#">Page 20</a> )	Math (See <a href="#">Page 20</a> )
2	English / Language Arts 6	English / Language Arts 7	English / Language Arts 8
3	U.S. History I	U.S. History II	Civics/Economics
4	Science (See <a href="#">Page 22</a> )	Science (See <a href="#">Page 22</a> )	Science (See <a href="#">Page 22</a> )
5	Health & Physical Education 6	Health & Physical Education 7	Health & Physical Education 8
<b>I/E Time</b>			
6	Digital Technology Foundations and Career Investigations	2 Semester Electives	2 Semester Electives
7	Year-long Elective Options Band/Choir/Art/Theater or Exploratory Elective Wheel	Year-long Elective Options Band/Choir/Art/Theatre or 2 Semester Electives	Year-long Elective Options Band/Choir/Art/Theatre or 2 Semester Electives

- All 6<sup>th</sup> grade students will take a semester of Digital Technology Foundations and a semester of Career Investigations.
- The 6<sup>th</sup> Grade Exploratory Elective Wheel includes exploratory courses in Fine Arts as well as Career & Technical Education (CTE) to provide students with a wide range of opportunities to explore new subjects and interests. **Students who wish to be in year-long Band, Choir, or Art may elect this option in lieu of the Exploratory Elective Wheel.**
- Selected students may be placed in Reading and/or Math Intervention in lieu of 1 Elective Period.
- 8<sup>th</sup> Graders in World Language and Year-long Fine Arts may be given permission to “opt out” of HPE in order to take CTE Electives that are aligned with their Academic & Career Plans.

All course offerings are dependent upon staff availability and sufficient student interest in the course. Schools often share elective teachers; therefore, it may not be possible to determine the availability of certain courses until master schedules are finalized in June.

*\* For the 2025-26 school year, middle schools will pilot a new “Hybrid Schedule” format that has a combination of some longer “blocked” class periods (primarily for English and Math) and some traditional periods. Some courses may be semester courses while others will remain year-long courses.*

## Middle School Elective Courses

Elective courses are an important part of the middle school program. The MCPS middle school curriculum has traditionally included exploratory courses in Fine Arts, Career & Technical Education (CTE), Technology, and World Languages to provide students with experiences in areas beyond the core subjects. These courses provide students with a wide range of opportunities to explore new subjects and interests, learn new skills, discover and develop talents, become acquainted with enriching, healthy leisure-time activities, and try new ways of thinking. MCPS continually evaluates elective course offerings and strives to revise and include new exploratory courses at middle schools to provide students with a wider range of opportunities. Exposure to a wide range of elective courses will help guide future elective course selections and areas of concentration in high school.

Generally, there is an emphasis on exploration in 6<sup>th</sup> grade and more choice in grades 7 and 8. As student course selection becomes more focused and specialized at the high school, course offerings within these areas at the high school will potentially be expanded based on students' interests and abilities. As part of the graduation requirements based on the Profile of a Virginia Graduate, each student's [Academic and Career Plan \(ACP\)](#) will be used to develop his/her program of study for high school and a post-secondary career pathway that aligns with the student's academic and career interest.

Middle school teachers provide quality experiences in their courses that challenge students and inspire them to pursue their interests and talents at the high school level and beyond. Once in high school, students will be able to earn a CTE credential to satisfy graduation requirements, as well as completer sequences, industry certifications, or required coursework for state licensure examinations in 4 years of high school. Students who excel in art or music in middle school will have the opportunity to take a variety of advanced level courses and join specialized performance groups in high school. Semester Block courses at each of our four (4) high schools provide an opportunity for students to complete a prerequisite course and the next course in the sequence within the same school year instead of having to wait until the following school year. This scheduling format will allow students the ability to pursue advanced-level coursework in multiple areas and in new areas, including CTE and Fine Arts.

As graduation requirements change, and course selection for high school students becomes more focused and specialized, school counselors will assist students with mapping out future course selections that align with their ACPs. Counselors will also help students make elective course selections in high school that align with their interests and abilities, whether with a future vocation in mind or for pursuing fulfilling leisure activities.

## Earning High School Credits in Middle School

Students in 7<sup>th</sup> grade may have the opportunity to take their first course for high school credit (Algebra I Honors). Once in 8<sup>th</sup> grade, students may have additional opportunities to take courses for high school credit in Earth Science, Math, and World Languages. **Courses taken in middle school for high school credit will be subject to all policies regarding final annual grades, assigning grades, assessment, and final cumulative evaluation ([MCPS Policy 6-6.2](#)).**

A **"standard credit"** is a credit **awarded for a high school credit course** in which the student successfully completes 140 clock hours of instruction and the requirements of the course (earns a passing grade).

A **"verified credit"** is a credit awarded for a course in which a student **earns a standard credit and**

- achieves a passing score on a corresponding end-of-course SOL test or state-approved substitute test
- meets the criteria for the receipt of a locally awarded verified credit; or
- demonstrates mastery of the content of the associated course on an authentic performance assessment, as provided in 8VAC20-131-110 B 4 and in 8VAC20-131-110 B 5.

Students will be required to take all applicable end-of-course SOL tests following course instruction in high school credit courses taken in middle school.

**Teachers may consider the student's end-of-course SOL test score in determining the student's final course grade.** However, no student who has failed an end-of-course SOL test but passed the related course shall be prevented from taking any other course in a content area and from taking the applicable end-of-course SOL test.

**MCPS policy for dropping courses does not permit students' course schedules to be changed to avoid end-of-course SOL tests.**

## Request to Omit High School Credit Courses Taken in Middle School from a Student's Transcript

Per [MCPS Policy 6-6.2](#), parents/guardians may request that grades for high school credit courses taken in middle school be omitted from the student's transcript and the student not earn high school credit for the course. The request must be made (on the appropriate form) to the high school registrar by October 1 following the completion of eighth grade. Any high school credit course and all grades for the course for which an F was reported will automatically be removed from the student's transcript.

Additionally, when a student retakes and completes a course in high school that was taken for high school credit in middle school, the middle school grade will automatically be removed from the student's transcript if it is in the student's best academic interest such as when the high school final grade is equal to or higher than the middle school final grade. Parents/guardians of students who transfer to Montgomery County Public Schools at the beginning of the ninth grade year must request that grades for high school credit courses taken in middle school be omitted from the student's transcript within ten (10) calendar days of enrollment.

The appropriate [form](#) for making this request may be found in the appendix. The school principal in cases of extenuating circumstances may grant exceptions to these provisions.

## Special Education

Special education provides specially designed instruction to address the unique needs of students eligible to receive special education services. Services are provided as outlined in each student's Individualized Education Program (IEP). Montgomery County Public Schools values special education as an integral part of the total collaborative education system where diversity is valued and all students are encouraged towards independence. MCPS staff are empowered to meet the educational needs of all students through shared responsibility. Our inclusive approach aligns with the belief that all students are fully accepted members of their school community.

## English as a Second Language (ESL)

Students who speak English as a second language and are new to the United States and/or Virginia are initially screened using a comprehensive, research-based assessment designed to determine their level of language proficiency when they enroll in a Montgomery County Public School. Transferring students who have a history of ESL services from another state and/or from another school in Virginia are enrolled in the program based on their prior year proficiency results. The student's current proficiency level, along with any other educational data/history, is used to determine the appropriate language services that will be provided to the student at the middle school level. These services may be provided through direct instruction during a designated class period or through support within a content area course. When ESL students have achieved the required proficiency level, they will exit the program; however, they will continue to be monitored for four years to ensure successful integration into the general education classes. An ESL teacher will then be available to support the classroom teacher in adapting instruction to the needs of the exited students.

## Gifted Education

The Gifted Education program serves students with specific educational needs in compliance with eligibility requirements specified by state and local regulations. MCPS uses multiple criteria in the identification of gifted students as prescribed by the Virginia Board of Education. An appropriately differentiated educational program for students identified as gifted has been developed in order to facilitate the fullest development of their potential through an array of appropriately engaging and challenging educational experiences. At the middle school level, gifted students are clustered in classrooms in the subject areas in which they are identified. These students are counseled by the school guidance staff and the gifted resource teacher on appropriate courses based on their academic and social and emotional needs. Students have the opportunity to select courses with rigorous content that support higher-level thinking. A push-in program allows gifted resource teachers (GRTs) to work with students in the cluster within the classroom and co-teach as part of the collaboration model. This model also allows the GRT to collaborate with the classroom teacher on the differentiation of curriculum and research-based instructional strategies designed for the gifted learner. Differentiated instruction is aligned with curriculum standards and provides greater depth of content, advanced inquiry, and a high level of rigor and challenge. Middle school students may be considered for placement in certain high school level courses in mathematics, world languages and earth science that meet their individual needs in terms of rigor, intensity, content, and their Academic and Career Plans. Eligibility for honors level and specific classes, such as algebra, world languages, and earth science is determined by division criteria which considers multiple student data points. Placement in advanced-level courses allows gifted students to be provided with a greater depth of content, opportunities for advanced inquiry, and a higher level of rigor and challenge alongside grade-level peers who have similar interest, abilities, and goals.

## School Counseling Program

School counselors in each middle school are available to help students, families, teachers, and administrators address all students' academic, career, and social/emotional development needs. The program consists of a variety of services and activities, including individual and group counseling, parent, guardian and teacher consultation, group guidance, information services, and referral to other programs and services in the community.

The primary services provided by school counselors involve direct assistance to students in the school. For this reason, a major portion of the school counselors' day is scheduled in direct services with students. School counselors have a minimum of a master's degree in school counseling and meet the state certification standards as professional school counselors. School counselors are trained in counseling, human development, learning theory, consultation, interpretation of tests and measurement, career development, research, and other areas appropriate to the practice of counseling in a school. Parents and guardians are invited to call or schedule a meeting with their child's school counselor to discuss questions or concerns.

Counselors from New River Valley Community Services (NRVCS) also work out of the school counseling office to provide individual mental health counseling to students. Students are seen by referral, and only with parent permission. Parents or guardians interested in this NRVCS counseling for their child may direct questions regarding these services to their child's school counselor.

## Student Achievement Expectations

Each student should learn the relevant grade level/course subject matter before promotion to the next grade. The MCPS promotion and retention policy ([6-4.2](#)) does not exclude students from membership in a grade, or participation in a course, in which SOL tests are to be administered. Each school has a system in place to identify and recommend strategies to address the learning, behavior, communication, or development of individual children who are having difficulty in the educational setting. **To be promoted to the next grade, a middle school student must at least pass:**

1. Language Arts ***and*** Math, **and**
2. Science ***or*** Social Studies

Students may be required to participate in summer school or other remediation program if they fail certain courses. Promotion, placement, or retention will be the decision of the principal with staff and parental input at the conclusion of the remediation program.

Per MCPS policy ([6-4.2](#)), the school principal is the final authority in all matters of promotion and retention. In making the determination for placement, such factors as reading and math achievement commensurate with ability and social maturation, and other requisites necessary to predict success in placement will be considered. Determinations regarding promotion of special education students shall be made consistent with applicable law and relevant individualized education plans.

## MAP Testing (Measures of Academic Progress)

Measures of Academic Progress (MAP) testing is an important part of meeting the academic needs of middle school students. MAP is a computerized adaptive assessment program that provides teachers with the information they need to improve teaching and learning and make student-focused, data-driven decisions. All students in grades six through eight are tested three times per year in math, reading, and language. While MAP testing is aligned with Virginia's assessments of student achievement, it is NOT a state "SOL Test" nor is it used to determine a school's accreditation. **MAP assessments are part of the instructional process.** MAP assessments not only indicate how a student has demonstrated academic growth, it provides teachers with information that allows them to more effectively plan further instruction. By enabling teachers to pinpoint what students have learned and what students are ready to learn, the data from MAP allows teachers to develop targeted and differentiated instructional strategies that meet the needs of each individual student.

A student's score on the MAP test indicates if that student is performing at, above, or below grade level compared to students across the nation. It is important to understand that the MAP test is one test at one point in time. It does not measure intelligence or a student's capacity for learning. There are many considerations to estimate student progress including data collected beyond the MAP assessment. When making important decisions about students, school staff will consider the MAP test results along with other data such as classroom performance, other test scores, and input from parents and teachers.

While MAP scores are expected to increase over time, it is important to understand that individuals grow at different rates. Typically, younger students show more growth in one year than older students. If a student's starting score is lower than the grade-level mean, then that student will likely demonstrate more growth. Students with starting scores above the grade-level mean often show less growth. MAP Reports provide "Growth Norms" that reflect the rate of academic growth as it relates to the student's starting achievement. However, anticipated growth rates for each student are based on national norms and should be viewed as "typical" growth, not expected growth. Sometimes scores may decline from one test to the next. One low test score is not cause for immediate concern. Like adults, students have good and bad days and their test results do not always indicate what they know. Students' attitudes toward the test can also affect their score. Therefore, growth over time is a better measure of student learning.

Teachers and principals have participated in training to learn what the MAP test results mean and how to best utilize the results. Our goal is for teachers to use the data to differentiate and adjust instruction so that all students grow at appropriate levels. Parents/guardians are encouraged to contact their child's teacher or principal if they have questions about MAP testing and the data it produces.

## End-of-Course SOL Tests

Each student in middle school will take all applicable end-of-course SOL tests following course instruction. MCPS policy for dropping courses does not permit students' course schedules to be changed to avoid end-of-course SOL tests. Students who are in an advanced-level course will take the test aligned with the highest grade level associated with the course content, following instruction in the course. The same eligibility criteria for an expedited retake of any SOL test, with the exception of the writing SOL tests, will be applied to each student regardless of grade level or course. Students may participate in a remediation recovery program as established by the board in English (reading), or mathematics, or both.

Schools will use the Virginia Assessment Program test results as part of a set of multiple criteria for determining the promotion or retention of students. Students promoted to high school from eighth grade should have attained basic mastery of the Standards of Learning in English, history and social science, mathematics, and science and should be prepared for high school work. Students will not be required to retake the Virginia Assessment Program tests unless they are retained in grade and have not previously passed the related tests. **Teachers may consider the student's end-of-course SOL test score in determining the student's final course grade.** However, no student who has failed an end-of-course SOL test but passed the related course will be prevented from taking any other course in a content area and from taking the applicable end-of-course SOL test.

Participation in the Virginia Assessment Program by students with disabilities shall be prescribed by provisions of their Individualized Education Program (IEP) or 504 Plan. All students with disabilities shall be assessed with appropriate accommodations and alternate assessments where necessary. A school-based committee will make determinations regarding the participation level of each student identified as an English Learner (EL) in SOL assessments for each content area. Consideration will be given to the EL student's level of English proficiency, level of previous schooling in the native country or home language, and level of schooling in the United States. EL students in middle school (grades 6-8) may be granted a one-time exemption from SOL testing in the areas of writing, and history and social science.

## Academic & Career Planning

In accordance with the Profile of a Virginia Graduate, students will explore personal interests, be exposed to different types of careers, and plan for career development during the middle school years. In an effort to provide for the early identification and enrollment of students in a program with a range of educational and academic experiences related to college and career readiness in and outside the classroom, the middle school program provides for the identification by all students of personal interests and abilities to support planning for postsecondary opportunities and career preparation.

Students began the development of an Academic and Career Plan Portfolio (ACPP) in elementary grades to include information about interests, values such as dependability and responsibility, and skills supporting decisions about their future interests and goals. The ACPP is a repository for planning notes, class projects, interest inventory results, awards and recognitions, and other information related to academic and career plans and preparation. The ACPP is student led and updated and revised as students continue to plan for their future throughout high school. The information contained in the ACPP will serve as the foundation for each student to create an individual Academic and Career Plan (ACP) in middle school.

Building on the exploration of career cluster areas in elementary schools, each middle school student will develop a personal [Academic and Career Plan \(ACP\)](#). They will be provided with course information and planning for college preparation programs, opportunities for educational and academic experiences in and outside the classroom, including internships and work-based learning, and the multiple pathways to college and career readiness in middle and high school. In middle school, students will complete a career interest inventory and select a career pathway using a division-approved program. To support development of the ACP, students will engage in career investigations as well as plan for academic courses, work-based learning opportunities, completion of industry certifications, possible independent projects, and postsecondary education. Career investigations will also include demonstration of personal, professional, and technical workplace readiness skills.

All students will continue development of a personal ACP by the end of the fall semester of their seventh-grade year. The components of the ACP will include the student's program of study for high school graduation and a postsecondary career pathway based on the student's academic and career interests. In high school, a career-related learning experience will be chosen by the student and documented in the ACP. The ACP will be developed in accordance with guidelines established by the board and signed by the student, student's parent or guardian, and school official or officials designated by the principal. The ACP will be included in the student's record and will be reviewed and updated annually.

In high school, students will have the opportunity to attain and demonstrate productive workplace skills, qualities, and behaviors; align knowledge, skills, and personal interests with career opportunities; and understand and demonstrate civic responsibility and community engagement.

## Course Selection Information

The middle school program provides flexibility in selecting courses according to student ability and interest; all decisions are made with the focus on what is best for the student. Generally, there is an emphasis on exploration in 6<sup>th</sup> grade and more choice in grades 7 and 8. As parents/guardians assist their children with course selection, they are encouraged to contact the school to participate in making these important decisions.

MCPS is committed to assisting all students in developing their abilities and interests. The MCPS Middle School Program of Studies is comprehensive and offers preparation for students to make decisions related to the programs they will pursue in high school. These important decisions should be made after careful assessment of students' capabilities and interests and with the assistance of parents/guardians, school counselors, and teachers. During the middle school years, students will be counseled on opportunities for beginning postsecondary education and opportunities for obtaining industry certifications, occupational competency credentials, or professional licenses in a career and technical education field prior to high school graduation. By focusing on our mission that every student will graduate career and college ready and become a productive, responsible citizen, MCPS is committed to carefully planning for the future of each student.

The MCPS Middle School Program of Studies includes a complete listing of courses offered at MCPS middle schools. The titles and descriptions of courses required of all middle school students are listed by grade level. Below each course description, specific school information is provided. The titles and descriptions of elective courses are listed in a separate section, beginning on [page 49](#). To the extent possible, all MCPS middle school students have equal access to course opportunities division-wide; however, elective course offerings and how elective courses are scheduled may vary by school.

Occasionally, a particular elective course will not be available due to an insufficient number of students desiring the course or a scheduling conflict. If a student selects one or more of these courses, an alternate course must be chosen. While every effort is made to resolve conflicts, in certain situations, students may need to consider alternative choices. The school will attempt to contact students and parents/guardians when this becomes necessary.

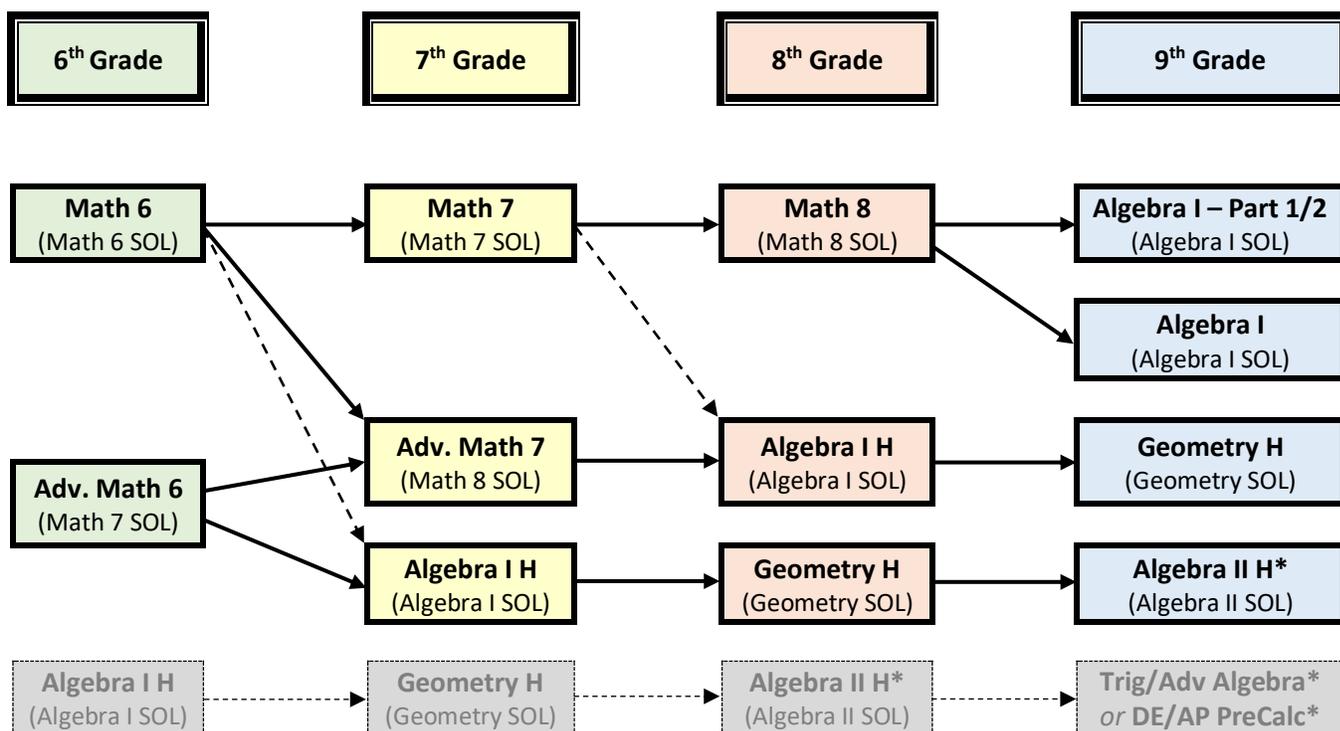
School counselors are available to assist students in academic planning and goal setting as well as provide support through their college/career goals. Middle school counselors meet with rising 6<sup>th</sup> graders to assist with course selections. In grades 7 and 8, counselors help students map out future course selections that align with their individual college and career goals. In addition to the annual academic planning and course selection sessions, counselors assist students and parents/guardians to address other issues that create challenges to academic success. Each middle school counseling program offers various workshops for students and parents/guardians that include those designed to enhance academic success and assist with the transition to high school. Parents/guardians are encouraged to participate in the development of the student's program of study that ultimately maps the route to the chosen high school diploma option and graduation.

Students are encouraged to select rigorous courses that will provide an intellectual challenge and that will better prepare them for future courses and educational and/or career pursuits in high school and beyond. In considering students' applications for admission, colleges and universities look closely at the number and kind of advanced courses students have taken. The academic rigor of courses taken in high school can be a significant factor in a student being accepted by the college of his/her choice. Often, the ability to access certain upper-level courses in high school begins with course selection decisions made in middle school.

# Middle School Math Pathways

MCPS provides a comprehensive mathematics program to promote the achievement of every student. A key component of our program is ensuring that all secondary students are placed in mathematics courses that deliver an appropriate level of challenge. All MCPS middle schools collect and analyze multiple pieces of student data – including grades, test scores, and teacher recommendations – in order to make mathematics placement decisions. Initial placement decisions are made each spring based on available data for tentative scheduling purposes. Final placements are determined only after spring SOL test scores, final grades for the current math course, and other final data points are available.

**Parents will be informed of math placement decisions for the coming school year before the end of the current school year.** Any additional data collected after an initial placement decision is made, and/or a student’s participation in summer school or other remediation program, may be considered in changing the placement decision. If parents/guardians wish to have a placement decision reconsidered, they may request a meeting with the principal at the end of the school year to review the data used to make final placement decisions.



**A solid arrow indicates common pathways.**

**Dashed arrows / lines indicate a possible pathway, but one that is less likely to occur.**

\* These courses are not offered at any MCPS middle school. Students must take these courses at the high school.

## Middle School Math SOL Testing

In August 2014, the Virginia Department of Education provided the following guidance regarding math at the middle school level:

*Most SOL tests in grades 3-8 are administered at particular grade levels. However, students who are (more) accelerated may take the test associated with the content they are learning. For example, a grade-6 student who is being taught seventh-grade mathematics could take the grade-7 assessment instead of the grade-6 test. State Board of Education regulations prohibit school divisions from requiring students to take more than one test per content area during a year or — in the case of a middle or high school following a block schedule — semester.*

In the spring and summer of 2016, a committee of MCPS math teachers and coaches met to devise the course content for the Advanced Math courses in grades 6 and 7. They were then tasked with determining which SOL test best aligned with the content taught in each course. Those decisions are summarized in the table shown below. Schools were given a three-year timeline for implementation so that they could ensure teachers and students were ready to make the outlined changes. All schools have fully implemented the testing as shown by school year 2018-19.

Course	SOL Test	Rationale
<b>Math 6</b>	Math 6	The Math 6 course covers the Math 6 SOLs.
<b>Advanced Math 6</b>	Math 7	The Advanced Math 6 course is designed to prepare students for Algebra I H in 7 <sup>th</sup> grade. The content of the course is drawn from 6 <sup>th</sup> grade and 7 <sup>th</sup> grade math standards. After compacting the curriculum, it was determined that the Math 7 SOL test aligns more closely with the taught curriculum.
<b>Math 7</b>	Math 7	The Math 7 course covers the Math 7 SOLs.
<b>Advanced Math 7</b>	Math 8	The Advanced Math 7 course is designed to prepare students for Algebra I H in 8 <sup>th</sup> grade. The content of the course is drawn from 7 <sup>th</sup> grade and 8 <sup>th</sup> grade math standards. After compacting the curriculum, it was determined that the Math 8 SOL test aligns more closely with the taught curriculum.
<b>Math 8</b>	Math 8	The Math 8 course covers the Math 8 SOLs.

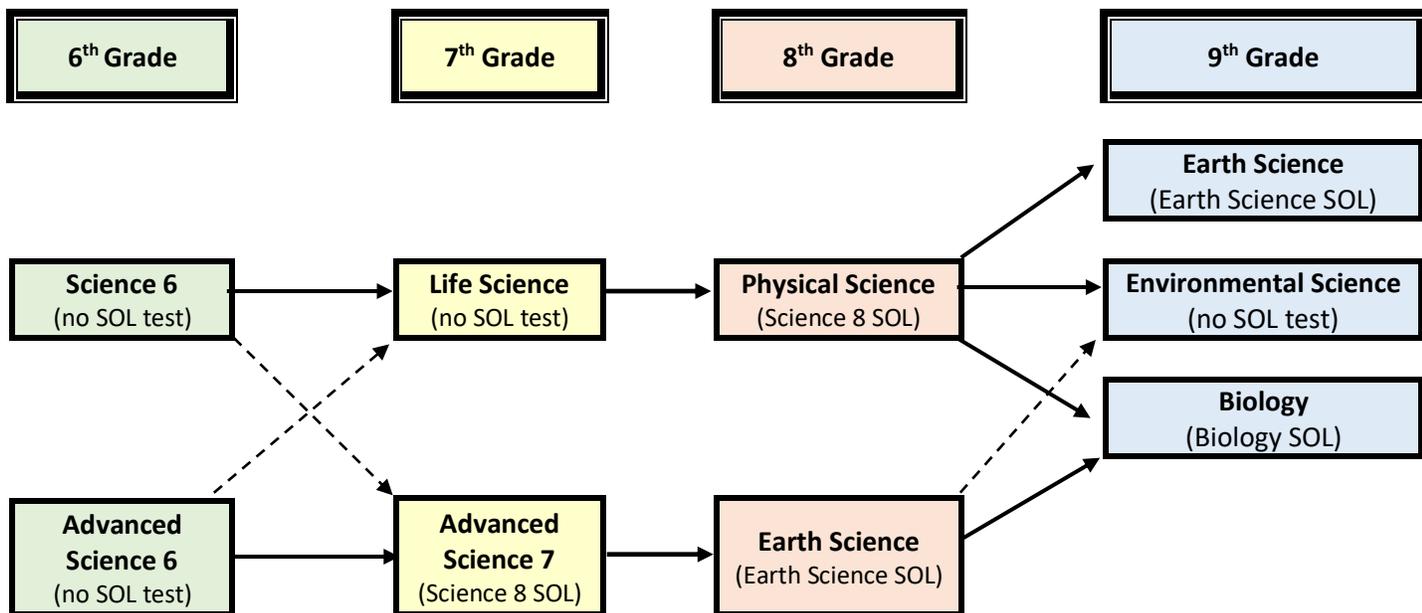
Students who take Algebra I H and/or Geometry I H in middle school will take the corresponding end-of-course SOL test following course instruction.

# Middle School Science Pathways

Science is a discipline with common practices for understanding the natural world. Science utilizes observation and experimentation along with existing scientific knowledge, mathematics, and engineering technologies to answer questions about the natural world. Engineering employs existing scientific knowledge, mathematics, and technology to create, design, and develop new devices, objects or technology to meet the needs of society. By utilizing both scientific and engineering practices in the science classroom, students develop a deeper understanding and competences with techniques at the heart of each discipline. Regardless of the career that a student chooses to pursue, all students should be science literate with an understanding of the nature of science and the scientific knowledge and skills necessary to make informed decisions. **The following scientific content and topics presented in middle school science provide a platform for creating scientifically literate students and progress in complexity as they are studied at each grade level:** Scientific and Engineering Practices; Force, Motion, and Energy; Matter; Living Systems and Processes; Earth and Space Systems; Earth Resources.

MCPS provides a comprehensive science program to promote the achievement of every student. A key component of our program is ensuring that all secondary students are placed in science courses that deliver an appropriate level of challenge. All MCPS middle schools collect and analyze multiple pieces of student data – including grades, test scores, and teacher input – in order to make science placement decisions. Initial placement decisions are made each spring based on available data for tentative scheduling purposes. Final placements are determined only after spring SOL test scores, final grades for the current science course, and other final data points are available.

**Parents will be informed of science placement decisions for the coming school year before the end of the current school year.** Any additional data collected after an initial placement decision is made, and/or a student’s participation in summer school or other remediation program, may be considered in changing the placement decision. If parents/guardians wish to have a placement decision reconsidered, they may request a meeting with the principal at the end of the school year to review the data used to make final placement decisions.



*A solid arrow indicates common pathways.*

*Dashed arrows / lines indicate a possible pathway, but one that is less likely to occur.*

## MCPS VIRTUAL SCHOOL PROGRAM

Families who prefer to have their children educated in a virtual learning environment for grades 6-8 may enroll their children in the MCPS Virtual School Program. Students may enroll in courses offered in the MCPS Virtual School Program as a full-time or part-time student. These students will enroll in Shawsville Middle School (SMS) and may choose to participate in Virtual Virginia's full-time program, take courses taught remotely by designated MCPS teachers, or select a combination of courses from both platforms.

Courses taught remotely by MCPS teachers may be delivered as synchronous, asynchronous, or a combination. Teachers will establish clear expectations for coursework, communication, and grading. Occasional face-to-face contact with the teacher may be required. Virtual Virginia courses are taught by Virtual Virginia staff and student progress is monitored by SMS staff. Virtual Virginia will report a course average (percentage grade), and SMS will convert the average to a letter grade based on the MCPS grading scale. SMS will record and report course grades on school report cards in accordance with School Board policy. Students enrolled in the MCPS Virtual School Program also may participate in selected courses at SMS in person provided there is space available. Transportation to/from the school will be the responsibility of the student's parent/guardian.

Middle school students who are entering Montgomery County Public Schools from non-accredited schools or from home schooling to enroll in the MCPS Virtual School Program must meet the established promotion/placement criteria identified by Montgomery County School Board policy. Middle school students will be placed in courses appropriate to the student's age and grade level. Students who have completed a high school credit course in a non-accredited school or in home schooling prior to enrolling in MCPS will follow the process for awarding credits toward graduation established in [MCPS Policy 7-2.4](#). These students are encouraged to work with a school counselor to determine appropriate grade-level placement and/or high school course credits that can be applied toward graduation requirements.

Students enrolled in the MCPS Virtual School Program will be permitted to participate in academic or extracurricular activities at SMS. Students who meet all VHSL eligibility requirements will be allowed to participate in athletics at SMS. Transportation to/from the school will be the responsibility of the student's parent/guardian.

All MCPS School Board policies shall apply to students enrolled in the MCPS Virtual School Program.

# GRADE 6 CORE COURSES

All incoming 6<sup>th</sup> grade students will have the opportunity to take a variety of courses during their first year of middle school. There are required courses and elective courses that students select.

**Math Course Placement** – all 6<sup>th</sup> grade students will be placed in an appropriately challenging mathematics course (Math 6 or Advanced Math 6) based on a variety of data points ([see page 20 for more information](#)).

**Science Course Placement** – all 6<sup>th</sup> grade students will be placed in an appropriately challenging science course (Science 6 or Advanced Science 6) based on a variety of data points ([see page 22 for more information](#)).

ENGLISH / LANGUAGE ARTS 6			MCPS Course Code	11090	High School Credit		N	Requirement	Y
			Course Type	Year-Long		SOL Test(s) Required		Y	
Grade Level	6	Prerequisite(s)							
<p><b>Course Description:</b> In this course, students continue to build upon skills previously taught in earlier grades. There is a continued emphasis on reading comprehension by comparing fiction and nonfiction texts. In fiction texts, students will identify elements of narrative structure including identifying theme and analyzing figurative language. There is an increased emphasis on nonfiction reading by creating objective summaries and drawing inferences using textual evidence. Students will begin the study of word origins and continue vocabulary development. Students will also plan, draft, revise, and edit writing in a variety of forms with an <b>emphasis on narrative and reflective writing</b>. Students will continue to deliver multimodal presentations individually and in collaborative groups. They will also interpret information presented in diverse media formats. Students will find, evaluate, and select appropriate resources for a research product and cite both primary and secondary sources. As in earlier grades, the meaning and consequences of plagiarism will be stressed. <b>All 6<sup>th</sup> grade students will take an end-of-course Reading SOL assessment.</b></p>									
AMS	•								
BMS	•								
CMS	•								
SMS	•								

## Reading Remediation & Intervention

As students experience the increased rigor of English courses in middle school, needs-based remediation and interventions in reading and writing can be provided by their English teacher during the **Intervention & Enrichment (I/E) Period**. To support students who need more comprehensive assistance meeting grade-level expectations in reading, MCPS offers a stand-alone reading course (**Literacy Lab**). Instruction will focus on foundational literacy skills to provide support to students in their middle school courses, especially as they face a greater emphasis on nonfiction content area reading and higher expectations for writing proficiency. Literacy Lab provides additional instructional time to help students develop/strengthen and apply the skills and strategies necessary to be successful in middle school courses as well as to prepare students for success in high school English courses. Literacy Labs may utilize reading programs that include a combination of small group instruction, independent reading, and computer modules.

All MCPS middle schools collect and analyze multiple pieces of student data related to literacy performance – including grades, SOL test scores, performance on screening assessments, and teacher recommendations – in order to determine which students are placed in Literacy Lab. Initial placement decisions are made each spring based on available data for tentative scheduling purposes. Final placements are determined only after spring SOL test scores, final grades for the current English course, and other final data points are available. **Students who are performing two or more grade levels below grade level expectations will be placed in a section of Literacy Lab. Students who are at risk of not passing a reading and/or writing SOL test, or who have already failed a reading and/or writing SOL test, also may be assigned to Literacy Lab.**

**Parents will be informed if their child has met the placement criteria for an intervention course for the coming school year before the end of the current school year.** Any additional data collected after an initial placement decision is made, and/or a student’s participation in summer school or other remediation program, may be considered in changing the placement decision. If parents/guardians wish to have a placement decision reconsidered, they may request a meeting with the principal at the end of the school year to review the data used to make final placement decisions.

<b>LITERACY LAB 6</b>			<b>MCPS Course Code</b>	15174	<b>High School Credit</b>		N	<b>Requirement</b>	N
					<b>Course Type</b>	Year-Long		<b>SOL Test(s) Required</b>	N
<b>Grade Level</b>	6	<b>Prerequisite(s)</b>							
<p><b>Course Description:</b> This course is a stand-alone reading course designed to provide support to students in their middle school courses. Based upon individual student data related to literacy performance, students who are performing two or more grade levels below grade level expectations will be placed into an appropriate section of this course. Instruction will focus on foundational literacy skills to include word recognition, phonological awareness, developing reading fluency, and the language comprehension skills of questioning, visualizing, connecting, predicting, summarizing and monitoring understanding. Through team review of performance and educational needs related to special education IEP plans, English language learning LEP plans, or demonstrated skills deficits in data for general education students, students are placed into an appropriate section of this course.</p>									
<b>AMS</b>	•								
<b>BMS</b>	•								
<b>CMS</b>	•								
<b>SMS</b>	•								

<b>ENGLISH AS A SECOND LANGUAGE 6 (ESL)</b>			<b>MCPS Course Code</b>	57901	<b>High School Credit</b>		N	<b>Requirement</b>	N
					<b>Course Type</b>	Year-Long		<b>SOL Test(s) Required</b>	N
<b>Grade Level</b>	6	<b>Prerequisite(s)</b>							
<p><b>Course Description:</b> This language-based course is designed to help students with proficiency levels of 1.0 - 2.5 learn basic English vocabulary and begin to develop knowledge of academic-based language through the support of an ESL teacher. Students in this course will participate in a structured language program as well as receive support within the general English / Language Arts classroom, whenever possible, from the ESL teacher.</p> <p><b>Note:</b> MCPS provides direct services to all ESL students with proficiency levels of 1.0 - 4.3. Each ESL student will have an individual learning plan developed that will include the service model to be provided, depending upon their need. Students with proficiency levels between 2.5 and 4.3 will generally receive their direct/support services within the general education English or Mathematics courses through push-in services. They may also receive pull-out services depending upon their need and/or have additional intervention time scheduled with the ESL teacher to address specific learning needs and to help them become proficient in the use of the English language.</p>									
<b>AMS</b>	•								
<b>BMS</b>	•								
<b>CMS</b>	•								
<b>SMS</b>	•								

<b>MATH 6</b>			<b>MCPS Course Code</b> 31100	<b>High School Credit</b>		N	<b>Requirement</b>	Y
				<b>Course Type</b>	Year-Long	<b>SOL Test(s) Required</b>		Y
<b>Grade Level</b>	6	<b>Prerequisite(s)</b>						
<p><b>Course Description:</b> The standards taught in this course are a transition from the emphasis placed on whole number arithmetic in elementary school to a more in-depth study of rational numbers and the foundations of algebra. Students will use ratios to compare data sets; recognize decimals, fractions, and percents as ratios; solve single-step and multistep problems; and gain a foundation in the understanding of and operations with integers. Students will solve problems involving area and perimeter, and begin to graph in a coordinate plane. In addition, students will build on the concept of graphical representations of data and develop concepts regarding measures of center. Students will solve linear equations and inequalities in one variable, and use algebraic terminology. Students will represent proportional relationships using two variables as a precursor to the development of the concept of linear functions. An emphasis will be placed on the use of mathematical problem solving, communication, reasoning, connections, and representations to explore, understand, learn and do mathematics. Technology will be used purposefully as a tool to deepen learning experiences for students. <b>All students will take the required end-of-course SOL assessment test at the completion of this course (See <a href="#">page 21</a>).</b></p>								
<b>AMS</b>	•							
<b>BMS</b>	•							
<b>CMS</b>	•							
<b>SMS</b>	•							

**Math Remediation & Intervention**

As students experience the increased rigor of math courses in middle school, needs-based remediation and interventions can be provided by their math teacher during the **Intervention & Enrichment (I/E) Period**. To support students who need more comprehensive assistance meeting grade-level expectations in mathematics, **MCPS offers a supplemental math course** that is paired with the grade-level math course to provide students with targeted remediation and intervention. Additional instructional time and support allow students to develop/strengthen and apply their understanding of concepts, skills, and strategies in mathematics as they take their grade-level math course. These interventions will help students to be successful in their middle school math course and to become better prepared for success in future middle and high school math courses. All MCPS middle schools collect and analyze multiple pieces of student data – including grades, SOL test scores, performance on screening assessments, and teacher recommendations – in order to determine which students are placed in the Supplemental Math course. Initial placement decisions are made each spring based on available data for tentative scheduling purposes. Final placements are determined only after spring SOL test scores, final grades for the current math course, and other final data points are available. **Students who are at risk of not passing a math SOL test, or who have already failed a math SOL test, may be placed in the Supplemental Math course.**

**Parents will be informed if their child has met the placement criteria for an intervention course for the coming school year before the end of the current school year.** Any additional data collected after an initial placement decision is made, and/or a student’s participation in summer school or other remediation program, may be considered in changing the placement decision. If parents/guardians wish to have a placement decision reconsidered, they may request a meeting with the principal at the end of the school year to review the data used to make final placement decisions.

<b>MATH 6 SUPPLEMENTAL</b>			<b>MCPS Course Code</b> 31996	<b>High School Credit</b>		N	<b>Requirement</b>	N
				<b>Course Type</b>	Year-Long	<b>SOL Test(s) Required</b>		N
<b>Grade Level</b>	6-8	<b>Prerequisite(s)</b>						
<p><b>Course Description:</b> This course is for entering sixth-grade students who need to strengthen their math skills as they begin their study of middle school math. Based upon individual student data related to mathematics performance (demonstrated by their individual performance on any diagnostic tests or grade-level SOL mathematics tests), <b>students who need targeted mathematics remediation and intervention will be placed into a section of Math 6 that is paired with this course in a double-period format.</b> Using assessment and intervention strategies, this course will provide instruction and targeted support on prerequisite and current concepts and skills in Math 6.</p>								
<b>AMS</b>	•							
<b>BMS</b>	•							
<b>CMS</b>	•							
<b>SMS</b>	•							

<b>ADVANCED MATH 6</b>			<b>MCPS Course Code</b>	3110T	<b>High School Credit</b>		N	<b>Requirement</b>	Y
					<b>Course Type</b>	Year-Long		<b>SOL Test(s) Required</b>	Y
<b>Grade Level</b>	6	<b>Prerequisite(s)</b>							
<p><b>Course Description:</b> Students enrolled in Advanced Math 6 will experience a fast-paced, blended curriculum that highlights critical skills from the Math 6 Standards of Learning while fully engaging students in the Math 7 Curriculum. This course emphasizes the foundations of algebra. Students will study rational numbers and their operations and build on the concept of ratios to solve problems involving proportional reasoning. Students will solve problems involving volume and surface area and focus on the relationships among the properties of quadrilaterals. Probability is investigated through comparing experimental results to theoretical expectations. Students continue to develop their understanding of solving linear equations and inequalities in one variable. Students discern between proportional and non-proportional relationships and begin to develop a concept of slope as rate of change. An emphasis will be placed on the use of mathematical problem solving, communication, reasoning, connections, and representations to explore, understand, learn and do mathematics. Technology will be used purposefully as a tool to deepen learning experiences for students. <b>All students will take the required end-of-course SOL assessment test at the completion of this course (See <a href="#">page 21</a>).</b></p>									
<b>AMS</b>	•								
<b>BMS</b>	•								
<b>CMS</b>	•								
<b>SMS</b>	•								

<b>US HISTORY I (to 1865)</b>			<b>MCPS Course Code</b>	23530	<b>High School Credit</b>		N	<b>Requirement</b>	Y
					<b>Course Type</b>	Year-Long		<b>SOL Test(s) Required</b>	Y
<b>Grade Level</b>	6	<b>Prerequisite(s)</b>							
<p><b>Course Description:</b> In this course, students will use skills for historical and geographical analysis to explore the early history of the United States and understand ideas and events that strengthened the union. The standards for this course relate to the history of the United States from pre-Columbian times until 1865. Students will continue to learn fundamental concepts in civics, economics, and geography as they study United States history in chronological sequence and learn about change and continuity in our history. They also will study documents and speeches that laid the foundation for American ideals and institutions and will examine the everyday life of people at different times in the country’s history through the use of primary and secondary sources. This course will emphasize the intellectual skills required for responsible citizenship. Students will practice these skills as they extend their understanding of the essential knowledge defined by all of the standards for history and social science. <b>All 6<sup>th</sup> grade students will take quarterly Performance-Based Assessments on the Standards of Learning for United States History to 1865.</b></p>									
<b>AMS</b>	•								
<b>BMS</b>	•								
<b>CMS</b>	•								
<b>SMS</b>	•								

<b>SCIENCE 6</b>			<b>MCPS Course Code</b>	41350	<b>High School Credit</b>		N	<b>Requirement</b>	Y
					<b>Course Type</b>	Year-Long	<b>SOL Test(s) Required</b>		N
<b>Grade Level</b>	6	<b>Prerequisite(s)</b>							
<p><b>Course Description:</b> Students will study a variety of scientific topics including the solar system, energy, matter, the properties of water, watershed ecosystems, the atmosphere, and the conversion of resources. Students will participate in hands-on activities, experimentation, and technology-based lessons. Fundamental scientific and engineering practices will be embedded throughout this course.</p> <p><b>Students will not take a SOL test in science in 6<sup>th</sup> grade. Students on this pathway who move on to Life Science in 7<sup>th</sup> grade and then Physical Science in 8<sup>th</sup> grade will take the Grade 8 Science SOL test at the end of 8<sup>th</sup> grade.</b></p>									
<b>AMS</b>	•								
<b>BMS</b>	•								
<b>CMS</b>	•								
<b>SMS</b>	•								

<b>ADVANCED SCIENCE 6</b>			<b>MCPS Course Code</b>	41352	<b>High School Credit</b>		N	<b>Requirement</b>	Y
					<b>Course Type</b>	Year-Long	<b>SOL Test(s) Required</b>		N
<b>Grade Level</b>	6	<b>Prerequisite(s)</b>							
<p><b>Course Description:</b> Students enrolled in Advanced Science 6 will experience a fast-paced, blended curriculum that highlights critical skills from the Physical Science Standards of Learning while fully engaging students in the Science 6 Curriculum. In this integrated science course, students explore the characteristics of their world, from the Earth’s placement in the solar system to the interactions of water, energy, air, and ecosystems. As students more closely examine the use of resources, they also consider how their actions and choices affect future habitability of Earth. Additional topics will include the nature and structure of matter, the characteristics of energy, electricity and magnetism, and work, force, and motion. <b>Students will not take a SOL test in science in 6<sup>th</sup> grade. Students on this pathway who move on to Advanced Science 7 in 7<sup>th</sup> grade, will take the Grade 8 Science SOL test at the completion of that course.</b></p>									
<b>AMS</b>	•								
<b>BMS</b>	•								
<b>CMS</b>	•								
<b>SMS</b>	•								

<b>HEALTH &amp; PHYSICAL EDUCATION 6</b>			<b>MCPS Course Code</b>	71100	<b>High School Credit</b>		N	<b>Requirement</b>	Y
					<b>Course Type</b>	Year-Long	<b>SOL Test(s) Required</b>	N	
<b>Grade Level</b>	6	<b>Prerequisite(s)</b>							
<p><b>Course Description:</b> This course is taught through instructional units both in a classroom setting, and in the gym through movement when appropriate. In this course, students will apply fundamental skills and knowledge of anatomical structures and movement principles to build movement competence and confidence through acquisition, performance, and refinement of skills. Cooperative and competitive small-group games will allow for skill development, active participation, and increased knowledge of rules. Activities will include, but are not limited to, traditional team sports, individual sports, and recreational activities. Students will use feedback to initiate and maintain practice to improve skill performance. Students will assess their health-related fitness status and set reasonable and appropriate goals for development, maintenance, and improvement. Students will explain the connection between energy balance and nutrition guidelines, meal planning, and heart rate, as well as identify and seek opportunities to participate in regular physical activity at school and outside the school environment.</p> <p>Health lessons are a component of this course. These lessons will provide a foundation for developing skills, attitudes and behaviors that will assist students in establishing healthy lifestyles. Students will develop more sophistication in understanding health issues and practicing health skills. They will apply physical, emotional, social, and environmental health skills and strategies to improve or maintain personal and family health. Students will begin to understand adolescent health issues and concerns and the relationship between choices and consequences. They will also understand how to be a positive role model and the impact of positive and negative peer pressure. Students will demonstrate injury-prevention behaviors at school and elsewhere. Family Life Education is a component of the Health curriculum. MCPS understands that some of the topics presented in Family Life lessons may be sensitive, and that some parents/guardians will have questions about the curriculum. We respect a parent’s/guardian’s right to have their children not participate in Family Life lessons. MCPS has always held the policy of providing parental access to all Family Life materials for their review. MCPS has moved to a Google-based platform for storing and sharing curriculum materials among instructional staff. These materials are created for internal use only and are not published for general internet access. Parents/guardians may also arrange to view these materials electronically at their child’s school. MCPS personnel can log into the system on a school computer to allow parents/guardians an opportunity to view the lesson plans and visual aids. As always, paper copies of all Family Life curriculum materials are housed in school libraries for parental review. Parents/Guardians also still have the same right as always to opt their children out of Family Life instruction should they choose to do so. Teachers will provide an opt-out form to parents for this purpose.</p> <p><b>Other units of study include, but are not limited to:</b> Health Promotion, Social/Emotional/Mental Health and Awareness, Body Systems, Safety and Injury Prevention, Healthy Environment, Alcohol/Tobacco/Drug Use Prevention (Opioid Abuse Awareness), Violence Prevention and Healthy Relationships. Prevention partners in our community may be used to facilitate lessons in these areas. The Women’s Resource Center (WRC) of the New River Valley’s Peaceline Curriculum is presented in this course. This effective and evidence based prevention program addresses personal safety in relationships. WRC staff facilitate lessons that emphasize the importance of building healthy relationships through respect, equality, honesty, trust, and good communication.</p>									
<b>AMS</b>	•								
<b>BMS</b>	•								
<b>CMS</b>	•								
<b>SMS</b>	•								

# GRADE 6 ELECTIVE COURSES

Elective courses are an important part of the middle school program. In 6<sup>th</sup> grade, the curriculum includes exploratory courses in Fine Arts as well as Career & Technical Education (CTE) to provide students with a wide range of opportunities to explore new subjects and interests. Exposure to a wide range of elective courses will also help guide future elective course selections. A student’s [Academic & Career Plan \(ACP\)](#) will be used to assist in the selection of electives in 7<sup>th</sup> and 8<sup>th</sup> grade that align with the student’s academic and career interests.

**The 6<sup>th</sup> grade schedule includes 2 periods for elective courses.**

**NOTE:** Students who are identified as needing additional instruction in reading or math may be placed in an intervention course in lieu of an elective course.

- All 6<sup>th</sup> grade students will take a semester of Digital Technology Foundations and a semester of Career Investigations.**

<b>DIGITAL TECHNOLOGY FOUNDATIONS</b>		<b>MCPS Course Code</b>	61600	<b>High School Credit</b>	N	<b>Requirement</b>	Y
				<b>Course Type</b>	Semester	<b>SOL Test(s) Required</b>	N
<b>Grade Level</b>	6	All MCPS 6 <sup>th</sup> grade students are <b>REQUIRED</b> to take Digital Technology Foundations					
<b>Course Description:</b> (Formerly Digital Input Technologies) This foundation course introduces the use of relevant and emerging technologies, tools, and applications to prepare students for current workplace practices and everyday life. Students will demonstrate information processing using a variety of hardware and software and Internet-based tools to produce and integrate data in various formats. This course is designed for students wishing to progress through more advanced business and information technology coursework.							
<b>AMS</b>	•						
<b>BMS</b>	•						
<b>CMS</b>	•						
<b>SMS</b>	•						

<b>CAREER INVESTIGATIONS</b>		<b>MCPS Course Code</b>	90690	<b>High School Credit</b>	N	<b>Requirement</b>	Y
				<b>Course Type</b>	Semester	<b>SOL Test(s) Required</b>	N
<b>Grade Level</b>	6	All MCPS 6 <sup>th</sup> grade students are <b>REQUIRED</b> to take Career Investigations					
<b>Course Description:</b> This course allows students to explore career options and begin investigating career opportunities. Students assess their roles in society, identify their roles as workers, analyze their personal assets, complete a basic exploration of career clusters, select career pathways or occupations for further study, and create an <a href="#">Academic and Career Plan</a> based on the their academic and career interests. <b>Students will conduct a thorough review of the MCPS Middle School and High School Programs of Study to understand career and degree pathways available to them as they plan future coursework.</b> This course also helps students identify and demonstrate the workplace skills that employers desire in their future employees.							
<b>AMS</b>	•						
<b>BMS</b>	•						
<b>CMS</b>	•						
<b>SMS</b>	•						

2. 6<sup>th</sup> grade students will select ONE of the following options:

**OPTION 1 – Year-Long Fine Arts (Select 1):**

<b>BEGINNING BAND</b>			<b>MCPS Course Code</b>	92300	<b>High School Credit</b>		N	<b>Requirement</b>	N
					<b>Course Type</b>	Year-Long	<b>SOL Test(s) Required</b>	N	
<b>Grade Level</b>	6	<b>Prerequisite(s)</b>							
<p><b>Course Description:</b> This beginning level instrumental music course enables students to begin receiving instruction on wind and percussion instruments. In this course, students will demonstrate proper care of the instrument and become familiar with the functional mechanics of the instrument. They will demonstrate basic fingerings and tone production, and they count, read, and perform music at Solo Literature Grade Levels 1 and 2 of the Virginia Band and Orchestra Directors Association (VBODA). Students will begin to describe, respond to, interpret, and evaluate works of music and create basic variations of simple melodies. Students may use standard method books in either homogeneous or heterogeneous class settings. Students will also investigate career options in music. Students will be expected to complete individual practice outside of class time. Students will be required to attend school rehearsals and concerts. They also may be provided with opportunities to participate in other performance opportunities such as local, district, and regional events.</p>									
<b>AMS</b>	•								
<b>BMS</b>	•								
<b>CMS</b>	•								
<b>SMS</b>	•								

<b>BEGINNING CHORUS</b>			<b>MCPS Course Code</b>	92690	<b>High School Credit</b>		N	<b>Requirement</b>	N
					<b>Course Type</b>	Year-Long	<b>SOL Test(s) Required</b>	N	
<b>Grade Level</b>	6	<b>Prerequisite(s)</b>							
<p><b>Course Description:</b> This beginning level vocal music course enables students to obtain musical knowledge and skills in the choral setting. In this course, students will begin to develop choral skills, including singing in unison and two-part harmony, with emphasis on vocal production and technique. Students will learn to read, write, and compose music, using basic music theory. They will explore and perform music in a variety of music styles. In addition, students will develop an understanding of acceptable concert etiquette. Students will be expected to complete individual practice outside of class time. Students will be required to attend school rehearsals and concerts. They also may be provided with opportunities to participate in other performance opportunities such as local, district, and regional and state events.</p>									
<b>AMS</b>	•								
<b>BMS</b>	•								
<b>CMS</b>	•								
<b>SMS</b>	•								

<b>BEGINNING ART</b>			<b>MCPS Course Code</b>	91030	<b>High School Credit</b>		N	<b>Requirement</b>	N
					<b>Course Type</b>	Year-Long	<b>SOL Test(s) Required</b>	N	
<b>Grade Level</b>	6	<b>Prerequisite(s)</b>							
<p><b>Course Description:</b> This introductory visual arts course emphasizes exploration of studio processes. Using the elements of art and the principles of design as a framework, students will investigate a variety of art concepts. Individual expression is encouraged utilizing both 2D and 3D art processes while exploring a variety of artists, styles, media, and techniques. Through critical analysis and evaluation, students will determine how artists convey meaning through the use of forms, media, and symbols.</p>									
<b>AMS</b>	•								
<b>BMS</b>	•								
<b>CMS</b>	•								
<b>SMS</b>	•								

<b>BEGINNING THEATER</b>			<b>MCPS Course Code</b>	14000S (Sem) 14000 (YL)	<b>High School Credit</b>		N	<b>Requirement</b>	N
					<b>Course Type</b>	Semester or Year-Long		<b>SOL Test(s) Required</b>	N
<b>Grade Level</b>	6-7	<b>Prerequisite(s)</b>	None						
<p><b>Course Description:</b> In this course, develop creative, intuitive skills while increasing their understanding of theatre performance. They will focus on more complex experiences and expand their understanding of the cultural aspects of theatre. Students will continue to refine the collaborative creative process while developing their communication and critical-thinking skills. Students who did not take the grade 6 exploratory course will be introduced to the fundamental concepts of theatre and foster theatre literacy. Through experiences involving research, planning, scripting, production, and performance, students will acquire skills in communicating ideas, thinking critically, and solving problems collaboratively. As they develop creative, intuitive skills and increase their understanding of theatre performance, they will focus on more complex experiences and expand their understanding of the cultural aspects of theatre. Students will continue to refine the collaborative creative process while developing their communication and critical-thinking skills. This course prepares students for further theatrical study and nurtures an appreciation for the many forms of theatre.</p> <p>Students in this course may be required to attend after-school rehearsals and performances scheduled at other times outside of the regular school day. They also may be provided with opportunities to participate in other performance opportunities such as local, district, and regional events.</p>									
<b>AMS</b>	•	This course may be offered as a Semester or Year-Long Elective, based on sufficient student interest/demand and the availability of qualified staff.							
<b>BMS</b>	•								
<b>CMS</b>	•								
<b>SMS</b>	•								

**OPTION 2 – Exploratory Electives (Quarterly Rotations)**

**Students will select a TOTAL of 4 Courses from the Choices Below:**

- Students may select 1 Fine Arts Elective and 3 CTE Electives
- Students may select 2 Fine Arts Electives and 2 CTE Electives
- Students may select all 4 CTE Electives

**Based on student selections, elective courses with the most student interest will become part of the school’s “Electives Wheel(s)” for the school year.** All course offerings are dependent upon staff availability and sufficient student interest in the course. Schools often share elective teachers; therefore, it may not be possible to determine the availability of certain courses until master schedules are finalized in June of each year.

## Fine Arts Choices

<b>ART EXPLORATORY</b>			<b>MCPS Course Code</b>	91061	<b>High School Credit</b>		N	<b>Requirement</b>	N
					<b>Course Type</b>	9-Weeks		<b>SOL Test(s) Required</b>	N
<b>Grade Level</b>	6	<b>Prerequisite(s)</b>							
<p><b>Course Description:</b> This introductory visual arts course emphasizes exploration of studio processes. Using the elements of art and the principles of design as a framework, students will investigate a variety of art concepts. Individual expression is encouraged utilizing both 2D and 3D art processes while exploring a variety of artists, styles, media, and techniques. Through critical analysis and evaluation, students will determine how artists convey meaning through the use of forms, media, and symbols.</p>									
<b>AMS</b>	•	This course is only offered as part of the Grade 6 Elective Wheel							
<b>BMS</b>	•								
<b>CMS</b>	•								
<b>SMS</b>	•								

<b>MUSIC EXPLORATORY</b>			<b>MCPS Course Code</b>	92970	<b>High School Credit</b>		N	<b>Requirement</b>	N
					<b>Course Type</b>	9-Weeks	<b>SOL Test(s) Required</b>		N
<b>Grade Level</b>	6	<b>Prerequisite(s)</b>							
<p><b>Course Description:</b> This course enables students to continue acquiring musical knowledge and skills by singing, playing instruments, performing rhythms, moving to music, composing, and improvising. In this course, students will explore music theory by reading and writing music notation, and they will become familiar with a variety of musical styles and musical works from different periods of music history. Students will demonstrate an understanding of music and its relationship to history, culture, and other fields of knowledge, and they will become aware of the contributions of music to the quality of the human experience.</p>									
<b>AMS</b>	•	This course is only offered as part of the Grade 6 Elective Wheel							
<b>BMS</b>	•								
<b>CMS</b>	•								
<b>SMS</b>	•								

<b>THEATER EXPLORATORY</b>			<b>MCPS Course Code</b>	13900	<b>High School Credit</b>		N	<b>Requirement</b>	N
					<b>Course Type</b>	9-Weeks	<b>SOL Test(s) Required</b>		N
<b>Grade Level</b>	6	<b>Prerequisite(s)</b>							
<p><b>Course Description:</b> This course introduces students to the fundamental concepts of theatre and foster theatre literacy. Through experiences involving research, planning, scripting, production, and performance, students will acquire skills in communicating ideas, thinking critically, and solving problems collaboratively. This course prepares students for further theatrical study and nurtures an appreciation for the many forms of theatre.</p>									
<b>AMS</b>	•	This course is only offered as part of the Grade 6 Elective Wheel							
<b>BMS</b>	•								
<b>CMS</b>	•								
<b>SMS</b>	•								

## CTE Choices

<b>ROBOTICS EXPLORATORY</b>			<b>MCPS Course Code</b>	84650	<b>High School Credit</b>		N	<b>Requirement</b>	N
					<b>Course Type</b>	9-Weeks	<b>SOL Test(s) Required</b>		N
<b>Grade Level</b>	6	<b>Prerequisite</b>							
<p><b>Course Description:</b> Students engage in the study of basic robotics including applications within business and society. Topics include computer equipment and operating systems, robotics, programming, control systems, and social/cultural impact of these technologies.</p>									
<b>AMS</b>	•	This course is only offered as part of the Grade 6 Elective Wheel							
<b>BMS</b>	•								
<b>CMS</b>	•								
<b>SMS</b>	•								

<b>AGRISCIENCE EXPLORATORY</b>			<b>MCPS Course Code</b>	80090	<b>High School Credit</b>		N	<b>Requirement</b>	N
					<b>Course Type</b>	9-Weeks	<b>SOL Test(s) Required</b>		N
<b>Grade Level</b>	6	<b>Prerequisite</b>							
<b>Course Description:</b> Through project-based learning, technical skill development, and academic enrichment activities, students in Introduction to Agriscience will explore the importance of plant and animal agriculture, scientific principles, agricultural mechanics, natural resources management, career opportunities related to agriculture, agriscience, and agribusiness, and the benefits of FFA membership.									
<b>AMS</b>	•	This course is only offered as part of the Grade 6 Elective Wheel							
<b>BMS</b>	•								
<b>CMS</b>	•								
<b>SMS</b>	•								

<b>TECHNOLOGY EDUCATION EXPLORATORY</b>			<b>MCPS Course Code</b>	84810	<b>High School Credit</b>		N	<b>Requirement</b>	N
					<b>Course Type</b>	9-Weeks	<b>SOL Test(s) Required</b>		N
<b>Grade Level</b>	6	<b>Prerequisite(s)</b>							
<b>Course Description:</b> During this nine-week course, sixth-grade students develop a working knowledge of our technological world. Technology Education develops understanding of, and capability with, the principles, tools, materials, and processes integral to technological systems such as communication, production, power/energy, and transportation systems.									
<b>AMS</b>	•	This course is only offered as part of the Grade 6 Elective Wheel							
<b>BMS</b>	•								
<b>CMS</b>	•								
<b>SMS</b>	•								

<b>FAMILY &amp; CONSUMER SCIENCE EXPLORATORY</b>			<b>MCPS Course Code</b>	82060	<b>High School Credit</b>		N	<b>Requirement</b>	N
					<b>Course Type</b>	9-Weeks	<b>SOL Test(s) Required</b>		N
<b>Grade Level</b>	6	<b>Prerequisite(s)</b>							
<b>Course Description:</b> Family and Consumer Sciences Exploratory I prepares students for the demands of 21 <sup>st</sup> century living. This course provides a foundation for managing individual, family, career, and community roles and responsibilities. Students focus on areas of individual growth, goal setting, strengthening families, and awareness of personal safety and wellness. They also explore saving and spending practices, clothing care, food preparation, positive and caring relationships with others, and careers. Instruction emphasizes science, technology, engineering and mathematics (STEM) concepts, where appropriate.									
<b>AMS</b>	•	This course is only offered as part of the Grade 6 Elective Wheel							
<b>BMS</b>	•								
<b>CMS</b>	•								
<b>SMS</b>	•								

# GRADE 7 CORE COURSES

All incoming 7<sup>th</sup> grade students will have the opportunity to take a variety of courses during their second year of middle school. There are required courses and elective courses that students select.

## English/Language Arts Course Placement

MCPS provides a comprehensive English/Language Arts program to promote the achievement of every student. A key component of our program is ensuring that all secondary students are placed in English courses that deliver an appropriate level of challenge. The English 7 Honors course expands the regular English 7 curriculum and is designed for students who have displayed excellence in previous English courses and are motivated to put forth the time and effort to meet the demands of a more rigorous and accelerated course. Writing will be emphasized to prepare students for honors-level and AP/DE coursework in high school.

All MCPS middle schools collect and analyze multiple pieces of student data – including grades, test scores, and teacher recommendations – in order to make placement decisions. Initial placement decisions are made each spring based on available data for tentative scheduling purposes. Final placements are determined only after spring SOL test scores, final grades for the current English course, and other final data points are available. **Parents will be informed of English placement decisions for the coming school year before the end of the current school year.** Any additional data collected after an initial placement decision is made, and/or a student’s participation in summer school or other remediation program, may be considered in changing the placement decision. If parents/guardians wish to have a placement decision reconsidered, they may request a meeting with the principal at the end of the school year to review the data used to make final placement decisions.

**Math Course Placement** – all 7<sup>th</sup> grade students will be placed in an appropriately challenging mathematics course (Math 7, Advanced Math 7, or Algebra I Honors) based on a variety of data points ([see page 20 for more information](#)).

**Science Course Placement** – all 7<sup>th</sup> grade students will be placed in an appropriately challenging science course (Life Science or Advanced Science 7) based on a variety of data points ([see page 22 for more information](#)).

ENGLISH / LANGUAGE ARTS 7			MCPS Course Code	11100	High School Credit		N	Requirement	Y
Grade Level			Prerequisite(s)		Course Type	Year-Long	SOL Test(s) Required		Y
7									
<p><b>Course Description:</b> In this course, students continue to build upon skills previously taught in earlier grades. There is a continued emphasis on reading comprehension by comparing fiction and nonfiction texts. In fiction texts, students will identify elements of a variety of genres while focusing on an author’s style. There is an increased emphasis on nonfiction reading, and students will identify the source, point-of-view, and purpose of texts. Students will continue the study of word origins and roots and begin identifying connotations. They will also plan, draft, revise, and edit writing in a variety of forms with an <b>emphasis on expository and persuasive writing</b>. Students will write to develop and modify a central idea, tone, and voice to fit the audience and purpose. Students will continue to deliver multimodal presentations individually and in collaborative groups. They will also interpret information presented in diverse media formats. Students share responsibility for collaborative work, as both a contributor and a facilitator, while working for consensus to accomplish goals. They will apply research techniques to quote, summarize, and paraphrase research findings while properly citing sources. As in earlier grades, the meaning and consequences of plagiarism will be stressed. <b>All 7<sup>th</sup> grade students will take an end-of-course Reading SOL assessment.</b></p>									
ENGLISH / LANGUAGE ARTS 7 HONORS			1110H	Students will be placed in an Honors section (See Placement Statement Above)					
AMS			•						
BMS			•						
CMS			•						
SMS			•						

### Reading Remediation & Intervention

As students experience the increased rigor of English courses in middle school, needs-based remediation and interventions in reading and writing can be provided by their English teacher during the **Intervention & Enrichment (I/E) Period**. To support students who need more comprehensive assistance meeting grade-level expectations in reading, MCPS offers a stand-alone reading course (**Literacy Lab**). Instruction will focus on foundational literacy skills to provide support to students in their middle school courses, especially as they face a greater emphasis on nonfiction content area reading and higher expectations for writing proficiency. Literacy Lab provides additional instructional time to help students develop/strengthen and apply the skills and strategies necessary to be successful in middle school courses as well as to prepare students for success in high school English courses. Literacy Labs may utilize reading programs that include a combination of small group instruction, independent reading, and computer modules.

All MCPS middle schools collect and analyze multiple pieces of student data related to literacy performance – including grades, SOL test scores, performance on screening assessments, and teacher recommendations – in order to determine which students are placed in Literacy Lab. Initial placement decisions are made each spring based on available data for tentative scheduling purposes. Final placements are determined only after spring SOL test scores, final grades for the current English course, and other final data points are available. **Students who are performing two or more grade levels below grade level expectations will be placed in a section of Literacy Lab. Students who are at risk of not passing a reading and/or writing SOL test, or who have already failed a reading and/or writing SOL test, also may be assigned to Literacy Lab.**

**Parents will be informed if their child has met the placement criteria for an intervention course for the coming school year before the end of the current school year.** Any additional data collected after an initial placement decision is made, and/or a student’s participation in summer school or other remediation program, may be considered in changing the placement decision. If parents/guardians wish to have a placement decision reconsidered, they may request a meeting with the principal at the end of the school year to review the data used to make final placement decisions.

<b>LITERACY LAB 7</b>			<b>MCPS Course Code</b>	15175	<b>High School Credit</b>	N	<b>Requirement</b>	N
					<b>Course Type</b>	Year-Long	<b>SOL Test(s) Required</b>	N
<b>Grade Level</b>	7	<b>Prerequisite(s)</b>						
<b>Course Description:</b> This course is a stand-alone reading course designed to provide support to students in their middle school courses. Based upon individual student data related to literacy performance, students who are performing two or more grade levels below grade level expectations will be placed into an appropriate section of this course. Instruction will focus on foundational literacy skills to include word recognition, phonological awareness, developing reading fluency, and the language comprehension skills of questioning, visualizing, connecting, predicting, summarizing and monitoring understanding. Through team review of performance and educational needs related to special education IEP plans, English language learning LEP plans, or demonstrated skills deficits in data for general education students, students are placed into an appropriate section of this course.								
<b>AMS</b>	•							
<b>BMS</b>	•							
<b>CMS</b>	•							
<b>SMS</b>	•							

<b>ENGLISH AS A SECOND LANGUAGE 7 (ESL)</b>			<b>MCPS Course Code</b>	57902	<b>High School Credit</b>	N	<b>Requirement</b>	N
					<b>Course Type</b>	Year-Long	<b>SOL Test(s) Required</b>	N
<b>Grade Level</b>	7	<b>Prerequisite(s)</b>						
<b>Course Description:</b> This language-based course is designed to help students with proficiency levels of 1.0 - 2.5 learn basic English vocabulary and begin to develop knowledge of academic-based language through the support of an ESL teacher. Students in this course will participate in a structured language program as well as receive support within the general English / Language Arts classroom, whenever possible, from the ESL teacher.								
<b>Note:</b> MCPS provides direct services to all ESL students with proficiency levels of 1.0 - 4.3. Each ESL student will have an individual learning plan developed that will include the service model to be provided, depending upon their need. Students with proficiency levels between 2.5 and 4.3 will generally receive their direct/support services within the general education English or Mathematics courses through push-in services. They may also receive pull-out services depending upon their need and/or have additional intervention time scheduled with the ESL teacher to address specific learning needs and to help them become proficient in the use of the English language.								
<b>AMS</b>	•							
<b>BMS</b>	•							
<b>CMS</b>	•							
<b>SMS</b>	•							

<b>MATH 7</b>			<b>MCPS Course Code</b>	31110	<b>High School Credit</b>		N	<b>Requirement</b>	Y
					<b>Course Type</b>	Year-Long	<b>SOL Test(s) Required</b>	Y	
<b>Grade Level</b>	7	<b>Prerequisite(s)</b>							
<p><b>Course Description:</b> This course continues to emphasize the foundations of algebra. The standards address the concept of and operations with rational numbers. Students will build on the concept of ratios to solve problems involving proportional reasoning. Students will solve problems involving volume and surface area and focus on the relationships among the properties of quadrilaterals. Probability is investigated through comparing experimental results to theoretical expectations. Students continue to develop their understanding of solving linear equations and inequalities in one variable by applying the properties of real numbers. Students discern between proportional and non-proportional relationships and begin to develop a concept of slope as rate of change. An emphasis will be placed on the use of mathematical problem solving, communication, reasoning, connections, and representations to explore, understand, learn and do mathematics. Technology will be used purposefully as a tool to deepen learning experiences for students. <b>All students will take the required end-of-course SOL assessment test at the completion of this course (See <a href="#">page 21</a>).</b></p>									
<b>AMS</b>	•								
<b>BMS</b>	•								
<b>CMS</b>	•								
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**Math Remediation & Intervention**

As students experience the increased rigor of math courses in middle school, needs-based remediation and interventions can be provided by their math teacher during the **Intervention & Enrichment (I/E) Period**. To support students who need more comprehensive assistance meeting grade-level expectations in mathematics, **MCPS offers a supplemental math course** that is paired with the grade-level math course to provide students with targeted remediation and intervention. Additional instructional time and support allow students to develop/strengthen and apply their understanding of concepts, skills, and strategies in mathematics as they take their grade-level math course. These interventions will help students to be successful in their middle school math course and to become better prepared for success in future middle and high school math courses. All MCPS middle schools collect and analyze multiple pieces of student data – including grades, SOL test scores, performance on screening assessments, and teacher recommendations – in order to determine which students are placed in the Supplemental Math course. Initial placement decisions are made each spring based on available data for tentative scheduling purposes. Final placements are determined only after spring SOL test scores, final grades for the current math course, and other final data points are available. **Students who are at risk of not passing a math SOL test, or who have already failed a math SOL test, may be placed in the Supplemental Math course.**

**Parents will be informed if their child has met the placement criteria for an intervention course for the coming school year before the end of the current school year.** Any additional data collected after an initial placement decision is made, and/or a student’s participation in summer school or other remediation program, may be considered in changing the placement decision. If parents/guardians wish to have a placement decision reconsidered, they may request a meeting with the principal at the end of the school year to review the data used to make final placement decisions.

<b>MATH 7 SUPPLEMENTAL</b>			<b>MCPS Course Code</b>	31997	<b>High School Credit</b>		N	<b>Requirement</b>	N
					<b>Course Type</b>	Year-Long	<b>SOL Test(s) Required</b>	N	
<b>Grade Level</b>	7	<b>Prerequisite(s)</b>							
<p><b>Course Description:</b> This course is for entering seventh-grade students who need to strengthen their math skills as they begin their study of middle school math. Based upon individual student data related to mathematics performance (demonstrated by their individual performance on any diagnostic tests or grade-level SOL mathematics tests), <b>students who need targeted mathematics remediation and intervention will be placed into a section of Math 7 that is paired with this course in a double-period format.</b> Using assessment and intervention strategies, this course will provide instruction and targeted support on prerequisite and current concepts and skills in Math 7.</p>									
<b>AMS</b>	•								
<b>BMS</b>	•								
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<b>SMS</b>	•								

ADVANCED MATH 7			MCPS Course Code	3111T	High School Credit		Requirement	Y
					Course Type	Year-Long		
Grade Level	7	Prerequisite(s)						
<p><b>Course Description:</b> Students enrolled in Advanced Math 7 will experience a fast-paced, blended curriculum that highlights critical skills from the Math 7 curriculum, while fully engaging students in the Math 8 curriculum. This course continues to build on the concepts needed for success in high school level algebra, geometry, and statistics. Students will explore real numbers and the subsets of the real number system. Proportional reasoning is expounded upon as students solve a variety of problems. Students find the volume and surface area of more complex three-dimensional figures and apply transformations to geometric shapes in the coordinate plane. Students will verify and apply the Pythagorean Theorem creating a foundation for further study of triangular relationships in geometry. Students will represent data, both univariate and bivariate data, and make predictions by observing data patterns. Students build upon the algebraic concepts developed in the standards for grades six and seven mathematics, which include simplifying algebraic expressions, solving multistep equations and inequalities, and graphing linear functions. The grade eight standards are vital to providing a solid foundation for success in Algebra I. An emphasis will be placed on the use of mathematical problem solving, communication, reasoning, connections, and representations to explore, understand, learn and do mathematics. Technology will be used purposefully as a tool to deepen learning experiences for students. <b>All students will take the required end-of-course SOL assessment test at the completion of this course (See <a href="#">page 21</a>).</b></p>								
AMS	•							
BMS	•							
CMS	•							
SMS	•							

ALGEBRA I HONORS			MCPS Course Code	3130H	High School Credit		Requirement	Y
					Course Type	Year-Long		
Grade Level	7	Prerequisite(s)						
<p><b>Course Description:</b> This course extends students' knowledge and understanding of the real number system and its properties through the study of variables, expressions, equations, inequalities, and analysis of data derived from real-world phenomena. Use of a graphing calculator is considered essential to provide a graphical and numerical approach to topics in addition to a symbolic approach. Topics include linear equations and inequalities, systems of linear equations, relations, functions, polynomials, and statistics. This honors-level course extends the Algebra curriculum in the regular high school course and includes additional opportunities for application and problem solving. It is designed for students who have demonstrated success in previous mathematics courses and are motivated to meet the demands of a more rigorous and accelerated course. <b>Students will receive one high school credit in Math upon successful completion of this course. All students will take the end-of-course SOL assessment test for Algebra I at the completion of this course.</b></p>								
AMS	•							
BMS	•							
CMS	•							
SMS	•							

<b>US HISTORY II (1865 to Present)</b>			<b>MCPS Course Code</b>	23540	<b>High School Credit</b>		N	<b>Requirement</b>	Y
					<b>Course Type</b>	Year-Long	<b>SOL Test(s) Required</b>	Y	
<b>Grade Level</b>	7	<b>Prerequisite(s)</b>							
<p><b>Course Description:</b> In this course, students will continue to use skills for historical and geographical analysis as they examine American history since 1865. The standards for this course relate to the history of the United States from the Reconstruction era to the present. Students should continue to develop and build upon the fundamental concepts and skills in civics, economics, and geography within the context of United States history. Students will use investigation as a foundation to delve into the political, economic, and social challenges facing the nation once reunited after the Civil War. This foundation provides a pathway to develop an understanding of how the American experience shaped the world’s political and economic landscapes. This course will emphasize the historical thinking skills required for geographic analysis, economic decision making, and responsible citizenship. Students will apply these skills as they extend their understanding of the essential knowledge defined by all of the standards for history and social science. <b>All 7<sup>th</sup> grade students will take quarterly Performance-Based Assessments on the Standards of Learning for United States History from 1865 to the Present.</b></p>									
<b>AMS</b>	•								
<b>BMS</b>	•								
<b>CMS</b>	•								
<b>SMS</b>	•								

<b>LIFE SCIENCE</b>			<b>MCPS Course Code</b>	41150	<b>High School Credit</b>		N	<b>Requirement</b>	Y
					<b>Course Type</b>	Year-Long	<b>SOL Test(s) Required</b>	N	
<b>Grade Level</b>	7	<b>Prerequisite(s)</b>							
<p><b>Course Description:</b> In Life Science, students will develop a deeper understanding of the cellular structure, classification, and genetic inheritance of living things and their interactions within ecosystems. Concepts covered include cells, classifications of organisms, energy transfer, ecosystems, DNA, genetics, adaptations, evolution, and the relationship between human activity and ecosystem dynamics. Students will participate in hands-on activities, experimentation, and technology-based lessons. Fundamental scientific and engineering practices are embedded throughout this course.</p> <p><b>Students in Life Science will not take a SOL test in science in 7<sup>th</sup> grade. Students on this pathway who move on to Physical Science in 8<sup>th</sup> grade will take the Grade 8 Science SOL test at the completion of that course.</b></p>									
<b>AMS</b>	•								
<b>BMS</b>	•								
<b>CMS</b>	•								
<b>SMS</b>	•								

<b>ADVANCED SCIENCE 7</b>			<b>MCPS Course Code</b>	41353	<b>High School Credit</b>		N	<b>Requirement</b>	Y
					<b>Course Type</b>	Year-Long			
<b>Grade Level</b>	7	<b>Prerequisite(s)</b>							
<p><b>Course Description:</b> Students enrolled in Advanced Science 7 will experience a fast-paced, blended curriculum that highlights critical skills from the Physical Science Standards of Learning while fully engaging students in the Life Science Curriculum. In this integrated science course, students build on basic principles related to an understanding of change, cycles, patterns, and relationships in the living world. They explore the cellular organization and the classification of organisms; the dynamic relationships among organisms, populations, communities, and ecosystems; and change as a result of the transmission of genetic information from generation to generation. Additional topics will include the particle nature of matter, the organization and use of the periodic table, physical and chemical changes, and energy transfer and transformations. <b>All students will take Grade 8 Science SOL test at the completion of Advanced Science 7. These students will take Earth Science in 8<sup>th</sup> Grade.</b></p>									
<b>AMS</b>	•								
<b>BMS</b>	•								
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<b>HEALTH &amp; PHYSICAL EDUCATION 7</b>			<b>MCPS Course Code</b>	71200	<b>High School Credit</b>		N	<b>Requirement</b>	Y
					<b>Course Type</b>	Year-Long	<b>SOL Test(s) Required</b>	N	
<b>Grade Level</b>	7	<b>Prerequisite(s)</b>							
<p><b>Course Description:</b> This course is taught through instructional units both in a classroom setting, and in the gym through movement when appropriate. In this course, students will continue to develop competence in modified versions of various game/sport, rhythmic, and recreational activities. They will vary movement during dynamic and unpredictable game situations. Recreational pursuits will become an additional curriculum option, broadening lifelong physical activity options. The ability to analyze skill performance through observing and understanding critical elements (small, isolated parts of the whole skill or movement) will become increasingly apparent, as will the application of basic scientific principles of anatomical structures, movement principles, energy balance, and personal fitness. Students will relate the importance of physical activity to health, focusing particularly on obesity and stress. Students will achieve and maintain personal fitness standards and create plans by setting reasonable and appropriate goals for improvement or maintenance of health-related fitness. They will also continue to develop social skills and cooperative behaviors by demonstrating problem solving, conflict resolution, communication skills, appropriate etiquette, integrity, and respect for others. Activities include, but are not limited to traditional team sports, individual sports, recreational activities, fitness, and personal fitness activities.</p> <p>Health lessons are a component of this course. These lessons will provide a foundation for developing skills, attitudes and behaviors that will assist students in establishing healthy lifestyles. Students will generate and choose positive alternatives to risky behaviors. They will use skills to resist peer pressure and manage stress and anxiety. Students will be able to relate health choices to alertness, feelings, and performance at school or during physical activity. They will also exhibit a healthy lifestyle, interpret health information, and promote good health. Family Life Education is a component of the Health curriculum. MCPS understands that some of the topics presented in Family Life lessons may be sensitive, and that some parents/guardians will have questions about the curriculum. We respect a parent’s/guardian’s right to have their children not participate in Family Life lessons. MCPS has always held the policy of providing parental access to all Family Life materials for their review. MCPS has moved to a Google-based platform for storing and sharing curriculum materials among instructional staff. These materials are created for internal use only and are not published for general internet access. Parents/guardians may also arrange to view these materials electronically at their child’s school. MCPS personnel can log into the system on a school computer to allow parents/guardians an opportunity to view the lesson plans and visual aids. As always, paper copies of all Family Life curriculum materials are housed in school libraries for parental review. Parents/Guardians also still have the same right as always to opt their children out of Family Life instruction should they choose to do so. Teachers will provide an opt-out form to parents for this purpose.</p> <p><b>Other units of study include, but are not limited to:</b> Health Promotion, Social/Emotional/Mental Health and Awareness, Body Systems, Safety and Injury Prevention, Healthy Environment, Alcohol/Tobacco/Drug Use Prevention (Opioid Abuse Awareness), Violence Prevention and Healthy Relationships. Prevention partners in our community may be used to facilitate lessons in these areas. The Women’s Resource Center (WRC) of the New River Valley’s Peaceline Curriculum is presented in this course. This effective and evidence based prevention program addresses personal safety in relationships. WRC staff facilitate lessons that emphasize the importance of building healthy relationships through respect, equality, honesty, trust, and good communication.</p>									
<b>AMS</b>	•								
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# GRADE 8 CORE COURSES

All incoming 8<sup>th</sup> grade students will have the opportunity to take a variety of courses during their third year of middle school. There are required courses and elective courses that students select.

## English/Language Arts Course Placement

MCPS provides a comprehensive English/Language Arts program to promote the achievement of every student. A key component of our program is ensuring that all secondary students are placed in English courses that deliver an appropriate level of challenge. The English 8 Honors course expands the regular English 8 curriculum and is designed for students who have displayed excellence in previous English courses and are motivated to put forth the time and effort to meet the demands of a more rigorous and accelerated course. Writing will be emphasized to prepare students for honors-level and AP/DE coursework in high school.

All MCPS middle schools collect and analyze multiple pieces of student data – including grades, test scores, and teacher recommendations – in order to make placement decisions. Initial placement decisions are made each spring based on available data for tentative scheduling purposes. Final placements are determined only after spring SOL test scores, final grades for the current English course, and other final data points are available. **Parents will be informed of English placement decisions for the coming school year before the end of the current school year.** Any additional data collected after an initial placement decision is made, and/or a student’s participation in summer school or other remediation program, may be considered in changing the placement decision. If parents/guardians wish to have a placement decision reconsidered, they may request a meeting with the principal at the end of the school year to review the data used to make final placement decisions.

**Math Course Placement** – all 8<sup>th</sup> grade students will be placed in an appropriately challenging mathematics course (Math 8, Algebra I Honors, Geometry Honors) based on a variety of data points ([see page 20 for more information](#)).

**Science Course Placement** – all 8<sup>th</sup> grade students will be placed in an appropriately challenging science course (Physical Science or Earth Science) based on a variety of data points from their 6<sup>th</sup> and 7<sup>th</sup> grade science courses. Students will earn a high school science credit by achieving a passing grade in Earth Science. All students in Physical Science and Earth Science are required to take an SOL test at the conclusion of those courses.

ENGLISH / LANGUAGE ARTS 8			MCPS Course Code	11200	High School Credit		N	Requirement	Y
Grade Level			8	Prerequisite(s)		Course Type	Year-Long	SOL Test(s) Required	Y
<p><b>Course Description:</b> In this course, students continue to build upon skills previously learned in earlier grades. There is a continued emphasis on reading comprehension by comparing fiction and nonfiction texts. In fiction texts, students will explain the development of theme(s), and compare/contrast authors’ styles. There will be an increased emphasis on nonfiction reading, and students will analyze authors’ qualifications, point-of-view, and style. Students will continue the study of word origins, roots, connotations, and denotations. They will also plan, draft, revise, and edit while writing in a variety of forms with an <b>emphasis on expository and persuasive writing</b>. Students will compose a thesis statement and defend a position with reasons and evidence. Students will evaluate, analyze, develop, and produce media messages. They will create multimodal presentations that include different points-of-view, and collaborate with others to exchange ideas, make decisions, and solve problems. Students will apply research techniques to analyze information gathered from diverse sources by identifying misconceptions and possible bias. They will also cite primary and secondary sources using MLA style sheet. As in earlier grades, the meaning and consequences of plagiarism will be stressed. <b>All 8<sup>th</sup> grade students will take a Writing SOL assessment in the spring and an end-of-course Reading SOL assessment.</b></p>									
ENGLISH / LANGUAGE ARTS 8 HONORS			1120H						
AMS	•								
BMS	•								
CMS	•								
SMS	•								

**Reading Remediation & Intervention**

As students experience the increased rigor of English courses in middle school, needs-based remediation and interventions in reading and writing can be provided by their English teacher during the **Intervention & Enrichment (I/E) Period**. To support students who need more comprehensive assistance meeting grade-level expectations in reading, MCPS offers a stand-alone reading course (**Literacy Lab**). Instruction will focus on foundational literacy skills to provide support to students in their middle school courses, especially as they face a greater emphasis on nonfiction content area reading and higher expectations for writing proficiency. Literacy Lab provides additional instructional time to help students develop/strengthen and apply the skills and strategies necessary to be successful in middle school courses as well as to prepare students for success in high school English courses. Literacy Labs may utilize reading programs that include a combination of small group instruction, independent reading, and computer modules.

All MCPS middle schools collect and analyze multiple pieces of student data related to literacy performance – including grades, SOL test scores, performance on screening assessments, and teacher recommendations – in order to determine which students are placed in Literacy Lab. Initial placement decisions are made each spring based on available data for tentative scheduling purposes. Final placements are determined only after spring SOL test scores, final grades for the current English course, and other final data points are available. **Students who are performing two or more grade levels below grade level expectations will be placed in a section of Literacy Lab. Students who are at risk of not passing a reading and/or writing SOL test, or who have already failed a reading and/or writing SOL test, also may be assigned to Literacy Lab.**

**Parents will be informed if their child has met the placement criteria for an intervention course for the coming school year before the end of the current school year.** Any additional data collected after an initial placement decision is made, and/or a student’s participation in summer school or other remediation program, may be considered in changing the placement decision. If parents/guardians wish to have a placement decision reconsidered, they may request a meeting with the principal at the end of the school year to review the data used to make final placement decisions.

<b>LITERACY LAB 8</b>			<b>MCPS Course Code</b>	15176	<b>High School Credit</b>		N	<b>Requirement</b>	N
					<b>Course Type</b>	Year-Long		<b>SOL Test(s) Required</b>	N
<b>Grade Level</b>	8	<b>Prerequisite(s)</b>							
<b>Course Description:</b> This course is a stand-alone reading course designed to provide support to students in their middle school courses. Based upon individual student data related to literacy performance, students who are performing two or more grade levels below grade level expectations will be placed into an appropriate section of this course. Instruction will focus on foundational literacy skills to include word recognition, phonological awareness, developing reading fluency, and the language comprehension skills of questioning, visualizing, connecting, predicting, summarizing and monitoring understanding. Through team review of performance and educational needs related to special education IEP plans, English language learning LEP plans, or demonstrated skills deficits in data for general education students, students are placed into an appropriate section of this course.									
<b>AMS</b>	•								
<b>BMS</b>	•								
<b>CMS</b>	•								
<b>SMS</b>	•								

<b>ENGLISH AS A SECOND LANGUAGE (ESL)</b>			<b>MCPS Course Code</b>	57903	<b>High School Credit</b>		N	<b>Requirement</b>	N
					<b>Course Type</b>	Year-Long		<b>SOL Test(s) Required</b>	N
<b>Grade Level</b>	8	<b>Prerequisite(s)</b>							
<b>Course Description:</b> This language-based course is designed to help students with proficiency levels of 1.0 - 2.5 learn basic English vocabulary and begin to develop knowledge of academic-based language through the support of an ESL teacher. Students in this course will participate in a structured language program as well as receive support within the general English / Language Arts classroom, whenever possible, from the ESL teacher.									
<b>Note:</b> MCPS provides direct services to all ESL students with proficiency levels of 1.0 - 4.3. Each ESL student will have an individual learning plan developed that will include the service model to be provided, depending upon their need. Students with proficiency levels between 2.5 and 4.3 will generally receive their direct/support services within the general education English or Mathematics courses through push-in services. They may also receive pull-out services depending upon their need and/or have additional intervention time scheduled with the ESL teacher to address specific learning needs and to help them become proficient in the use of the English language.									
<b>AMS</b>	•								
<b>BMS</b>	•								
<b>CMS</b>	•								
<b>SMS</b>	•								

<b>MATH 8</b>			<b>MCPS Course Code</b>	31120	<b>High School Credit</b>		N	<b>Requirement</b>	Y
					<b>Course Type</b>	Year-Long		<b>SOL Test(s) Required</b>	Y
<b>Grade Level</b>	8	<b>Prerequisite(s)</b>							
<p><b>Course Description:</b> This course continues to build on the concepts needed for success in high school level algebra, geometry, and statistics. Students will explore real numbers and the subsets of the real number system. Proportional reasoning is expounded upon as students solve a variety of problems. Students find the volume and surface area of more complex three-dimensional figures and apply transformations to geometric shapes in the coordinate plane. Students will verify and apply the Pythagorean Theorem creating a foundation for further study of triangular relationships in geometry. Students will represent data, both univariate and bivariate data, and make predictions by observing data patterns. Students build upon the algebraic concepts developed in the standards for grades six and seven mathematics, which include simplifying algebraic expressions, solving multistep equations and inequalities, and graphing linear functions. The grade eight standards are vital to providing a solid foundation for success in Algebra I. An emphasis will be placed on the use of mathematical problem solving, communication, reasoning, connections, and representations to explore, understand, learn and do mathematics. Technology will be used purposefully as a tool to deepen learning experiences for students. <b>All students will take the required end-of-course SOL assessment test at the completion of this course (See <a href="#">page 21</a>).</b></p>									
<b>AMS</b>	•								
<b>BMS</b>	•								
<b>CMS</b>	•								
<b>SMS</b>	•								

**Math Remediation & Intervention**

As students experience the increased rigor of math courses in middle school, needs-based remediation and interventions can be provided by their math teacher during the **Intervention & Enrichment (I/E) Period**. To support students who need more comprehensive assistance meeting grade-level expectations in mathematics, **MCPS offers a supplemental math course** that is paired with the grade-level math course to provide students with targeted remediation and intervention. Additional instructional time and support allow students to develop/strengthen and apply their understanding of concepts, skills, and strategies in mathematics as they take their grade-level math course. These interventions will help students to be successful in their middle school math course and to become better prepared for success in future middle and high school math courses. All MCPS middle schools collect and analyze multiple pieces of student data – including grades, SOL test scores, performance on screening assessments, and teacher recommendations – in order to determine which students are placed in the Supplemental Math course. Initial placement decisions are made each spring based on available data for tentative scheduling purposes. Final placements are determined only after spring SOL test scores, final grades for the current math course, and other final data points are available. **Students who are at risk of not passing a math SOL test, or who have already failed a math SOL test, may be placed in the Supplemental Math course.**

**Parents will be informed if their child has met the placement criteria for an intervention course for the coming school year before the end of the current school year.** Any additional data collected after an initial placement decision is made, and/or a student’s participation in summer school or other remediation program, may be considered in changing the placement decision. If parents/guardians wish to have a placement decision reconsidered, they may request a meeting with the principal at the end of the school year to review the data used to make final placement decisions.

<b>MATH 8 SUPPLEMENTAL</b>			<b>MCPS Course Code</b>	31998	<b>High School Credit</b>		N	<b>Requirement</b>	N
					<b>Course Type</b>	Year-Long		<b>SOL Test(s) Required</b>	N
<b>Grade Level</b>	8	<b>Prerequisite(s)</b>							
<p><b>Course Description:</b> This course is for entering seventh-grade students who need to strengthen their math skills as they begin their study of middle school math. Based upon individual student data related to mathematics performance (demonstrated by their individual performance on any diagnostic tests or grade-level SOL mathematics tests), <b>students who need targeted mathematics remediation and intervention will be placed into a section of Math 8 that is paired with this course in a double-period format.</b> Using assessment and intervention strategies, this course will provide instruction and targeted support on prerequisite and current concepts and skills in Math 8.</p>									
<b>AMS</b>	•								
<b>BMS</b>	•								
<b>CMS</b>	•								
<b>SMS</b>	•								

<b>ALGEBRA I HONORS</b>			<b>MCPS Course Code</b>	3130H	<b>High School Credit</b>		Y	<b>Requirement</b>	Y
					<b>Course Type</b>	Year-Long		<b>SOL Test(s) Required</b>	Y
<b>Grade Level</b>	8	<b>Prerequisite(s)</b>							
<p><b>Course Description:</b> This course extends students' knowledge and understanding of the real number system and its properties through the study of variables, expressions, equations, inequalities, and analysis of data derived from real-world phenomena. Use of a graphing calculator is considered essential to provide a graphical and numerical approach to topics in addition to a symbolic approach. Topics include linear equations and inequalities, systems of linear equations, relations, functions, polynomials, and statistics. This honors-level course extends the Algebra curriculum in the regular high school course and includes additional opportunities for application and problem solving. It is designed for students who have demonstrated success in previous mathematics courses and are motivated to meet the demands of a more rigorous and accelerated course. <b>Students will receive one high school credit in Math upon successful completion of this course. All students will take the end-of-course SOL assessment test for Algebra I at the completion of this course.</b></p>									
<b>AMS</b>	•								
<b>BMS</b>	•								
<b>CMS</b>	•								
<b>SMS</b>	•								

<b>GEOMETRY HONORS</b>			<b>MCPS Course Code</b>	3143H	<b>High School Credit</b>		Y	<b>Requirement</b>	Y
					<b>Course Type</b>	Year-Long		<b>SOL Test(s) Required</b>	Y
<b>Grade Level</b>	8	<b>Prerequisite(s)</b>		Algebra I					
<p><b>Course Description:</b> This course emphasizes two- and three-dimensional reasoning skills, coordinate and transformational geometry, and the use of geometric models to solve problems. Course content includes properties of geometric figures, trigonometric relationships, and reasoning to justify conclusions. Methods of justification include paragraph proofs, two-column proofs, indirect proofs, coordinate proofs, algebraic methods, and verbal arguments. A variety of applications and general problem-solving techniques, including algebraic skills, will be used. Graphing calculators will be used to assist in teaching and learning. This honors-level course extends the Geometry curriculum in the regular high school course and includes additional opportunities for application and problem solving. It is designed for students who have demonstrated success in previous mathematics courses and are motivated to meet the demands of a more rigorous and accelerated course. <b>Students will receive one high school credit in Math upon successful completion of this course. All students will take the end-of-course SOL assessment test for Geometry at the completion of this course.</b></p>									
<b>AMS</b>	•								
<b>BMS</b>	•								
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<b>CIVICS &amp; ECONOMICS</b>			<b>MCPS Course Code</b>	23570	<b>High School Credit</b>		N	<b>Requirement</b>	Y
					<b>Course Type</b>	Year-Long		<b>SOL Test(s) Required</b>	Y
<b>Grade Level</b>	8	<b>Prerequisite(s)</b>							
<p><b>Course Description:</b> In this course, students will examine the roles citizens play in the political, governmental, and economic systems in the United States. Students will examine the foundational documents and principles with which the constitutions of Virginia and the United States were established, identify the rights, duties, and responsibilities of citizens, and describe the structure and operation of government at the local, state, and national levels. Through the economics standards, students will compare the United States economy to other types of economies and consider the government’s role in the United States economy. Students will investigate the process by which decisions are made in the American market economy and explain the government’s role in the United States economy. The standards identify personal character traits, such as patriotism, respect for the law, willingness to perform public service, and a sense of civic duty, that facilitate thoughtful and effective active participation in the civic life of an increasingly diverse democratic society. This course will emphasize the intellectual and practical skills required for responsible citizenship. Students will learn to consider their own talents, aptitudes, personalities, and market demand as they explore future decisions. Students will practice these skills both inside and outside the classroom as they extend their understanding of the essential knowledge defined by the standards for Civics and Economics. <b>All 8<sup>th</sup> grade students will take the end-of-course SOL assessment test for Civics and Economics at the completion of this course. These students may also take quarterly Performance-Based Assessments on the Standards of Learning for Civics &amp; Economics.</b></p>									
<b>AMS</b>	•								
<b>BMS</b>	•								
<b>CMS</b>	•								
<b>SMS</b>	•								

<b>PHYSICAL SCIENCE</b>			<b>MCPS Course Code</b>	41250 or 41250S	<b>High School Credit</b>		N	<b>Requirement</b>	Y
					<b>Course Type</b>	Year-Long or Semester		<b>SOL Test(s) Required</b>	Y
<b>Grade Level</b>	8	<b>Prerequisite(s)</b>							
<p><b>Course Description:</b> This course stresses an in-depth understanding of the nature and structure of matter and the characteristics of energy. Major areas covered by the course include the particle nature of matter, the organization and use of the periodic table; physical and chemical changes; energy transfer and transformations; properties of longitudinal and transverse waves; electricity and magnetism; and work, force, and motion. The students continue to build on skills of systematic investigation with a clear focus on variables and repeated trials. Validating conclusions using evidence and data becomes increasingly important at this level. Mathematics, computational thinking, and experience in the engineering design process gain importance as students advance in their scientific thinking. <b>These students will take the end-of-course SOL assessment test for Physical Science at the completion of this course.</b></p>									
<b>AMS</b>	•	Students who took and passed Advanced Science 7 in 7 <sup>th</sup> grade will take Earth Science Honors in 8 <sup>th</sup> grade.							
<b>BMS</b>	•								
<b>CMS</b>	•								
<b>SMS</b>	•								

<b>EARTH SCIENCE HONORS</b>			<b>MCPS Course Code</b>	4210	<b>High School Credit</b>		Y	<b>Requirement</b>	Y
					<b>Course Type</b>	Year-Long	<b>SOL Test(s) Required</b>	Y	
<b>Grade Level</b>	8	<b>Prerequisite(s)</b>							
<p><b>Course Description:</b> This course focuses on the complex nature of the Earth system, including Earth’s composition, structure, processes, and history; its atmosphere, fresh water, and oceans; and its environment in space as a set of complex, interacting and overlapping systems. The course emphasizes historical contributions in the development of scientific thought about Earth and space. The standards stress the interpretation of maps, charts, tables, and profiles; the use of technology, including geographic information systems (GIS), to collect, analyze, and report data; and using science skills in systematic investigation. Problem-solving and decision-making are an integral part of the course, especially as they relate to the costs and benefits of using Earth’s resources. Mathematics, computational thinking, and experience with the engineering design process are important as students advance in their scientific thinking. <b>These students will take the end-of-course SOL assessment test for Earth Science at the completion of this course.</b></p>									
<b>AMS</b>	•								
<b>BMS</b>	•								
<b>CMS</b>	•								
<b>SMS</b>	•								

HEALTH & PHYSICAL EDUCATION 8			MCPS Course Code	72000 or 72000S	High School Credit		Requirement	Y
					Course Type	Year-Long or Semester		
Grade Level	8	Prerequisite(s)						
<p><b>Course Description:</b> This course is taught through instructional units both in a classroom setting, and in the gym through movement when appropriate. In this course, students will demonstrate competence in skillful movement in modified, dynamic game/sport situations and in a variety of rhythmic and recreational activities. They will transition from modified versions of movement forms to more complex applications across all types of activities. Students will apply knowledge of major body structures to explain how body systems interact with and respond to physical activity and how structures help the body create movement. Students will explain the relationship between nutrition, activity, and body composition to deepen understanding of energy balance. They will also demonstrate socially responsible behavior as they show respect for others, make reasoned and appropriate choices, resist negative peer pressure, and exhibit integrity and fair play to achieve individual and group goals in the physical activity setting. Students will be able to set goals, track progress, and participate in physical activities to improve health-related fitness, as well as have a repertoire of abilities across a variety of game/sport, dance, and recreational pursuits and begin to develop competence in specialized versions of lifelong game/sport activities.</p> <p>Health lessons are a component of this course. These lessons will provide a foundation for developing skills, attitudes and behaviors that will assist students in establishing healthy lifestyles. Students will have an understanding of the origins and causes of diseases, including the relationship between family history and certain health risks. They will begin to relate short- and long-term consequences of health choices and apply health skills to specific personal, family, and community health concerns. Students will be able to discern relationships among all components of health and wellness and knowledgeably use consumer information. Family Life Education is a component of the Health curriculum. MCPS understands that some of the topics presented in Family Life lessons may be sensitive, and that some parents/guardians will have questions about the curriculum. We respect a parent's/guardian's right to have their children not participate in Family Life lessons. MCPS has always held the policy of providing parental access to all Family Life materials for their review. MCPS has moved to a Google-based platform for storing and sharing curriculum materials among instructional staff. These materials are created for internal use only and are not published for general internet access. Parents/guardians may also arrange to view these materials electronically at their child's school. MCPS personnel can log into the system on a school computer to allow parents/guardians an opportunity to view the lesson plans and visual aids. As always, paper copies of all Family Life curriculum materials are housed in school libraries for parental review. Parents/Guardians also still have the same right as always to opt their children out of Family Life instruction should they choose to do so. Teachers will provide an opt-out form to parents for this purpose.</p> <p><b>Other units of study include, but are not limited to:</b> Health Promotion, Social/Emotional/Mental Health and Awareness, Body Systems, Safety and Injury Prevention, Healthy Environment, Alcohol/Tobacco/Drug Use Prevention (Opioid Abuse Awareness), Violence Prevention and Healthy Relationships. Prevention partners in our community may be used to facilitate lessons in these areas. The Women's Resource Center (WRC) of the New River Valley's Peaceline Curriculum is presented in this course. This effective and evidence based prevention program addresses personal safety in relationships. WRC staff facilitate lessons that emphasize the importance of building healthy relationships through respect, equality, honesty, trust, and good communication.</p>								
AMS	•	<b>Year-Long HPE 8 is REQUIRED</b> <b>8<sup>th</sup> Graders in World Language and Year-long Fine Arts</b> may be given permission to "opt out" of HPE in order to take CTE Electives that are aligned with their Academic & Career Plans <b>(Semester HPE 8 may be available as an elective option)</b>						
BMS	•							
CMS	•							
SMS	•							

## ELECTIVES (Grades 7 & 8)

All middle school students will have the opportunity to enroll in a variety of elective courses in each year of middle school. Many of these courses are offered at multiple grade levels. Therefore, students who are not enrolled in a course they requested as a 7<sup>th</sup> grader, they may be enrolled in it as an 8<sup>th</sup> grader. Students who are placed in a reading or math intervention course will use one of their elective periods to be in that course.

### Fine Arts

INTERMEDIATE BAND			MCPS Course Code	92310	High School Credit	N	Requirement	N
					Course Type	Year-Long	SOL Test(s) Required	N
Grade Level	7	Prerequisite(s)	This course is open to students who completed Beginning Band in 6 <sup>th</sup> Grade AND 7 <sup>th</sup> Grade students who are first-time band students.					
<p><b>Course Description:</b> This intermediate level instrumental music course enables students to continue to develop basic musicianship and music literacy. In this course, students will perform scales and music in a wider range of keys, and perform music at Solo Literature Grade Levels 1–3 of the Virginia Band and Orchestra Directors Association (VBODA). Ensemble skills become more developed as students participate in intermediate-level ensemble settings. Through playing and writing, students will create melodic variations. They will describe musical concepts, respond to music, investigate the relationship of music to other disciplines, and analyze various cultures, musical styles, composers, and historical periods. Students will also compare and contrast career options in music. Students will be expected to complete individual practice outside of class time. Students will be required to attend school rehearsals and concerts. They also may be provided with opportunities to participate in other performance opportunities such as local, district, and regional events.</p>								
AMS	•							
BMS	•							
CMS	•							
SMS	•							

ADVANCED BAND			MCPS Course Code	92290	High School Credit	N	Requirement	N
					Course Type	Year-Long	SOL Test(s) Required	N
Grade Level	8	Prerequisite(s)	Intermediate Band					
<p><b>Course Description:</b> This advanced level instrumental music course enables students to acquire more advanced technical and expressive skills and demonstrate a mature level of musicianship. In this course, students will demonstrate alternate fingerings while playing the required scales, arpeggios, and rudiments in more complex rhythmic patterns. Percussion students will become more proficient in the use of mallet instruments, timpani, and auxiliary instruments. Through playing and writing, students will create expressive rhythmic and melodic variations. They will perform music at Solo Literature Grade Levels 2–4 of the Virginia Band and Orchestra Directors Association (VBODA). Students will also discuss and evaluate characteristics of personal performances and compositions, as well as the works of others. Students will also research career options in music. Students will be expected to complete individual practice outside of class time. Students will be required to attend school rehearsals and concerts. They also may be provided with opportunities to participate in other performance opportunities such as local, district, and regional events. Introduction to marching techniques may begin at this level. <b>Eighth (8<sup>th</sup>) grade students in Advanced Band are eligible to participate in Marching Band at the high school within their attendance zone.</b></p>								
AMS	•							
BMS	•							
CMS	•							
SMS	•							

INTERMEDIATE CHORUS			MCPS Course Code	92700	High School Credit		N	Requirement	N
					Course Type	Year-Long		SOL Test(s) Required	N
Grade Level	7	Prerequisite(s)	Intended for students in grade 7 who have successfully completed one year of choral instruction or who can pass a performance proficiency evaluation. Students who were not in choir in grade 6 need the choral director's approval to take this course.						
<p><b>Course Description:</b> This intermediate level vocal music course enables students to build upon the skills and knowledge acquired at the beginning level. In this course, students will continue the development of vocal production techniques and ensemble participation. Opportunities will be provided for students to explore choral music as a means of expression and communication. Through the collaborative environment of the choral setting, students will develop an understanding of teamwork and leadership skills. Students will be expected to complete individual practice outside of class time. Students will be required to attend school rehearsals and concerts. They also may be provided with opportunities to participate in other performance opportunities such as local, district, and regional and state events.</p>									
AMS	•								
BMS	•								
CMS	•								
SMS	•								

ADVANCED CHORUS			MCPS Course Code	92710	High School Credit		N	Requirement	N
					Course Type	Year-Long		SOL Test(s) Required	N
Grade Level	8	Prerequisite(s)	Intended for students in grade 8 who have successfully completed 1-2 years of choral instruction or who can pass a performance proficiency evaluation. Students who were not in choir in grade 6 or 7 need the choral director's approval to take this course.						
<p><b>Course Description:</b> This advanced level vocal music course enables students to build upon the skills and knowledge acquired at the intermediate level. As students perform choral works and sight-read materials, they will expand their performance abilities and creativity. Through the collaborative environment of the choral setting, students will demonstrate teamwork and display leadership skills. They will develop an understanding of, and appreciation for, vocal/choral music and its relationship to other disciplines. Students will be expected to complete individual practice outside of class time. Students will be required to attend school rehearsals and concerts. They also may be provided with opportunities to participate in other performance opportunities such as local, district, and regional and state events.</p>									
AMS	•								
BMS	•								
CMS	•								
SMS	•								

<b>AUDITION LEVEL CHORUS</b>			<b>MCPS Course Code</b>	92962 or 92963	<b>High School Credit</b>		N	<b>Requirement</b>	N
					<b>Course Type</b>	Year-Long		<b>SOL Test(s) Required</b>	N
<b>Grade Level</b>	7-8	<b>Prerequisite(s)</b>	Students interested in this ensemble must audition with the choral director.						
<p><b>Course Description:</b> This vocal music course enables students who have excelled in the choral program to participate in an audition-based ensemble. The course emphasizes continued development in vocal and choral techniques, music reading and theory skills, and diction in a variety of languages. The choir sings unison, two- three- and four-part harmony both accompanied and a cappella. Grade III and IV literature will be performed. This ensemble will perform music from a variety of time periods (Renaissance, Baroque, Classical, Romantic, and Contemporary), styles and cultures. Students will be expected to complete individual practice outside of class time. This is a performance-based course and, as such, students will be required to attend rehearsals and performances. Performances are presented throughout the school year and students may participate in the honor choirs offered at the county, district, state, regional, and national levels. Students may also have the opportunity to perform as soloists and in small ensembles as well as in a full choir.</p>									
<b>AMS</b>									
<b>BMS</b>	•	At BMS, this ensemble is called the Bel Canto Singers (92962)							
<b>CMS</b>	•	At CMS, this ensemble is called the Bella Voce Singers (92963)							
<b>SMS</b>									

<b>BOYS' CHOIR</b>			<b>MCPS Course Code</b>	92964	<b>High School Credit</b>		N	<b>Requirement</b>	N
					<b>Course Type</b>	Year-Long		<b>SOL Test(s) Required</b>	N
<b>Grade Level</b>	7-8	<b>Prerequisite(s)</b>	Boys' Choir is open to boys in grades 7-8 who have successfully completed one year of choral instruction or who can pass a performance proficiency evaluation. Boys who were not in choir in grades 6 or 7 need the choral director's approval to take this course.						
<p><b>Course Description:</b> This course will review basic vocal techniques, music fundamentals, and basic sight reading skills. Students will continue to increase their musicianship and musical knowledge and will work toward becoming independent singers. Music from many genres, time periods, and cultures will be studied and performed. Students will continue learning proper diction for singing in multiple languages. Students will sing in unison, two and three part harmony (and sometimes four part harmony) using treble through bass vocal ranges. Performances will be given throughout the school year. Students will be expected to complete individual practice outside of class time. Students will be required to attend school rehearsals and concerts. They also may be provided with opportunities to participate in other performance opportunities such as local, district, and regional and state events.</p>									
<b>AMS</b>									
<b>BMS</b>	•	This choir may be combined with another vocal ensemble if an insufficient number of students registered in the course or a scheduling conflict prevents this course from being offered.							
<b>CMS</b>									
<b>SMS</b>									

<b>GUITAR</b>			<b>MCPS Course Code</b>	9245M	<b>High School Credit</b>		N	<b>Requirement</b>	N
					<b>Course Type</b>	Semester			
<b>Grade Level</b>	7-8	<b>Prerequisite(s)</b>							
<p><b>Course Description:</b> This course enables students to begin receiving instruction on acoustic guitar. In this course. Students will demonstrate proper care of the instrument and become familiar with the functional mechanics of the guitar. They will demonstrate basic positions, right-hand and left-hand techniques, and tone production. Students will count, read, and perform music of varying styles and levels of difficulty. They will begin to describe, respond to, interpret, and evaluate works of music and create basic variations of simple melodies. Students will also investigate career options in music. Students may use standard method books in class settings.</p>									
<b>AMS</b>	•	May be offered at any middle school based on sufficient student interest/demand and the availability of qualified staff.							
<b>BMS</b>									
<b>CMS</b>									
<b>SMS</b>									

<b>GENERAL MUSIC</b>			<b>MCPS Course Code</b>	92110	<b>High School Credit</b>		N	<b>Requirement</b>	N
					<b>Course Type</b>	Semester			
<b>Grade Level</b>	7-8	<b>Prerequisite(s)</b>							
<p><b>Course Description:</b> This course enables students to continue acquiring musical knowledge and skills by singing, playing instruments, performing rhythms, moving to music, composing, and improvising. In this course, students will explore music theory by reading and writing music notation, and they will become familiar with a variety of musical styles and musical works from different periods of music history. Students will demonstrate an understanding of music and its relationship to history, culture, and other fields of knowledge, and they will become aware of the contributions of music to the quality of the human experience.</p>									
<b>AMS</b>	•	May be offered at any middle school based on sufficient student interest/demand and the availability of qualified staff.							
<b>BMS</b>									
<b>CMS</b>	•								
<b>SMS</b>	•								

**Theater Arts Requirements:** Students in each of the following Theater courses may be required to attend after-school rehearsals and performances scheduled at other times outside of the regular school day. They also may be provided with opportunities to participate in other performance opportunities such as local, district, and regional events.

<b>BEGINNING THEATER</b>			<b>MCPS Course Code</b>	14000S (Sem) 14000 (YL)	<b>High School Credit</b>		N	<b>Requirement</b>	N
					<b>Course Type</b>	Semester or Year-Long		<b>SOL Test(s) Required</b>	N
<b>Grade Level</b>	6-7	<b>Prerequisite(s)</b>	None						
<p><b>Course Description:</b> In this course, develop creative, intuitive skills while increasing their understanding of theatre performance. They will focus on more complex experiences and expand their understanding of the cultural aspects of theatre. Students will continue to refine the collaborative creative process while developing their communication and critical-thinking skills. Students who did not take the grade 6 exploratory course will be introduced to the fundamental concepts of theatre and foster theatre literacy. Through experiences involving research, planning, scripting, production, and performance, students will acquire skills in communicating ideas, thinking critically, and solving problems collaboratively. As they develop creative, intuitive skills and increase their understanding of theatre performance, they will focus on more complex experiences and expand their understanding of the cultural aspects of theatre. Students will continue to refine the collaborative creative process while developing their communication and critical-thinking skills. This course prepares students for further theatrical study and nurtures an appreciation for the many forms of theatre.</p>									
<b>AMS</b>	•	This course may be offered as a Semester or Year-Long Elective, based on sufficient student interest/demand and the availability of qualified staff.							
<b>BMS</b>	•								
<b>CMS</b>	•								
<b>SMS</b>	•								

<b>INTERMEDIATE THEATER</b>			<b>MCPS Course Code</b>	14001S (Sem) 14001 (YL)	<b>High School Credit</b>		N	<b>Requirement</b>	N
					<b>Course Type</b>	Semester or Year-Long		<b>SOL Test(s) Required</b>	N
<b>Grade Level</b>	7-8	<b>Prerequisite(s)</b>	Beginning Theater						
<p><b>Course Description:</b> In this course, students will extend the techniques and skills acquired in previous Theater courses. Students will build ensemble skills, focus on the psychological and emotional dimensions of characters in action, and collaborate on more complex projects. Students will perform scripted works, explore theatrical design concepts, and write critiques. They will refine their analytical, collaborative, problem-solving, and critical-thinking skills that are necessary to make artistic decisions and present unified productions. This course prepares students for theatre arts studies at the high school level.</p>									
<b>AMS</b>	•	This course may be offered as a Semester or Year-Long Elective, based on sufficient student interest/demand and the availability of qualified staff.							
<b>BMS</b>	•								
<b>CMS</b>	•								
<b>SMS</b>	•								
Intermediate and Advanced Theater may be scheduled as a combined course.									

<b>ADVANCED THEATER</b>			<b>MCPS Course Code</b>	14002S (Sem) 14002 (YL)	<b>High School Credit</b>		N	<b>Requirement</b>	N
					<b>Course Type</b>	Semester or Year-Long		<b>SOL Test(s) Required</b>	N
<b>Grade Level</b>	7-8	<b>Prerequisite(s)</b>	Intermediate Theater						
<p><b>Course Description:</b> In this course, students will strengthen and expand the techniques and skills acquired in previous Theater courses.</p>									
<b>AMS</b>	•	This course may be offered as a Semester or Year-Long Elective, based on sufficient student interest/demand and the availability of qualified staff.							
<b>BMS</b>	•								
<b>CMS</b>	•								
<b>SMS</b>	•								
Intermediate and Advanced Theater may be scheduled as a combined course.									

### Preparing for High School Art Courses

Middle school students who intend to pursue advanced-level art courses throughout high school have the opportunity to develop a portfolio, under the guidance of their middle school art teacher, to be considered for placement in Art II as a freshman. Students cannot earn high school credit for Art I in middle school; however, with the middle school art teacher's recommendation, the high school art teacher can review a student's portfolio and allow that student to be exempted from taking Art I ([criteria and forms](#) may be found in appendix). If permitted to take Art II as a freshman, students will have more flexibility in their schedule to take Art II, III, IV, and AP Art in 4 years of high school.

<b>ART 7</b>			<b>MCPS Course Code</b>	91050	<b>High School Credit</b>		N	<b>Requirement</b>	N
					<b>Course Type</b>	Semester		<b>SOL Test(s) Required</b>	N
<b>Grade Level</b>	7	<b>Prerequisite(s)</b>	Students in grade 7 who did not have Art 6 may take this course.						
<b>Course Description:</b> This visual arts course continues the exploration, analysis, and investigation of the creative process. Students will apply the elements of art and the principles of design to solve design problems, using 2D and 3D media. They will also develop critical inquiry skills and expand their vocabulary as they explore the meaning of works of art through the evaluation of subject matter, themes, and symbols. Students will develop an increased awareness of the nature of art and of their relationship to it as they explore the meaning and value of works of art.									
<b>AMS</b>	•								
<b>BMS</b>									
<b>CMS</b>	•								
<b>SMS</b>	•								

<b>ART 8</b>			<b>MCPS Course Code</b>	91150	<b>High School Credit</b>		N	<b>Requirement</b>	N
					<b>Course Type</b>	Semester		<b>SOL Test(s) Required</b>	N
<b>Grade Level</b>	8	<b>Prerequisite(s)</b>	Students in grade 8 who did not have Art 6 or Art 7 may take this course.						
<b>Course Description:</b> This visual arts course focuses on the application and synthesis of previously learned concepts and more complex technical skills as students manipulate the elements of art and the principles of design in the art-making process. Students will make conscious choices of media, processes, and techniques for expressive purposes in the creation of original works of art. They will also debate the purposes of art, formulate reasoned responses to meaningful art questions, develop their own criteria for making art judgments, and develop a personal philosophy of art.									
<b>AMS</b>	•								
<b>BMS</b>									
<b>CMS</b>	•								
<b>SMS</b>	•								

<b>2D / 3D ART</b>			<b>MCPS Course Code</b>	91060	<b>High School Credit</b>		N	<b>Requirement</b>	N
					<b>Course Type</b>	Semester		<b>SOL Test(s) Required</b>	N
<b>Grade Level</b>	7-8	<b>Prerequisite(s)</b>	Students in grades 7 or 8 who did not have Art 6 may take this course.						
<b>Course Description:</b> This introductory level visual arts course is designed for students interested in exploration, analysis, and investigation of the creative process. Students will apply the elements of art and the principles of design to solve design problems, using traditional and contemporary art media. Students will be exposed to a variety of artistic styles and concepts while using a number of different techniques and media.									
<b>AMS</b>									
<b>BMS</b>	•								
<b>CMS</b>	•								
<b>SMS</b>									

INTERMEDIATE ART			MCPS Course Code	91051	High School Credit		N	Requirement	N
					Course Type	Year-Long	SOL Test(s) Required	N	
Grade Level	7	Prerequisite(s)	Intended for students in grade 7 who successfully completed Art 6. Students who did not have Art 6 need the art teacher’s approval to take this course.						
<p><b>Course Description:</b> This intermediate visual arts course remains firmly rooted in the studio experience with opportunities to build a portfolio. Designed to challenge students to use their imagination and creativity, this course will expose students to varieties of artist style and concepts. Students will learn techniques in charcoal drawing, watercolor, tempera paint, pastels, clay and sculpture. Students will also begin to develop critical thinking skills needed in making and understanding good design and composition.</p>									
AMS	•								
BMS	•								
CMS	•								
SMS	•								

ADVANCED ART			MCPS Course Code	91151	High School Credit		N	Requirement	N
					Course Type	Year-Long	SOL Test(s) Required	N	
Grade Level	8	Prerequisite(s)	Intended for students in grade 8 who successfully completed Art 6, Art 7, and/or 2D/3D Art. Students who did not take one of the prerequisite courses need the art teacher’s approval to take this course.						
<p><b>Course Description:</b> In this advanced visual arts course, students will explore art media and techniques, such as drawing, painting, graphic design, photography, collage, ceramics, printmaking, sculpture and more. Art criticism, aesthetics, and art history are integral parts of the course. While this remains a studio-based course, students will investigate more advanced topics as they relate to the production of their own work and the work of others. This course will allow time and opportunity for students to develop individual styles and try more unusual possibilities with various art media. This course is designed for the motivated art student and builds on the foundations previously laid. It also provides further instruction and exploration in both two and three-dimensional art processes. It is recommended that students have previously taken one middle school art course. Students interested in continuing with art in high school are encouraged to take this course.</p>									
AMS	•								
BMS	•								
CMS	•								
SMS	•								

# Career & Technical Education

## Business & Information Technology

<b>INTRODUCTION TO CODING I</b>			<b>MCPS Course Code</b>	98261M	<b>High School Credit</b>		N	<b>Requirement</b>	N
					<b>Course Type</b>	Semester		<b>SOL Test(s) Required</b>	N
<b>Grade Level</b>	7-8	<b>Prerequisite(s)</b>							
<p><b>Course Description:</b> Coding is what makes it possible for programmers to create computer software, apps and websites. Browsers, operating systems, cell phone apps, social media, and websites are all made with code. Learning coding will enable students to understand how these technologies that are shaping our world work, and will empower them to do many things they wouldn't otherwise be able to do. This introductory course introduces basic programming concepts and foundational concepts in coding using the Python programming language. Through project-based lessons, students will be first introduced to the interactive coding environment, variables, conditionals, and loops. Students will then complete a series of mini-projects designed to learn the basic syntax, structure, and process of writing programs in Python. These projects will include data-types, variables, conditionals, loops, lists, functions, algorithms, and debugging. Students will create a project at the end of this course. The curriculum is designed to meet CSTA Standards and prepare students for further study in coding/computer programming.</p>									
<b>AMS</b>	•								
<b>BMS</b>	•								
<b>CMS</b>	•								
<b>SMS</b>	•								

<b>INTRODUCTION TO CODING II</b>			<b>MCPS Course Code</b>	98262M	<b>High School Credit</b>		N	<b>Requirement</b>	N
					<b>Course Type</b>	Semester		<b>SOL Test(s) Required</b>	N
<b>Grade Level</b>	7-8	<b>Prerequisite(s)</b>		Introduction to Coding I					
<p><b>Course Description:</b> This course continues to introduce basic programming concepts and foundational concepts in coding using the Python programming language. Students will be introduced to additional coding languages such as C++ and SWIFT. Students will continue studying the interactive coding environment, variables, conditionals, and loops. Students will continue learning through a series of mini-projects designed to deepen their learning of the basic syntax, structure, and process of writing programs in Python.</p>									
<b>AMS</b>	•								
<b>BMS</b>	•								
<b>CMS</b>	•								
<b>SMS</b>	•								

<b>MAKE IT YOUR BUSINESS</b>			<b>MCPS Course Code</b>	81140	<b>High School Credit</b>		N	<b>Requirement</b>	N
					<b>Course Type</b>	Semester	<b>SOL Test(s) Required</b>	N	
<b>Grade Level</b>	7-8	<b>Prerequisite(s)</b>							
<p><b>Course Description:</b> Students design, establish, and operate a small-group or class business, producing a service or product that meets an identified school or community need. Emphasis is placed on the introduction and application of business terminology, basic entrepreneurship concepts, and fundamental business principles. Basic academic skills (mathematics, science, English, and history/social science) are integrated into this course.</p>									
<b>AMS</b>	•								
<b>BMS</b>	•								
<b>CMS</b>	•								
<b>SMS</b>	•								

# Technology

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<b>INTRODUCTION TO TECHNOLOGY</b>			<b>MCPS Course Code</b>	84820	<b>High School Credit</b>		N	<b>Requirement</b>	N
					<b>Course Type</b>	Semester	<b>SOL Test(s) Required</b>	N	
<b>Grade Level</b>	7-8	<b>Prerequisite(s)</b>							
<b>Course Description:</b> Students combine resources and techniques to create systems, attaining comprehension of how technological systems work. Students will explore, design, analyze, and evaluate technological systems. By simulating systems and assessing their impacts, students gain insight into how to approach the problems and opportunities of a technological world. Students will also explore technology-oriented careers.									
<b>AMS</b>	•								
<b>BMS</b>	•								
<b>CMS</b>	•								
<b>SMS</b>	•								

<b>INVENTIONS &amp; INNOVATIONS</b>			<b>MCPS Course Code</b>	84640	<b>High School Credit</b>		N	<b>Requirement</b>	N
					<b>Course Type</b>	Semester	<b>SOL Test(s) Required</b>	N	
<b>Grade Level</b>	7-8	<b>Prerequisite(s)</b>		Introduction to Technology					
<b>Course Description:</b> Students make models of significant inventions that have advanced society. After studying these developments, they explore contemporary technological problems facing them, their community, or the world and apply a systematic procedures to invent new products or innovations as solutions.									
<b>AMS</b>	•								
<b>BMS</b>	•								
<b>CMS</b>	•								
<b>SMS</b>	•								

<b>ROBOTICS I</b>			<b>MCPS Course Code</b>	84660	<b>High School Credit</b>		N	<b>Requirement</b>	N
					<b>Course Type</b>	Semester	<b>SOL Test(s) Required</b>	N	
<b>Grade Level</b>	7-8	<b>Prerequisite(s)</b>							
<b>Course Description:</b> Students engage in the study of basic robotics including applications within business and society. Topics include computer equipment and operating systems, robotics, programming, control systems, and social/cultural impact of these technologies. Problem-solving activities challenge students to design, program, and interface.									
<b>AMS</b>	•								
<b>BMS</b>	•								
<b>CMS</b>	•								
<b>SMS</b>	•								

<b>ROBOTICS II</b>			<b>MCPS Course Code</b> 84670	<b>High School Credit</b>		N	<b>Requirement</b>	N
				<b>Course Type</b>	Semester		<b>SOL Test(s) Required</b>	N
<b>Grade Level</b>	7-8	<b>Prerequisite(s)</b>	Robotics I					
<b>Course Description: Students build upon knowledge gained in Robotics I to create more advanced robotic systems. Problem-solving activities challenge students to design, program, and interface devices with computer systems. Learning activities include robotics, computer-aided design, computer-aided manufacturing and design, and control of electromechanical devices.</b>								
<b>AMS</b>	•							
<b>BMS</b>	•							
<b>CMS</b>	•							
<b>SMS</b>	•							

# Agriculture

<b>AGRISCIENCE &amp; TECHNOLOGY</b>			<b>MCPS Course Code</b>	80010	<b>High School Credit</b>		N	<b>Requirement</b>	N
					<b>Course Type</b>	Semester		<b>SOL Test(s) Required</b>	N
<b>Grade Level</b>	7-8	<b>Prerequisite</b>	AgriScience						
<b>Course Description:</b> Through laboratory activities, students apply scientific principles to the field of agriculture, including plants, animals, and ecology/conservation. The course introduces students to biotechnology as it relates to agriculture.									
<b>AMS</b>	•								
<b>BMS</b>	•								
<b>CMS</b>	•								
<b>SMS</b>	•								

<b>AGRISCIENCE</b>			<b>MCPS Course Code</b>	80030	<b>High School Credit</b>		N	<b>Requirement</b>	N
					<b>Course Type</b>	Semester		<b>SOL Test(s) Required</b>	N
<b>Grade Level</b>	7-8	<b>Prerequisite</b>							
<b>Course Description:</b> Students explore science as it relates to agriculture and develop an understanding of human relations, communication, the importance of agriculture to the economy, and key scientific terms related to the field of agriculture.									
<b>AMS</b>	•								
<b>BMS</b>	•								
<b>CMS</b>	•								
<b>SMS</b>	•								

<b>INTRODUCTION TO FLORICULTURE (36-Weeks)</b>			<b>MCPS Course Code</b>	80040	<b>High School Credit</b>		N	<b>Requirement</b>	N
					<b>Course Type</b>	Year-Long		<b>SOL Test(s) Required</b>	N
<b>Grade Level</b>	8	<b>Prerequisite</b>	80030 AgriScience Exploration						
<b>Course Description:</b> Students explore science as it relates to agriculture and develop an understanding of human relations, communication, the importance of agriculture to the economy, and key scientific terms related to the field of agriculture. At CMS, students participate in a simulated Floral Business as part of a Supervised Agricultural Experience project that will operate within the school. Students will learn various concepts in floral design, greenhouse operations and agricultural business operations including finances, marketing, inventory and sales.									
<b>AMS</b>		<i>Not currently offered due to multiple factors, including historical student interest, availability of certified staff, and/or current resources. Students interested in this course should see their school counselor.</i>							
<b>BMS</b>									
<b>CMS</b>									
<b>SMS</b>									

# Family & Consumer Science

<b>FAMILY &amp; CONSUMER SCIENCE I</b>			<b>MCPS Course Code</b>	82630	<b>High School Credit</b>		N	<b>Requirement</b>	N
					<b>Course Type</b>	Semester	<b>SOL Test(s) Required</b>	N	
<b>Grade Level</b>	7-8	<b>Prerequisite(s)</b>							
<b>Course Description</b> Family and Consumer Sciences I emphasizes personal responsibility for the demands of multiple life roles through hands-on, project-based instruction. Students focus on individual development, maintain their personal environments, apply nutrition and wellness practices, manage consumer and family resources, create textile, fashion, and apparel products, and explore careers related to Family and Consumer Sciences such as child care. Instruction in this course emphasizes science, technology, engineering and mathematics (STEM) concepts, where appropriate.									
<b>AMS</b>	•								
<b>BMS</b>	•								
<b>CMS</b>	•								
<b>SMS</b>	•								

<b>FAMILY &amp; CONSUMER SCIENCE II</b>			<b>MCPS Course Code</b>	82440	<b>High School Credit</b>		N	<b>Requirement</b>	N
					<b>Course Type</b>	Semester	<b>SOL Test(s) Required</b>	N	
<b>Grade Level</b>	7-8	<b>Prerequisite(s)</b> Family & Consumer Science I							
<b>Course Description:</b> Family and Consumer Sciences II is an advanced-level course that prepares middle school students for their roles in families, careers, and communities through project-based instruction. Students experience in-depth studies of nutrition and wellness, food preparation, relationships, personal environments, textiles, fashion and apparel, consumer resources, child development and care, and leadership service in action. Instruction in this course emphasizes science, technology, engineering and mathematics (STEM) concepts, where appropriate.									
<b>AMS</b>	•								
<b>BMS</b>	•								
<b>CMS</b>	•								
<b>SMS</b>	•								

# World Languages / Language Arts

<b>CREATIVE WRITING</b>			<b>MCPS Course Code</b> 1171M	<b>High School Credit</b>		N	<b>Requirement</b>	N
				<b>Course Type</b>	Semester	<b>SOL Test(s) Required</b>		N
<b>Grade Level</b>	7-8	<b>Prerequisite(s)</b>						
<p><b>Course Description:</b> In this course, students will further develop and enhance their writing skills through the use of weekly journals, short daily readings sponsored by the students themselves, workshops in various areas of writing technique, and conferences on projects. Students' rough drafts are revised through peer editing before final drafts are produced. Tandem writings, paired collaborations on school computers, provide students opportunities to experience different styles in writing, as well as different story-line possibilities. Possible writing projects include the following: poetry, narrative, seasonal, fiction, radio plays, and children's stories.</p>								
<b>AMS</b>		May be offered at any middle school based on sufficient student interest/demand and the availability of qualified staff.						
<b>BMS</b>	•							
<b>CMS</b>	•							
<b>SMS</b>								

<b>WORLD LANGUAGE EXPLORATION</b>			<b>MCPS Course Code</b> 59990	<b>High School Credit</b>		N	<b>Requirement</b>	N
				<b>Course Type</b>	Semester	<b>SOL Test(s) Required</b>		N
<b>Grade Level</b>	7-8	<b>Prerequisite(s)</b>						
<p><b>Course Description:</b> In this course, students will be introduced to the world languages offered in 8<sup>th</sup> grade and at the high school within their attendance zone. They will learn basic conversational language and engage in simple conversations using the languages learned. This course is designed to be exploratory in nature in order to help students make decisions related to their choice of a world language for further study.</p>								
<b>AMS</b>	•	May be offered at any middle school based on sufficient student interest/demand and the availability of qualified staff.						
<b>BMS</b>	•							
<b>CMS</b>	•							
<b>SMS</b>								

<b>SPANISH I</b>			<b>MCPS Course Code</b> 55100	<b>High School Credit</b>		Y	<b>Requirement</b>	N
				<b>Course Type</b>	Year-Long	<b>SOL Test(s) Required</b>		N
<b>Grade Level</b>	8	<b>Prerequisite(s)</b>						
<p><b>Course Description:</b> In this beginning level language course, students will begin to develop communicative competence in Spanish and expand their understanding of the culture(s) of Spanish-speaking countries. Communicative competence is divided into three strands: interpersonal speaking and writing, as interactive processes in which students learn to communicate with another Spanish speaker, interpretive listening and reading as receptive processes, and presentational speaking and writing. To develop students' communicative competence, emphasis will be placed on use of Spanish in the classroom as exclusively as possible and on use of authentic materials to learn about the language and culture. Grammar will be integrated into instruction according to the vocabulary and structures needed in the various situations in which students are required to communicate. <b>Students will receive one high school credit in World Language upon successful completion of this course.</b></p>								
<b>AMS</b>	•	May be offered at any middle school based on sufficient student interest/demand and the availability of qualified staff.						
<b>BMS</b>	•							
<b>CMS</b>	•							
<b>SMS</b>	•							

<b>FRENCH I</b>			<b>MCPS Course Code</b>	51100	<b>High School Credit</b>		Y	<b>Requirement</b>	N
					<b>Course Type</b>	Year-Long		<b>SOL Test(s) Required</b>	N
<b>Grade Level</b>	8	<b>Prerequisite(s)</b>							
<p><b>Course Description:</b> In this beginning level language course, students will begin to develop communicative competence in French and expand their understanding of the culture(s) of francophone countries. Communicative competence is divided into three strands: interpersonal speaking and writing as interactive processes, interpretive listening and reading as receptive processes, and presentational speaking and writing in which students focus on organization of thoughts and awareness of their audience in delivering information. To develop students' communicative competence, emphasis will be placed on use of French in the classroom as exclusively as possible and on use of authentic materials to learn about the language and culture. Grammar will be integrated into instruction according to the vocabulary and structures needed in the various situations in which students are required to communicate. <b>Students will receive one high school credit in World Language upon successful completion of this course.</b></p>									
<b>AMS</b>		May be offered at any middle school based on sufficient student interest/demand and the availability of qualified staff.							
<b>BMS</b>	•								
<b>CMS</b>	•								
<b>SMS</b>									

The following world languages are offered through Virtual Virginia (VVA) and are available for MCPS students to take for high school credit during their 8<sup>th</sup> grade year only. Virtual Virginia courses (VVA) are intended for students who are unable to take certain courses at their home school due to availability. In order to complete a virtual course, students will be assigned to a designated area at an established time during the school day. During this time, students will be supervised by an assigned staff member and have online access to the VVA course. Because virtual education is an independent self-paced course, successful students will possess the ability to effectively organize and manage time. The assigned staff member will only be able to provide limited assistance with online access. **Virtual Virginia courses typically fill to capacity quickly. Students are encouraged to see their school counselor as soon as possible to register for these courses.**

Course	MCPS Course Code	Availability	HS Credits
<a href="#">24852 ASL I</a>	5990V	Full Year	1
<a href="#">24752 Arabic I</a>	5010V	Full Year	1
<a href="#">24402 Chinese I</a>	5810V	Full Year	1
<a href="#">24102 French I</a>	5110V	Full Year	1
<a href="#">24342 Latin I</a>	5310V	Full Year	1
<a href="#">24052 Spanish I</a>	5510V	Full Year	1
<a href="#">24252 German I</a>	5210V	Full Year	1

## Special Education

<b>ACADEMIC LAB/RESOURCE</b>			<b>MCPS Course Code</b>	7861M	<b>High School Credit</b>		N	<b>Requirement</b>	N
					<b>Course Type</b>	Year-Long		<b>SOL Test(s) Required</b>	N
<b>Grade Level</b>	6-8	<b>Prerequisite(s)</b>							
<p><b>Course Description:</b> This course is structured to provide specialized instruction which aligns with goals outlined in a student's Individualized Education Program (IEP).</p>									
<b>AMS</b>	•								
<b>BMS</b>	•								
<b>CMS</b>	•								
<b>SMS</b>	•								

<b>UNIFIED PHYSICAL EDUCATION</b>			<b>MCPS Course Code</b>	7710M	<b>High School Credit</b>		N	<b>Requirement</b>	N
					<b>Course Type</b>	Year-Long	<b>SOL Test(s) Required</b>	N	
<b>Grade Level</b>	6-8	<b>Prerequisite(s)</b>							
<p><b>Course Description:</b> This elective course combines students of all abilities to participate in developmentally appropriate activities including lifetime activities, physical fitness, and sport. Students will work together to increase competence and confidence in a variety of physical activities. Through ongoing leadership opportunities, members of this course will be empowered to help create a more inclusive and accepting school environment for all students. Students cooperate and work together in groups/teams to:</p> <ul style="list-style-type: none"> <li>• Engage in activity specific skills</li> <li>• Apply sports rules and strategies to a variety of activities</li> <li>• Increase their physical fitness</li> <li>• Explain how to make better health and lifestyle choices</li> <li>• Improve their social, emotional, and mental wellness</li> </ul> <p><b>Note:</b> Unified PE is a fully inclusive program that consists of a population of half of the students with a disability, and half without a disability. It is taught by a certified physical education teacher. All students enter the elective course on equitable social footing. <b>This course does <u>not</u> substitute for any of the required HPE courses (HPE 6, HPE 7, and HPE 8). This course may be repeated for multiple years in middle school.</b></p>									
<b>AMS</b>	•	<b>May be offered at any middle school based on sufficient student interest/demand and the availability of qualified staff.</b>							
<b>BMS</b>	•								
<b>CMS</b>	•								
<b>SMS</b>	•								

# APPENDIX



**Request to Omit High School Credit Courses Taken in Middle School  
from a Student’s Transcript**

MCPS Policy 6-6.2 provides for the removal of high school credit courses taken in middle school from a student’s transcript as follows:

- Parents/Guardians may complete the form below to request that any high school credit course taken in middle school be omitted from their child’s transcript, and submit it to the high school registrar by **October 1 following the completion of 8<sup>th</sup> grade**. **If no changes are requested, please check the column “KEEP the course on my child’s high school transcript” for each high school credit course taken in middle school.**
- Any high school credit course taken in middle school for which a final grade of F was reported, will automatically be removed from the student's transcript.
- When a student re-takes and completes any course in high school that was taken for high school credit in middle school, the middle school grade will automatically be removed from the student's transcript and be replaced by the high school final grade if it is higher than the middle school final grade.
- Parents of students who transfer to Montgomery County Public Schools at the beginning of the 9<sup>th</sup> grade year must request that grades for high school credit courses taken in middle school be omitted from the student’s transcript within ten (10) calendar days of enrollment.

*The school principal in cases of extenuating circumstances may grant exceptions to these provisions.*

Middle School in Which Course was Taken: \_\_\_\_\_

Student Name: \_\_\_\_\_

Address: \_\_\_\_\_

Phone: \_\_\_\_\_

I request that the action(s) indicated below be taken for each high school credit course taken in middle school:

Course Name	Year Taken	Final Course Grade	OMIT the course from my child’s high school transcript	KEEP the course on my child’s high school transcript

**Please Note:** Once a course has been omitted from a transcript, the grade, credit, and any verified credit (earned for passing an SOL End-of-Course Test) associated with that course will be removed, can no longer be counted toward graduation requirements, and cannot be restored.

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Date

Revised 9/12/17

## Middle School Teacher Evaluation/Recommendation 8<sup>th</sup> Grade Student Applying for Art II Placement in 9<sup>th</sup> Grade

This page to be completed by the student's current middle school art teacher(s)

Student Name:		Possible Points (100)	Points Awarded (Circle a number for each row)				
			No	Below Average	Average	Above Average	Excellent
Middle School Teacher Recommendation	Works independently to problem solve	<b>12</b>	0	3	6	9	12
	Generates own ideas from given project guidelines	<b>8</b>	0	2	4	6	8
	Independently experiments with ideas	<b>7</b>	0	1	3	5	7
	Independently experiments with techniques	<b>7</b>	0	1	3	5	7
	Challenges self with goals for class projects	<b>8</b>	0	2	4	6	8
	Committed to completing quality work	<b>8</b>	0	2	4	6	8
	Focus on work in class	<b>7</b>	0	1	3	5	7
	Overall maturity	<b>7</b>	0	1	3	5	7
	Readily accepts difficulties as challenges to overcome	<b>7</b>	0	1	3	5	7
	Readily accepts challenges to work in a variety of media	<b>7</b>	0	1	3	5	7
	Ability to handle criticism of work maturely and productively	<b>6</b>	0	1	2	4	6
	"Coachable": listens to and applies teacher advice/criticism	<b>6</b>	0	1	2	4	6
	Asks for help when appropriate	<b>6</b>	0	1	2	4	6
	Ability to provide helpful criticism and/or discussion in group critique settings	<b>4</b>	0	1	2	3	4

**TOTAL NUMBER OF POINTS RECEIVED**

**Any additional information or comments:**

**Please select one of the following options:**

- Art I will be the most appropriate course for this student to take in high school.**
- This student is recommended for direct admission into Art II in high school.**

\_\_\_\_\_  
Middle School Art Teacher Signature

\_\_\_\_\_  
Date

## High School Teacher Review/Evaluation of Portfolio 8<sup>th</sup> Grade Student Applying for Art II Placement in 9<sup>th</sup> Grade

This page to be completed by the evaluating high school art teacher(s)

Student Name:		Possible Points (300)	Points Awarded (Circle a number for each row)				
			No	Below Average	Average	Above Average	Excellent
High School Teacher Portfolio Review	Understanding of and ability to describe contour.	30	0	7	14	21	30
	Evidence of independent thought and creative ideas	54	0	13	26	39	54
	Understanding of and ability to describe proportion.	27	0	6	13	20	27
	Understanding of and ability to describe perspective.	27	0	6	13	20	27
	Understanding of and ability to work with color.	27	0	6	13	20	27
	Understanding of and ability to work with value.	27	0	6	13	20	27
	Understanding of and ability to create strong and successful compositions.	30	0	7	14	21	30
	Quality work created independently outside of class/school.	27	0	6	13	20	27
	Understanding of and ability to utilize the principles of design.	21	0	5	10	15	21
	Care taken to maintain presentation quality of work submitted.	15	0	3	7	12	15
	Understanding of and ability to work with a variety of media.	15	0	3	7	12	15

NUMBER OF POINTS RECEIVED (HS Teacher Portfolio Review)

NUMBER OF POINTS RECEIVED (MS Teacher Recommendation)

TOTAL NUMBER OF POINTS RECEIVED

TOTAL NUMBER OF POINTS REQUIRED

240

Please select one of the following options:

Art I will be the most appropriate course for this student to take in high school.

This student is recommended for direct admission into Art II in high school.

\_\_\_\_\_  
High School Art Teacher Signature

\_\_\_\_\_  
Date

# Summer, Virtual, & External Courses

## Virtual Virginia and Internal Online Courses

Virtual Virginia offers a limited number of middle school level courses. **Students in middle school (grades 6–8) must have approval from the principal to enroll in Virtual Virginia courses.** Middle school students will not be approved to take Virtual Virginia courses for high school credit, with the exception of a level one world language (in grade 8 only) that is not offered at the local school. Other exceptions may be made for middle school students who have taken all courses offered at the middle school in an individual content area. Courses taken in middle school for high school credit will be subject to all policies regarding final annual grades, assigning grades, assessment, and final cumulative evaluation under [MCPS Policy 6-6.2](#). Students in grades 7 through 12 may take online courses that originate within Montgomery County Public Schools (“internal”) as appropriate for the student’s grade level and in accordance with School Board policy. **Prior to considering a Virtual Virginia or other online course, parents should discuss the requirements and expectations with the principal and/or school counselor.**

## External Courses

Students in grades 7 through 12 may take external courses (online or face-to-face) that originate from educational organizations other than MCPS (“external”) as appropriate for the student’s grade level and in accordance with School Board policy. Courses may originate from educational organizations within or outside of the Commonwealth of Virginia. **Prior to enrolling a student in an external course, parents should review [MCPS Policy 7-2.4](#) with the principal and/or school counselor.** It is especially important to note the limitations on external courses and the limitations on the total number of high school credits that can be earned annually. **External courses taken without prior approval will not be recognized by MCPS.** Students who enter middle school in MCPS who have taken a high school credit course from a non-accredited school or from home schooling prior to enrolling in MCPS may earn credits toward graduation. MCPS Policy 7-2.4 outlines the procedure for awarding high school credit under these conditions.

## Summer Courses

All coursework taken in the summer is considered to be “external”. **If a student wishes to take courses for high school credit in the summer following 8<sup>th</sup> grade, then prior approval from the high school they will attend is required.**

## ACADEMIC & CAREER PLAN (ACP)

Major Clarity		Academic and Career Plan	
<b>Name</b>	<b>School</b>	<b>Student ID</b>	
<b>Initiation date</b>	<b>Dates reviewed</b>		
<b>Career assessment</b> ___/___ completed	<b>Career goal</b> I would like to pursue a career as a _____.		
<b>Personality traits</b>	<b>Learning styles</b>		
<b>Selected pathway</b>	<b>Selected career cluster</b>		
<b>Secondary Education Goal</b>		<b>Postsecondary Goal</b>	
Diploma type	Diploma recognition	College or university	Military
<b>ACT score</b>	<b>PSAT score</b>	<b>Career / Workplace Readiness Certificate</b>	<b>Clubs and activities</b>
<b>SAT score</b>	<b>ASVAB score</b>	<b>Career / Workplace Readiness Certificate Score</b>	<b>Industry Credentials</b>
<b>Student signature</b>		<b>Guardian signature</b>	<b>Counselor signature</b>

Plan of Study	Pathway	Cluster				School
Year	7	8	9	10	11	12
Math	Recommended Courses					
Science	Recommended Courses					
Social Studies	Recommended Courses					
English	Recommended Courses					
Elective	Recommended Courses					
CTE Elective	Recommended Courses					

**Careers your student is interested in**  
*Your student can identify careers they enjoy by favoriting them on MajorClarity.*

**Colleges your student is interested in** *Your student can identify postsecondary institutions they are interested in attending by expressing interest on MajorClarity.*

