

A TRADITION OF EXCELLENCE FOR ALL



LYNCHBURG CITY SCHOOLS

Lynchburg City Schools
Middle School
Program of Studies
2016 - 2017

Every child, by name, and by need, to graduation

*Lynchburg City Schools
Mission Statement
Adopted August 7, 2012*

School Board Approved: May 3, 2016

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Superintendent of Schools

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Dear LCS Students and Parents:

Welcome to middle school! We are proud of our three comprehensive middle schools. Although each middle school has unique features, there are many common characteristics that provide for an environment and structure especially created for the middle school student. They include the following:

- **Team planning:** Middle school teachers have team planning time that allows them to develop instructional units, plan team activities, and monitor student progress.
- **Electives:** Middle schools offer a variety of elective options that vary depending on student/parent interest and staff availability.
- **After-School Academic Support:** LCS bus transportation is provided to support after-school academic support at our middle schools on designated days of the week.

The Middle School Program of Studies is designed to assist parents and students with course selections by giving a brief description of the curriculum content of each course. Required courses in English, mathematics, physical education/health, science and social studies are offered at each school. An overview of electives offered at your child's middle school is available through the school counselor.

While in middle school, academic career plans will be created for every student. Development of this comprehensive academic and career plan is best accomplished through the collaboration of students, parents, teachers, principals, and counselors. A well-developed and detailed plan will ensure the fidelity of our LCS mission statement, "Every Child by Name and by Need, to Graduation." Please be in contact with your child's school counselor in order to receive support in creating an individualized plan for your child.

For both students and parents, it is my greatest hope that we will serve you well throughout your middle school years.

Sincerely,

Scott S. Brabrand, Ed.D.
Superintendent

Middle School Program of Studies Overview

The purpose and intent of our Middle School Program of Studies is to help students and their parents:

- Learn about courses and programs offered in our middle schools
- Successfully make the academic and personal-social transition from elementary school
- Make informed decisions concerning courses and receive answers to commonly asked questions
- Better prepare for and understand Virginia's graduation requirements
- Gain understanding of the importance of school performance and how it relates to an individual's goals for further education and career choices
- Help plan and develop academic career plans to meet educational and career goals

The middle school provides instruction in core content knowledge and skills as well as elective and exploratory experiences appropriate to the developmental needs of early adolescents. In bridging the gap between elementary school and high school, the middle school moves the student from the child-centered and unit approach of the elementary school to the departmentalized, diversified, and comprehensive instructional program available in the high school. Students are encouraged to explore and challenge themselves through a variety of subject areas and activities. The middle school day is divided into eight academic periods and a lunch period.

The city's three middle schools offer a unified body of instruction based on the Standards of Learning for the Commonwealth of Virginia. All middle school students take at least one period of each of the four core academic areas: English, math, science, and social studies. Descriptions for these core academic courses are found in the core curriculum section of this document.

In addition to the core academic courses, all students participate in a physical education and health course along with the opportunity for exploratory classes and/or electives. The exploratory classes are generally nine weeks in length whereas elective offerings are semester courses and both vary among the schools. We have outlined the various offerings in the middle school electives section of the Program of Studies.

Keys to Middle School Success

Middle school can be a rewarding experience for every student but can bring anxiety due to the variety of transitions that occur at this age. We have found that students who experience success in school have identified the following as keys to their success:

- Attending school regularly
- Applying consistent effort
- Participating in class
- Completing all assignments
- Asking for assistance if information is not understood
- Being organized (keeping an agenda)
- Setting time aside daily to study and review material
- Engaging in extracurricular activities according to special interests

Course Selection Decisions

The selection of courses for a student in middle school should be a decision that will provide instructional rigor and challenge students in every subject area. Therefore, we want students and parents to continue to select courses that will support the student's personal academic and career goals.

Differences between Grade Level and Advanced Courses -

Courses are offered at different levels of difficulty beyond the grade level content in order to provide students opportunities for challenging their learning and growing at a more rapid pace. The following provide general differences between the course types. In some cases, additional information is provided in the specific course descriptions:

Grade Level Course – Course content is at the level of rigor of the Standards of Learning or the defined curriculum (for courses that are not included in the Virginia Standards of Learning). More individualized support is often provided.

Advanced Course – Course content includes the rigor of SOLs while also requiring additional content and deeper application of the content. Assignments may include additional work that may also require more self-direction by the student. Some advanced courses include components of gifted instructional approaches.

***Note:** Parents should be aware that our school division expects students to pursue the most rigorous classes of which they are capable. The courses selected during middle school can impact which courses students can take during high school. Also, math and/or foreign language courses bearing high school credit are an option to some students based on their math placement in 7th or 8th grade and/or foreign language placement in 8th grade.

Registering for Classes at Middle School

The registration process for rising 6th graders and current 6th, 7th, and 8th graders generally begins during third quarter each year. School counselors initiate the process and involve teachers in making recommendations for the following school year concerning course placement.

- The school counselor meets with students to explain course options, recommendations, and requirements. Course selections are based on the student's current academic progress and interests, teacher recommendations, and parent feedback.
- The student is required to share these initial course selections with parents/guardians for feedback and approval and then returns the signed course selection sheet to the designated teacher. Parents are encouraged to schedule a meeting with the school counselor for questions and/or concerns regarding registration.

Academic and Career Plans

All middle school students will transition to the high school with a comprehensive academic and career plan (ACP) that will be developed each year during middle school by using various learning and career inventories to help establish each student's academic and career interests. This is normally started in the beginning of their 7th grade year and completed by the spring of their 8th grade year.

The components of the ACP shall include, but are not limited to middle and high school course selections, career interests, and diploma requirements. This is a working document that is reviewed each year and amended based on the changing desires and needs of the individual student. The goal is to maximize student achievement by remaining focused on what is required to obtain his/her personal postsecondary and career readiness through a personal learning plan.

High School Graduation Requirements

High School graduation requirements are listed in the High School Program of Studies and can be found on the Lynchburg City Schools' website. A printed copy is available in the counseling department for any parent who would like to obtain one. Also, all 8th graders will receive a printed copy of the HS Program of Studies.

Grade Point Average (GPA) Calculations

The Grade Point Average (GPA) calculation is a way to quantify the overall academic achievement of a student in a single number. The GPA calculation is used for ranking graduating students and is often requested on applications for awards, recognitions, certain memberships or positions, and on college applications. This value is determined by the grades a student earns and by the level of difficulty of the courses taken.

In the Lynchburg City Schools, there are up to three levels of courses, and each level allocates a different number of quality points for a given grade. For regular classes, an "A" is worth 4 points, a "B" is worth 3 points, a "C" is worth 2 points, a "D" is worth 1 point, and an "F" is worth zero points. If a student takes an advanced level course, an additional 0.5 points is added to any grade earned above an "F". If a student takes an Advanced Placement (AP) course or identified Dual Enrollment courses or CVGS courses, an additional full point is added to any grade earned above an "F".

Quality Points Per Semester Credit

Advanced Placement, CVGS, and Dual Enrollment Courses in Core Content Areas	Advanced Courses and Specified Dual Enrollment Courses	Regular Courses
A – 5	A – 4.5	A – 4
B – 4	B – 3.5	B – 3
C – 3	C – 2.5	C – 2
D – 2	D – 1.5	D – 1
F – 0	F – 0	F – 0

Calculating the Grade Point Average (GPA) for High School Credit Courses

During the 2016-2017 school year, LCS will begin a new method of calculating the GPA. The new GPA will be calculated as follows.

The calculation of GPA, used for determining class rank, will be made by dividing the sum of quality points by the number of credits.

- This calculation will be adjusted if a student exceeds a threshold of the number of course points above 4.0. The maximum number of quality points above a 4.0 for a course that can count in the GPA is:
 - 1.5 points from middle school
 - 2.5 points in 9th grade
 - 2.5 points in 10th grade
 - 4.5 points in 11th grade
 - 5.0 points in 12th grade
- If a student is taking six graded classes as a full load and has a GPA for the year that is above a 4.0, then that student's GPA calculation includes adding a 4.0 to the year's courses and dividing by 7 courses.
- A student must be taking a full load of courses each year to be considered for class rank honors. Special exceptions require approval by the principal and assistant superintendent.
- Courses taken during the summer count in the GPA for the school year beginning that fall.

The new GPA calculations will be implemented according to the following timeline:

- For students who are in 10th grade or younger in the 2016-2017 school year, the new GPA calculations will be applied to all high school credits earned in the 2016-2017 school year and beyond. Credits earned prior to the 2016-2017 school year will be calculated as they had been under the previous GPA.
- For students who are in 11th or 12th grade in the 2016-2017 school year, the previous GPA calculations will be used for all prior and future high school credits.

Middle School Retention Policy

Students in middle school are expected to pass each of the four core courses. A proactive approach should be in place to minimize the possibility that a student may fail a course by its conclusion.

If a student has a failing grade at the end of any quarter during the year, the school should meet with the parent and establish an intervention plan for the student to make progress and minimize the possibility of a failing grade for the course. The intervention plan should include support during intersession and at other times and the student should not participate in afterschool sports or activities unless also involved in tutoring support and making progress.

If a student does not pass a core course at the time of the end of the school year, the following apply:

6th and 7th grades

- If the student fails only one core course:
 - If the course had an SOL and the student passed the SOL, the student may receive a passing grade for the course if the student adequately completes a summer assignment (provided by the school) no later than July 31. The student could also elect to enroll in summer school and pass the summer school course.
 - If the student did not have a passing SOL test for the course not passed, then the student must attend summer school. The student may receive a passing grade for the course if the student passes the summer school course and, if the course is English or math, must also pass a course proficiency assessment.
 - If the student did not attend summer school or did not pass the summer course and assessment, then the student must repeat the course during the next school year. The student will be promoted to the next grade level, but must take the failed course in addition to the next year's courses. The course may require staying after school and working with a teacher until the course and proficiency test is passed.
- If the student fails two core courses:
 - The student may be promoted to the next grade IF the student is able to pass at least one of the courses during the summer (including the course and proficiency assessment, or the summer assignment if the student had passed the SOL). The student would then need to re-take the remaining failed course the next school year in addition to the next year's courses. Any remaining course may need to be taken during an after-school time, as described above.
- If the student fails three core courses:
 - The student may be promoted to the next grade IF the student is able to pass two courses during the summer (including the course and proficiency assessment, or the summer assignment if the student had passed the SOL). The student would then need to re-take the remaining failed course the next school year in addition to the next year's courses. Any remaining failed course may need to be taken during the after-school time, as described above.
 - If the student does not pass two courses such that only one course remains as failed, then the student will need to repeat the grade level and re-take all core courses at that grade level. If the student has already repeated a grade level and would be two years older than peers if the grade level was repeated, the student will instead be enrolled in an alternative school in order to provide ongoing support in a smaller environment.

Middle School Retention Policy (continued)

- If the student fails four core courses:
 - The student will need to repeat the grade level and re-take all core courses at that grade level. If the student has already repeated a grade level and would be two years older than peers if the grade level was repeated, the student will instead be enrolled in an alternative school in order to provide ongoing support in a smaller environment.

8th grade

- If the student fails only one core course:
 - If the course had an SOL and the student passed the SOL, the student may receive a passing grade for the course if the student adequately completes a summer assignment (provided by the school) no later than July 31. The student could also elect to enroll in summer school and pass the summer school course.
 - If the student did not have a passing SOL test for the course not passed, then the student must attend summer school. The student may receive a passing grade for the course if the student passes the summer school course and, if the course is English or math, must also pass a course proficiency assessment.
- If the student fails more than one course or does not achieve a pass by the end of the summer for a single failed course, the student will need to repeat 8th grade. If the student has already repeated a grade level and would be two years older than peers if the grade level was repeated, the student will instead be enrolled in an alternative school in order to provide ongoing support in a small environment.

If a student fails an elective, the student may be promoted to the next grade but a conference with the student, parent, and counselor is required prior to the next school year.

See page 33 for a flowchart depicting the retention policy.

LCS Expunging Grades Policy

High School Credit Courses Taken in Middle School

In accordance with the current *Regulations Establishing Standards for Accrediting Public Schools in Virginia*, parents of a middle school student enrolled in a high school credit course may request that the grade earned in that course be expunged, or omitted, from their child's transcript. Under these guidelines, the grades earned in such classes are not included in the high school GPA, nor will the student receive a credit toward graduation for this course. This policy on expunging grades is only applicable for a high school credit course taken in middle school.

The school counseling department will send home an *expunge form* with the final report card. At that time, to have the course removed from the transcript, a completed form will need to be returned for each course to be removed, and that form must be returned to the middle school counseling department by June 30th or to the school counseling department of the high school the student will attend (rising 9th graders) on or before August 1st of the year in which the student completes the 8th grade.

Please be aware that when a middle school student receives a grade of "F" in a high school credit-bearing course, that grade and course will automatically be expunged from their transcript. Students who elect to expunge the grades from their high school records must understand that to receive high school credit for the course, he/she will need to repeat that course in the future in order to receive credit toward meeting state diploma requirements.

If a student is struggling in the first semester of a course, the parent may instead request for the student to be switched out of a high school credit class prior to the end of the first semester. The course the student switched out of will be on the student's report card but no credit will be given to the student for the course. In this instance, there is no need to expunge the grade.

When a student remains in the course for most of the school year, that student will take any associated state Standards of Learning test, and that test score will be maintained in the student's scholastic record.

Should you have any questions regarding the expunging grades policy, please do not hesitate to contact your middle school Counseling Department. A copy of the expunge form can be found in Appendix A of this program of studies.

Core Curriculum Descriptions

Sixth Grade

The sixth grade student will have four required core classes (English, math, science, and social studies), health/physical education, and choices among exploratory rotations and/or a music course in his/her first year of middle school. The number of courses a student may take beyond the four core courses depends on how many double-period core courses the student takes. The following provides a description of the course options that are available for sixth graders. In addition, the school will share additional information on certain courses and rotations offered that are specific to the school.

English

English 6 (961XYB): This two-period course provides instruction in vocabulary, reading comprehension, and literature, as well as in oral communication skills. Reading instruction integrated with the two domains of writing (composing/written expression and usage/mechanics) to produce multi-paragraph narratives, descriptions, explanations, and persuasive writings will be the focus of this course. Near the end of the school year, students will take the 6th grade Reading Standards of Learning (SOL) test.

English 6A (961AY): This **advanced-level class** is designed to meet the needs of 6th grade students with **well-developed reading and writing skills**. Vocabulary, literature, language, and writing instruction are taught in one class period, and thus instruction must move at a faster pace than in a one or two-period format. In addition, students in the advanced-level class will have opportunities for wider reading and writing experiences than those required by the 6th grade English SOL. Selection factors for considering placement of students into this advanced-level class include success on the 5th grade SOL test, teacher recommendation, and other test scores. Near the end of the school year, students will take the 6th grade Reading SOL test.

Mathematics

Math 6 (962XYB): This two-period course covers the 6th grade math SOL. The development of problem-solving skills will be a major goal. Students will use appropriate technologies such as calculators and computers. A wide range of skills and strategies will be developed in the following areas: number and number sense, computation and estimation, measurement, geometry, probability, statistics, patterns, and algebra. Near the end of the school year, students will take the 6th grade math SOL test.

Math 6A (Accelerated) (962AY): This course covers the 7th grade math SOL. Students will also identify applications of the mathematical principles that can be applied to science and other disciplines. Appropriate technologies such as calculators, computers, laser discs, and videos will also be utilized. There are selection factors for considering placement of students into this advanced-level class which can be found in the recommended instructional sequences section. Near the end of the school year, students will take the 7th grade math SOL test.

PETAL Math Block 6/6A (Promoting Excellence Through Accelerated Learning) 962XAP & 962ABP: This is a special program offered to selected students in a two-period course. Students in this course complete the 6th grade math SOL first semester and the 7th grade math SOL second semester. Rising 6th grade students who were in the on-grade level math course in 5th grade are invited to participate in this program during the summer based on factors which include the following: math achievement in fifth grade, elementary math SOL test scores, scores on LCS Division-benchmarks in math, teacher recommendations, and previous participation in the PETAL summer math program. Near the end of the school year, students will take the 6th grade SOL test. For additional information on the Sixth Grade PETAL Math Block, please contact the office of Engagement, Equity, and Opportunity in the School Administration Building, 434-515-5048.

Core Curriculum Descriptions

Sixth Grade (continued)

Science

Life Science 6 (963XY): This course emphasizes a complex understanding of changes, cycles, patterns, and relationships in the living world. Students use the inquiry approach to manipulate variables in experimentation, organize and analyze mathematical data, and summarize conclusions. Students study both the general science 6th grade SOL and the life science SOL.

Life Science 6A (Advanced) (963AY): This course covers the same science SOL as the regular life science course but moves at a faster pace to allow time for additional opportunities for enrichment. Throughout the year, students complete alternative assessments to demonstrate their understanding and application of the course content.

Social Studies

United States History 6 (Part 1) 964XY: This course covers the history of the United States from Pre-Columbian times until 1865. Students learn fundamental concepts in civics, economics, and geography as they understand ideas and events that strengthened the United States. Responsible citizenship is an emphasis as are the use of primary and secondary sources. Throughout the year, students complete alternative assessments to demonstrate their understanding and application of the course content.

United States History 6A (Part 1) (Advanced) 964AY: This advanced course covers the same SOL as the regular US History 1 course but moves at a faster pace to allow time for additional opportunities for enrichment of the curriculum. Throughout the year, students complete alternative assessments to demonstrate their understanding and application of the course content.

Physical Education

PE/Health 6: The 6th grade physical education curriculum introduces students to physical activities which promote personal wellness, physical fitness, body management, and a basic knowledge of sports for leisure-time pursuits. The health curriculum covers the development of healthy personal characteristics and includes information on self-esteem, decision-making, self-discipline, acceptance, loyalty, honesty, cooperation, diligence, tolerance, and trustworthiness. Sixth grade family life deals with the physical, social, emotional, and psychological changes that occur at the time of puberty, and includes AIDS education.

Core Curriculum Descriptions

Seventh Grade

The seventh grade student will have four required core classes (English, math, science, and social studies), health/physical education, and choices among semester electives and/or a music course in his/her second year of middle school. The number of courses a student may take beyond the four core courses depends on how many double-period core courses the student takes. The following provides a description of the course options that are available for seventh graders. In addition, the school will share additional information on certain courses and rotations offered that are specific to the school.

English

English 7 (971XYB): This two-period course provides instruction in vocabulary, reading comprehension, and literature, as well as in oral communication skills. Reading instruction integrated with the two domains of writing (composing/written expression and usage/mechanics) to produce multi-paragraph narratives, descriptions, explanations, and persuasive writings will be the focus of this course. This class also includes oral communication. Near the end of the school year, students will take the 7th grade Reading SOL test

English 7A (971AY): This **advanced-level class** is designed to meet the needs of 7th grade students with **well-developed reading and writing skills**. Vocabulary, literature, language, and writing instruction are taught in one or two class periods. Instruction must move at a faster pace than in the English 7 format. In addition, students in the advanced-level class will have opportunities for wider reading and writing experiences than those required by the 7th grade English SOL. Selection factors for considering placement of students into this advanced-level class include success on the 6th grade SOL test, teacher recommendation and other test scores. Near the end of the school year, students will take the 7th grade Reading SOL test

Mathematics

Math 7 (972XYB): This two-period course covers the 7th grade math SOL. The development of problem-solving skills will be a major goal. Students will use appropriate technologies such as calculators and computers. A wide range of skills and strategies will be developed in the following areas: number and number sense, computation and estimation, measurement, geometry, probability, statistics, patterns, and algebra. Near the end of the school year, students will take the 7th grade math SOL test.

Pre-Algebra 7A (Accelerated) (972AY): This course covers the 8th grade math SOL, including content that reviews and extends the concepts and skills learned in previous grades and new content that prepares students for more abstract concepts in algebra. There are selection factors for considering placement of students into this advanced-level class which can be found in the recommended instructional sequences section. Near the end of the school year, students will take the 8th grade math SOL test.

Advanced Algebra I (2387Y) High School Credit (1.0 credit): *Prerequisite: Teacher recommendation and/or Advanced Pre-Algebra. This course is weighted as a 4.5 quality point course in terms of Grade Point Average (GPA).* This course includes instruction in greater depth than the traditional Algebra I course. Students attach meaning to the abstract concepts of algebra by using tables and graphs to interpret equations and inequalities and to analyze functions. Matrices are used to organize and manipulate data. Calculators, computers, spreadsheets, and graphing calculators or computer graphing simulators are used to assist in solving problems. Advanced algebra is the initial course in the sequence of courses designed for a five-year accelerated math program. Near the end of the school year, students will take the Algebra I SOL test. It is recommended for the student to take Advanced Algebra II (8th) and Advanced Geometry/Trigonometry (9th) with successful completion of Advanced Algebra I.

Core Curriculum Descriptions

Seventh Grade (continued)

Science

Physical Science 7 (973XY): This course provides an in-depth understanding of matter and energy. Students use experiments, technology, and literature reviews to build upon their investigation skills. Students in this course study the physical science SOL.

Physical Science 7A (Advanced) (973AY): This course covers the same science SOL as the regular physical science course but moves at a faster pace to allow time for additional opportunities for enrichment of the curriculum and a solid review of previous science SOL. Near the end of the school year, students will take the 8th grade Science SOL test.

Social Studies

United States History 7 (Part 2) 974XY: This course covers the history of the United States from 1865 to the present. The standards for this course relate to the history of the United States from the Reconstruction era to the present. Political, economic, and social challenges facing the nation reunited are examined as students develop an understanding of how the American experience shaped the world's political and economic landscapes. Responsible citizenship is also an emphasis of this course. Throughout the year, students complete alternative assessments to demonstrate their understanding and application of the course content.

United States History 7A (Part 2) (Advanced) 974AY: This advanced course covers the same SOL as the regular US History 2 course but moves at a faster pace to allow time for additional opportunities for enrichment of the curriculum. Throughout the year, students complete alternative assessments to demonstrate their understanding and application of the course content.

Physical Education

PE/Health 7: The physical education curriculum in the 7th grade focuses on the development of proficiency in specific areas of physical fitness through instruction and participation in team, individual, and dual sports. Emphasis is placed on skill development, playing strategies and rules of the game, and an appreciation for the aesthetic value of body management as it relates to dance and gymnastics. Health instruction includes information on the effects of alcohol and other drugs; information on the causes, symptoms, prevention, and treatment of communicable and non-communicable diseases; and first aid techniques. The relationship between nutrition and the development of good mental, physical, and emotional health is also covered. Family life topics include family relationships, human sexuality and loving relationships, and the causes and treatments of sexually transmitted diseases, including AIDS.

Core Curriculum Descriptions

Eighth Grade

The eighth grade student will have four required core classes (English, math, science, and social studies), health/physical education, and choices among semester electives and/or a music course in his/her third year of middle school. High school credit courses are also available in this year. The number of courses a student may take beyond the four core courses depends on how many double-period core courses the student takes. The following provides a description of the course options that are available for eighth graders. In addition, the school will share additional information on certain courses and rotations offered that are specific to the school.

English

English 8 (981XYB): This two-period course provides instruction in vocabulary, reading comprehension, and literature, as well as in oral communication skills. Reading instruction integrated with the two domains of writing (composing/written expression and usage/mechanics) to produce multi-paragraph narratives, descriptions, explanations, and persuasive writings will be the focus of this course. Near the end of the school year, students will take the 8th grade Reading and 8th grade Writing SOL tests.

English 8A (981AY): This **advanced-level class** is designed to meet the needs of 8th grade students with **well-developed reading and writing skills**. Vocabulary, literature, language, and writing instruction are taught in one or two class periods, and thus instruction must move at a faster pace than in the one or two-period format. In addition, students in the advanced-level class will have opportunities for wider reading and writing experiences than those required by the 8th grade English SOL. Selection factors for considering placement of students into this advanced-level class include success on the 7th grade SOL test, teacher recommendation and other standardized tests scores. Near the end of the school year, students will take the 8th grade Reading and 8th grade Writing SOL tests.

Mathematics

Foundations of Algebra 8A (982AYB): This two-period course covers the 8th grade math SOL and some of the Algebra I SOL curriculum. This course provides introductory instruction in the properties and basic operations of rational numbers including algebraic and graphical representation, linear equations and inequalities, and solving of these equations. Near the end of the school year, students will take the 8th grade math SOL test unless that SOL was completed in 7th grade.

Advanced Algebra I (2387Y) High School Credit (1.0 credit): *Prerequisite: Teacher recommendation and/or Advanced Pre-Algebra. This course is weighted as a 4.5 quality point course in terms of Grade Point Average (GPA).* This course includes instruction in greater depth than the traditional Algebra I course. Students attach meaning to the abstract concepts of algebra by using tables and graphs to interpret equations and inequalities and to analyze functions. Matrices are used to organize and manipulate data. Calculators, computers, spreadsheets, and graphing calculators or computer graphing simulators are used to assist in solving problems. Advanced algebra is the initial course in the sequence of courses designed for a five-year accelerated math program. Near the end of the school year, students will take the Algebra I SOL test.

Advanced Algebra II (2397Y) High School Credit (1.0 credit): *Prerequisite: Advanced Algebra I. This course is weighted as a 4.5 quality point course in terms of Grade Point Average (GPA).* The first semester includes the study of equations, inequalities, relations, functions, systems of equations, matrices, polynomials, irrational numbers, complex numbers, and conic sections. The second semester of this course includes the study of higher degree polynomials, rational and exponential functions, and statistics and probability. Near the end of the school year, students will take the Algebra II SOL test.

Core Curriculum Descriptions

Eighth Grade (continued)

Science

Principles of Science 8 (983XY): This course enables students to complete an extended study of general, life, and physical science. The living world, matter, energy, and scientific experimentation are explored in depth. Students completing this course take the 8th grade Science SOL test.

Advanced Earth Science 8 (3387Y) High School Credit (1.0 Credit): *Prerequisite: Teacher recommendation and/or physical science. This course is weighted as a 4.5 quality point course in terms of Grade Point Average (GPA).* The major topics studied in this course are oceanography, meteorology, geology, and astronomy, each with accompanying laboratory activities. Near the end of the school year, students take the Earth Science SOL test.

Social Studies

Civics and Economics 8 (984XY): This course covers the Constitutions of the United States and Virginia, as well as the structure and functions of government institutions at the national, state, and local levels. Students also study the basic principles, structure, and operation of the American economy. Standards for this course examine the roles citizens play in the political, governmental, and economic systems in the United States. Responsible citizenship is also an emphasis of this course. Near the end of the school year, students take the Civics/Economics SOL test.

Civics and Economics 8A (Advanced) (984AY): This advanced course covers the same SOL as the regular civics/economics course but moves at a faster pace to allow time for additional opportunities for enrichment of the curriculum. Near the end of the school year, students take the Civics/Economics SOL test.

Foreign Language

LATIN I (1780Y) High School Credit (1.0 credit): This first-year Latin course provides the foundation for understanding Latin and the basis for learning any foreign language. Students enlarge their vocabulary, refine grammar in English, and learn about the origins of many aspects of our culture while reading the history, myths, and legends of the ancient Romans.

SPANISH I (1880Y) High School Credit (1.0 credit): This introductory course is an initiation into language as a means of active communication for which a reasonable proficiency in understanding, speaking, reading, and writing Spanish is the overall goal. Frequent conversational activities, projects, and dramatizations involve students actively in the language.

FRENCH I (1580Y) High School Credit (1.0 credit): Communicating in French is the highlight of these beginning semesters of language study. Students become involved immediately in using the language to simulate daily life situations. Activities include speaking, listening, writing, reading, and learning about French culture. Correlated audio-visuals serve as stimuli to involve students in conversations of interest to teenagers.

Core Curriculum Descriptions

Eighth Grade (continued)

Foreign Language

GERMAN I (1680Y) High School Credit (1.0 credit): In this introductory course, students become involved with the German language through conversations and readings relating to everyday chores, school, family, leisure-time activities, foods, weather, travel, parties, and shopping. During the second semester, students read longer narratives in the target language about important cities, states, German-speaking regions, and holidays. Authentic audio-visual aids reinforce aural-oral skills while lending authentic cultural insights. **(Paul Laurence Dunbar Middle School for Innovation only)**

Physical Education

PE/Health 8: This course emphasizes the further development of flexibility, agility, cardiovascular endurance, balance, coordination, time, and speed. Students continue to develop skills in physical coordination and movement through the performance of dance and gymnastics routines. The history of team, individual, and dual sports is introduced, and specific rules and knowledge of playing strategies are reinforced. Health units continue instruction on the effects of tobacco, alcohol, and other drugs. Personal wellness and good mental health are promoted through the study of healthy lifestyles. Emphasis is placed on safety at home, at school, and in the community. Family life units focus on the stages of human growth and development. Emphasis is placed on responsible behaviors in dealing with sexuality, and topics covered include sexual abstinence, coping skills, teen pregnancy, the prevention of sexual assault, and AIDS awareness and prevention.

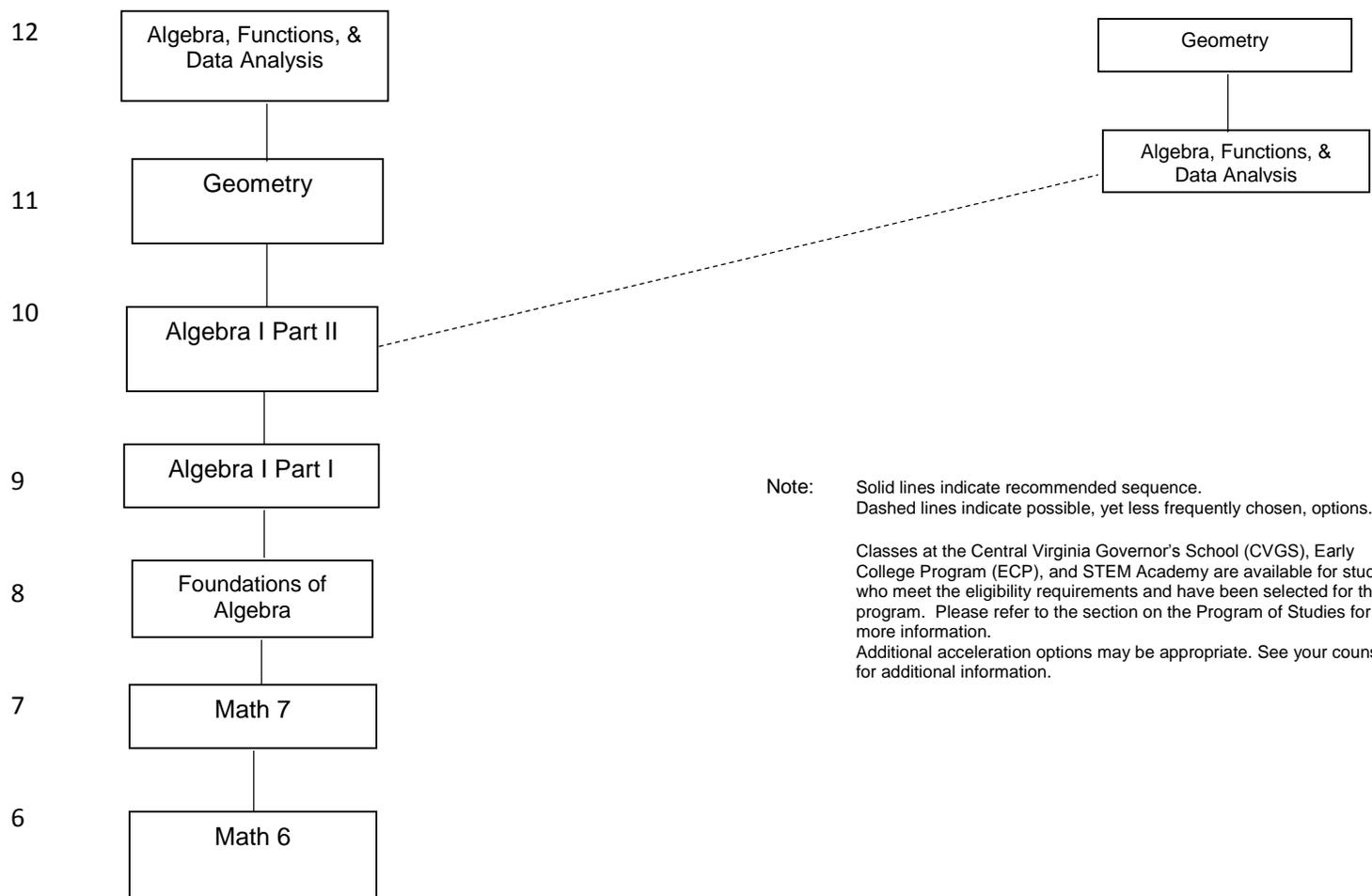
Math Instructional Sequences

The following charts illustrate possible math course sequences and placement for the courses in middle school. Each student should select courses within the sequences which are most closely related to his or her strengths and educational/career goals of students. Students may also move from one sequence to another as students, parents, teachers and school counselors perceive a need and as the student's progress indicates. Advanced Placement (AP) and dual enrollment (DE) courses, which can provide both high school and college credit, are available to high school students who meet the requirements. Additional information on these high school courses may be obtained from the school counseling department at each high school.

It is encouraged that parents and students review frequently the graduation and diploma requirements. Graduation and diploma requirement information can be found in the high school program of studies and at <http://www.lcsedu.net/departments/curriculum/program-of-studies>.

Mathematics Instructional Sequence Options

OPTION 1– Algebra I Part I in 9th Grade

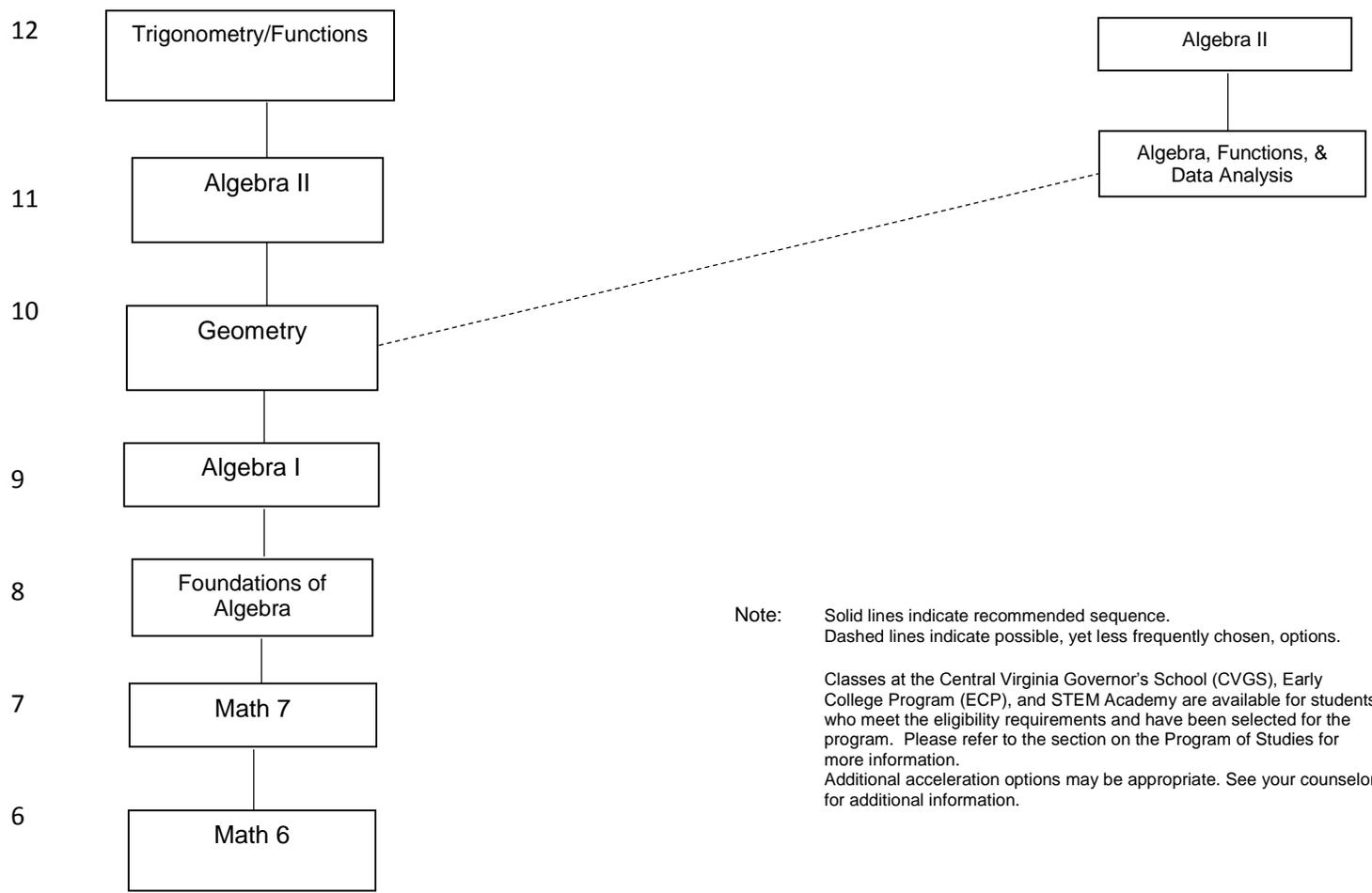


Note: Solid lines indicate recommended sequence.
Dashed lines indicate possible, yet less frequently chosen, options.

Classes at the Central Virginia Governor's School (CVGS), Early College Program (ECP), and STEM Academy are available for students who meet the eligibility requirements and have been selected for the program. Please refer to the section on the Program of Studies for more information.
Additional acceleration options may be appropriate. See your counselor for additional information.

Mathematics Instructional Sequence Options

OPTION 2– Algebra I in 9th Grade

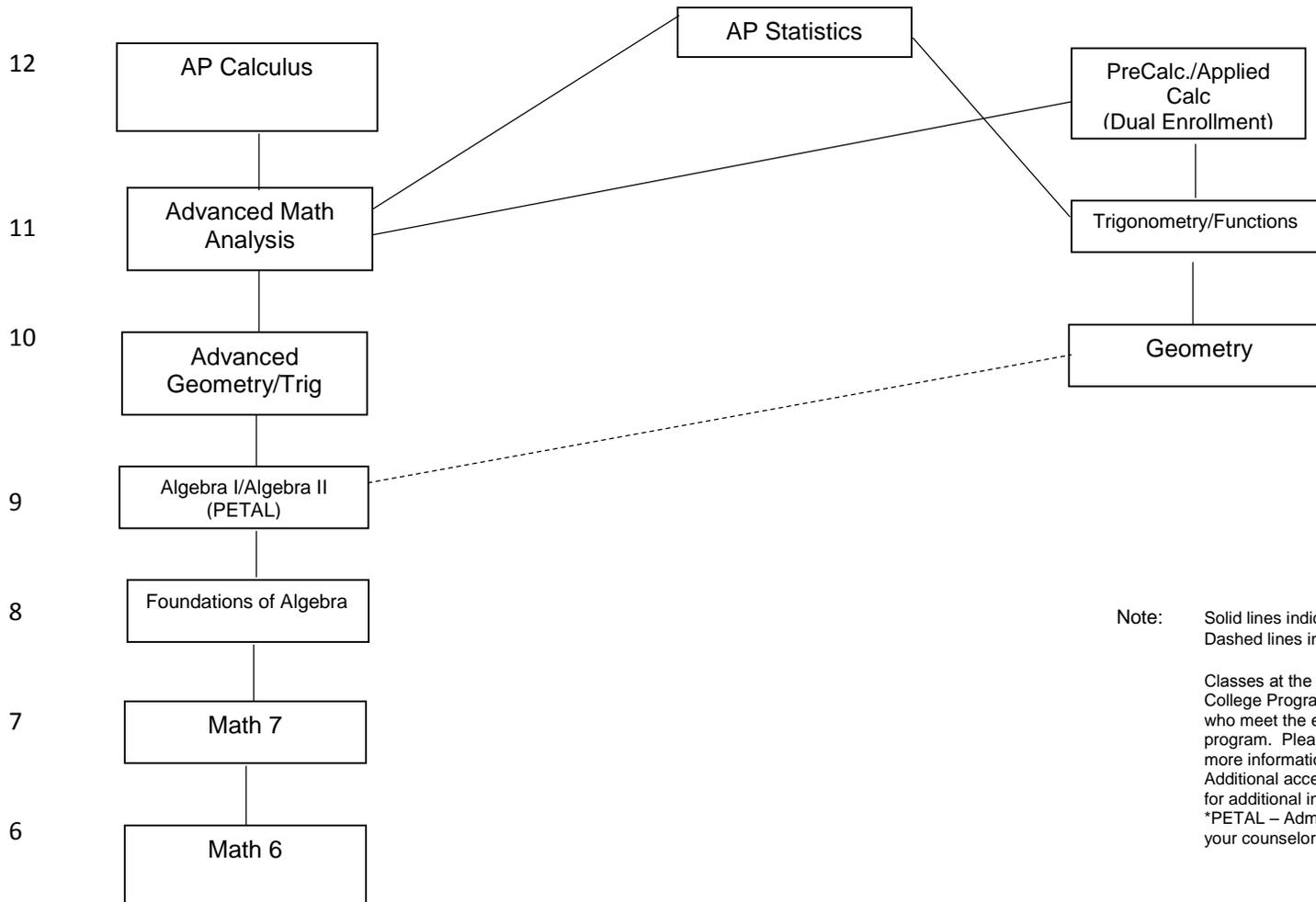


Note: Solid lines indicate recommended sequence.
Dashed lines indicate possible, yet less frequently chosen, options.

Classes at the Central Virginia Governor’s School (CVGS), Early College Program (ECP), and STEM Academy are available for students who meet the eligibility requirements and have been selected for the program. Please refer to the section on the Program of Studies for more information.
Additional acceleration options may be appropriate. See your counselor for additional information.

Mathematics Instructional Sequence Options

OPTION 3 – Algebra I/ Algebra II (PETAL) in 9th grade



Note: Solid lines indicate recommended sequence.
Dashed lines indicate possible, yet less frequently chosen, options.

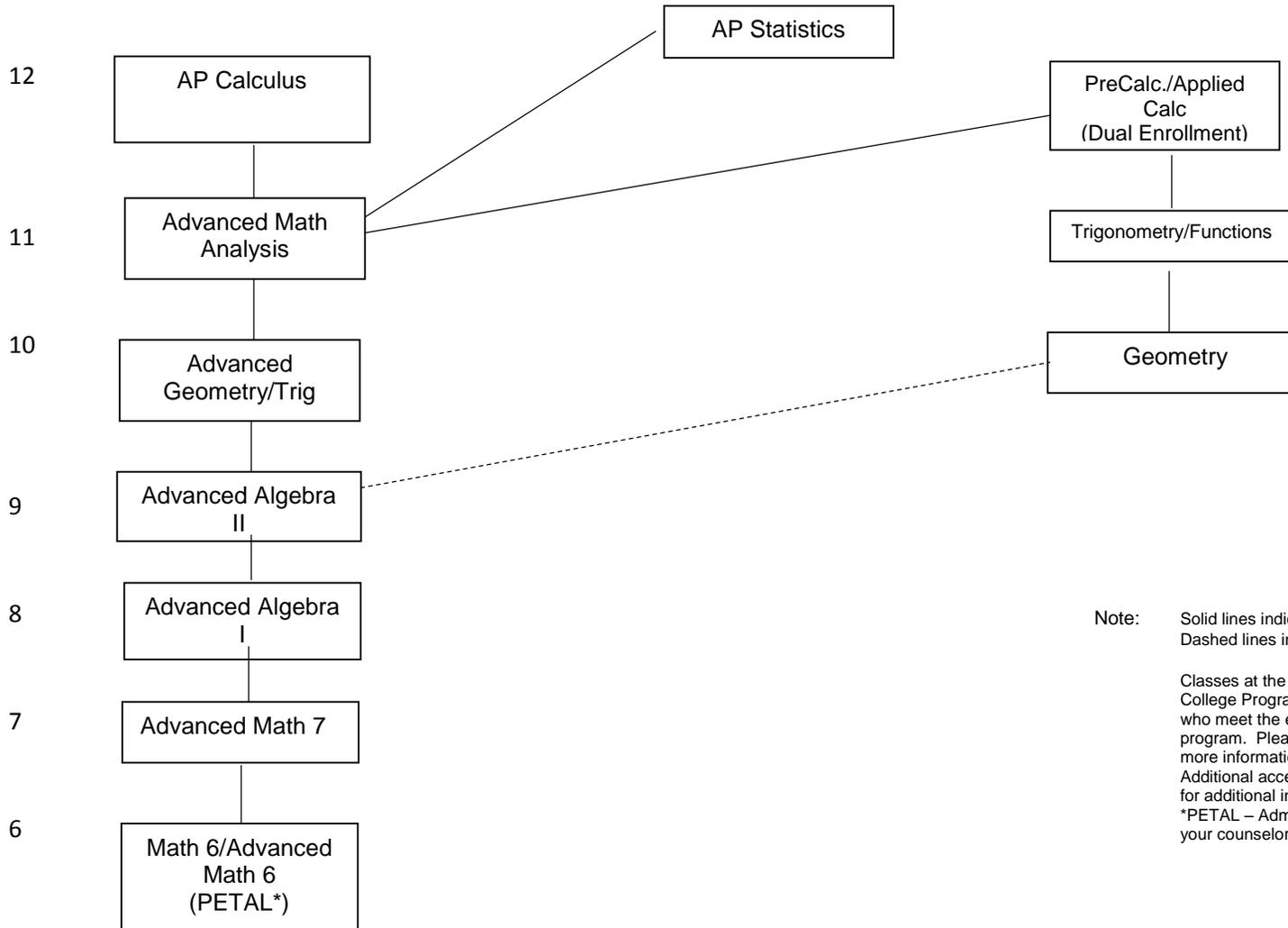
Classes at the Central Virginia Governor's School (CVGS), Early College Program (ECP), and STEM Academy are available for students who meet the eligibility requirements and have been selected for the program. Please refer to the section on the Program of Studies for more information.

Additional acceleration options may be appropriate. See your counselor for additional information.

*PETAL – Admission to PETAL requires meeting selection criteria. See your counselor for additional information.

Mathematics Instructional Sequence Options

OPTION 4 – Advanced Algebra II in 9th Grade (PETAL in 6th Grade)



Note: Solid lines indicate recommended sequence.
Dashed lines indicate possible, yet less frequently chosen, options.

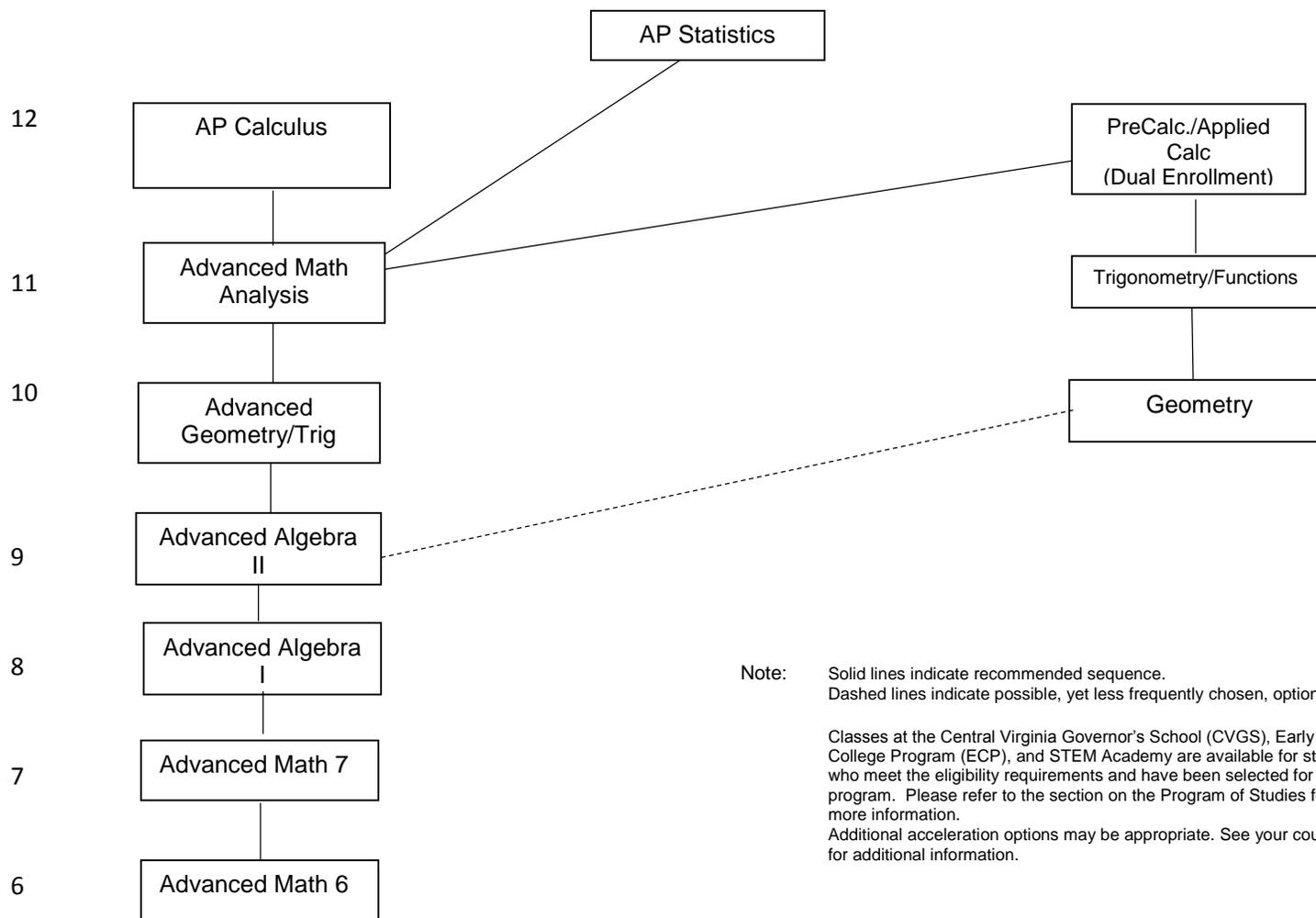
Classes at the Central Virginia Governor's School (CVGS), Early College Program (ECP), and STEM Academy are available for students who meet the eligibility requirements and have been selected for the program. Please refer to the section on the Program of Studies for more information.

Additional acceleration options may be appropriate. See your counselor for additional information.

*PETAL – Admission to PETAL requires meeting selection criteria. See your counselor for additional information.

Mathematics Instructional Sequence Options

OPTION 5 – Advanced Algebra II in 9th Grade



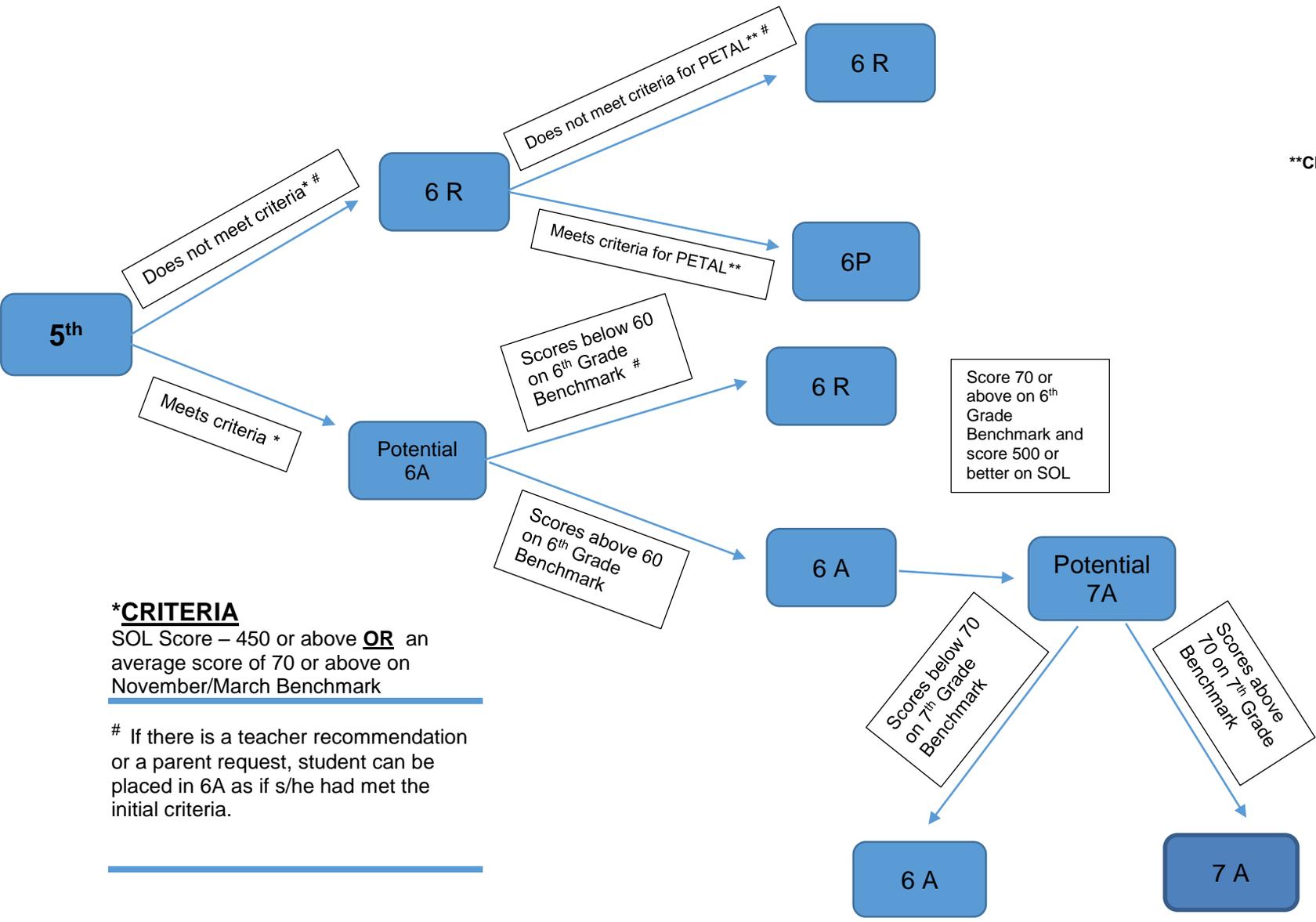
Course Placement Criteria Overview

The following charts illustrate the criteria used to determine when a student may take an advanced level of a course in English, math, science, and social studies. Each chart shows three possible pathways to an advanced course:

1. Achievement score - The student scores at or above a certain score on an achievement test (usually an SOL test).
2. Teacher recommendation - The teacher recommends the student for a more rigorous course based on the student's achievement in the course and self-direction in learning. A teacher recommendation adds opportunities for students; it does not take opportunities away.
3. Parent request - A parent may request that the student take a course at one level more advanced than he or she would otherwise be enrolled in. The request will be honored, except that if prior achievement suggests the student may experience a high degree of struggle in that course, the school may establish a plan with the student and parent for staying on track in the course.

A student may be enrolled in a more advanced course using any of these three options and it is important that parents and teachers not see the first pathway as the only one. Lynchburg City Schools urges students to pursue the most rigorous classes of which they are capable. The courses selected during middle school can impact which courses students can take during high school.

MATH PLACEMENT CRITERIA

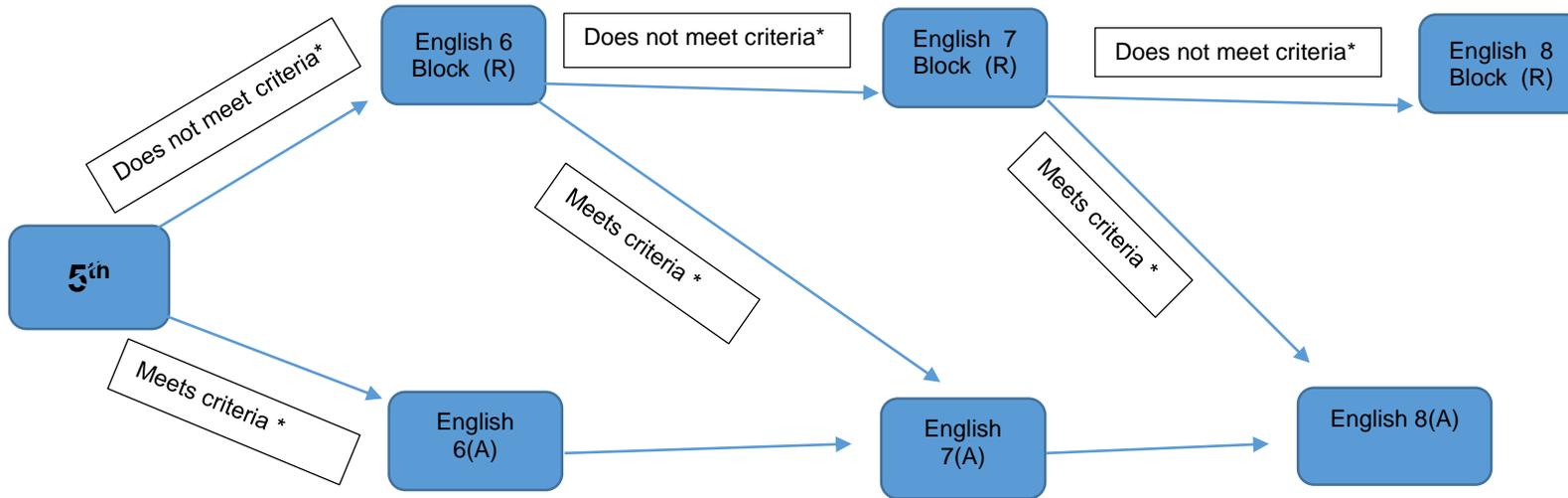


- **CRITERIA FOR PETAL**
1. Targets under represented
 2. Math Achievement in 5th
 3. SOL Scores
 4. Teacher Recommendation
 5. Previous participation in Summer PETAL Academy (optional)

***CRITERIA**
 SOL Score – 450 or above **OR** an average score of 70 or above on November/March Benchmark

If there is a teacher recommendation or a parent request, student can be placed in 6A as if s/he had met the initial criteria.

ENGLISH PLACEMENT CRITERIA



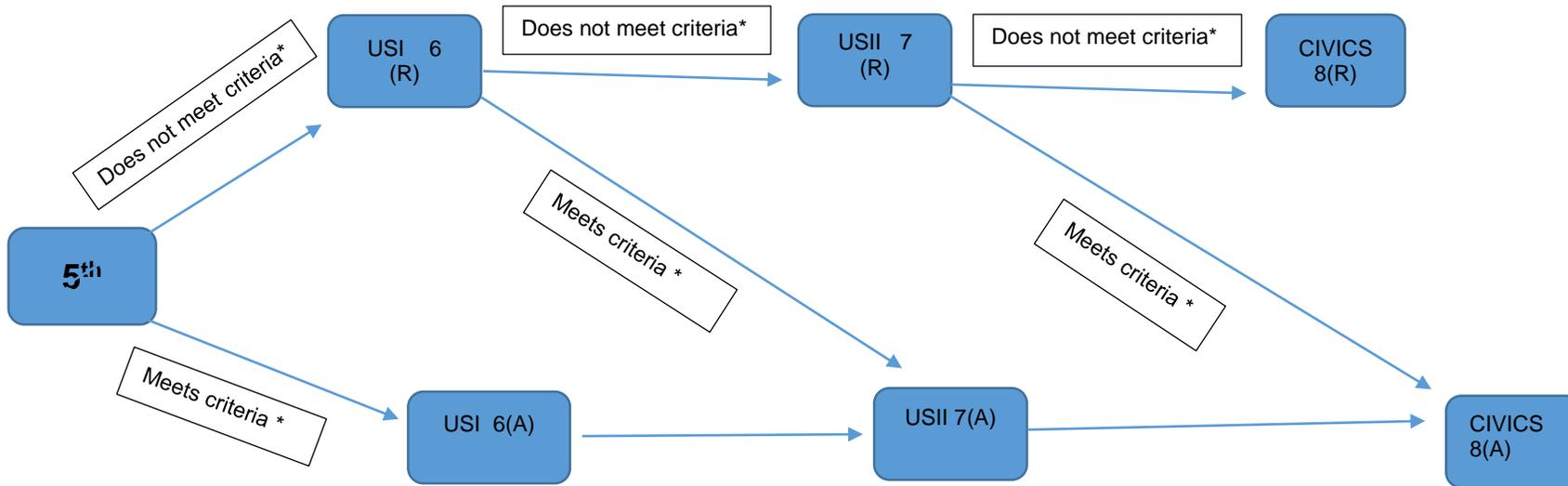
*CRITERIA

SOL Score – 450 or above **OR** an average score of 70 or above on November/March Benchmark

Teacher Recommendation (report on effort – can only help student)

If there is a teacher recommendation or a parent request, student can be placed in 6A as if s/he had met the initial criteria.

SOCIAL STUDIES PLACEMENT CRITERIA

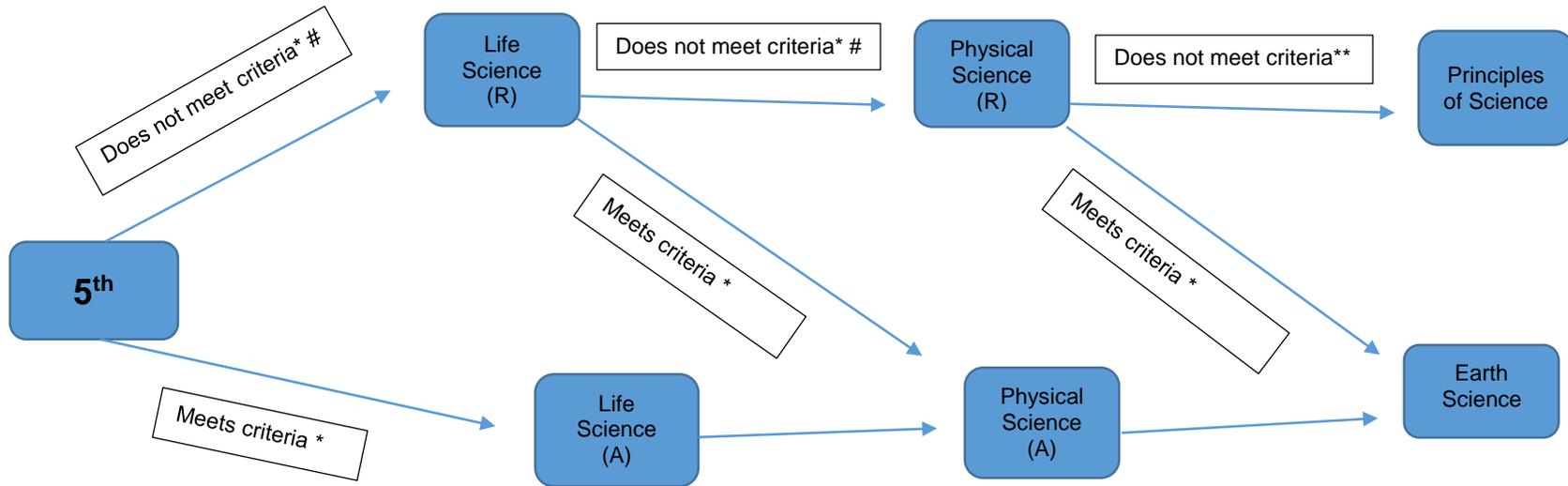


*CRITERIA

SOL Score – 450 or above OR an average score of 70 or above on November/March Benchmark Teacher Recommendation (report on effort – can only help student)

If there is a teacher recommendation or a parent request, student can be placed in 6A as if s/he had met the initial criteria.

SCIENCE PLACEMENT CRITERIA



*CRITERIA

1. SOL Score – 450 or above **OR** an average score of 70 or above on November/March Benchmark combined
2. Teacher Recommendation (report on effort – can only help student)

If there is a teacher recommendation or a parent request, student can be placed in 6A as if s/he had met the initial criteria.

Middle School Exploratory Overview

Exploratory courses are offered in the areas of foreign language, cultural arts, technology and career-technology, and enrichment of the core subjects. Each middle school offers a varied array of exploratory rotations that range from nine to eighteen weeks in length. School specific offerings are available through the course scheduling form and from your school counseling office. Exploratory rotations are courses that students are scheduled into that afford students opportunities to explore their interests and talents.

Exploratory course offerings are subject to change bases on interest inventories, scheduling constraints, and staffing availability.

Middle School Electives Overview

Lynchburg City Schools' middle schools offer a wide array of elective offerings based on course enrollment. School specific offerings are available on each school's website. In support of the middle school philosophy, all three middle schools offer elective and enrichment courses in the areas of foreign language, cultural arts, theatre, technology and career-technology. Electives are courses student's choose or "elect" to take. Specialized electives and enrichment opportunities provide students with differentiated instruction and an advanced curriculum to address students' unique intellectual gifts and talents. Elective and enrichment offerings are subject to change based on interest inventories, scheduling constraints, and staffing availability.

Career-Technical Education Overview

A wide variety of Career and Technical Education courses are offered at each middle school. A full list of CTE courses are available through the school counseling department at each school.

Middle school opportunities exist in:

- Family and Consumer Science
- Business and IT
- Webpage Design
- Computer Applications
- Technology Systems/STEM
- Health and Medical Sciences/STEM
- Technical Drawing/CAD
- Computer Applications
- Inventions and Innovations
- Digital Photography
- TV and Media Production
- Career Investigation

High School Credit Courses offered at the Middle School Level

Keyboarding (6240A) High School Credit (0.5 credits per semester): *Prerequisite: None.*

Students develop and enhance touch skills for entering alphabetic, numeric, and symbol information on a keyboard. Students compose and produce a variety of personal, educational, and professional documents.

Keyboarding Applications (6250B) High School Credit (0.5 credits per semester): *Prerequisite:*

Keyboarding (6240A) or mastery of touch typing. Students enhance touch skills for entering alphabetic, numeric, and symbol information on a keyboard. Students compose and produce a variety of personal, educational, and professional documents with an emphasis on speed and accuracy. **(Linkhorne Middle School only)**

Foreign Language

LATIN I (1780Y) High School Credit (1.0 credit): See page 16 for course description.

SPANISH I (1880Y) High School Credit (1.0 credit): See page 16 for course description.

FRENCH I (1580Y) High School Credit (1.0 credit): See page 16 for course description.

GERMAN I (1680Y) High School Credit (1.0 credit): See page 17 for course description.

Drama

INTRODUCTION TO THEATRE, Grade 8 (0.5 credits per semester): *Prerequisite: Teacher Recommendation.* This course is a basic introduction to acting and other theatre skills. Course content includes units in Theatre Games, Improvisation, Stagecraft, Theatre Vocabulary and Terminology, and Theatre History. **(Paul Laurence Dunbar Middle School for Innovation only)**

Mathematics

Advanced Algebra I (2387Y) High School Credit (1.0 credit)

Prerequisite: teacher recommendation and/or Advanced Pre-Algebra. *This course is weighted as a 4.5 quality point course in terms of Grade Point Average (GPA).* This course includes instruction in greater depth than the traditional Algebra I course. Students attach meaning to the abstract concepts of algebra by using tables and graphs to interpret equations and inequalities and to analyze functions. Matrices are used to organize and manipulate data. Calculators, computers, spreadsheets, and graphing calculators or computer graphing simulators are used to assist in solving problems. Advanced algebra is the initial course in the sequence of courses designed for a five-year accelerated math program. Near the end of the school year, students will take the Algebra I SOL test.

Advanced Algebra II (2397Y) High School Credit (1.0 credit)

Prerequisite: Advanced Algebra I. This course is weighted as a 4.5 quality point in terms of Grade Point Average (GPA). The first semester includes the study of equations, inequalities, relations, functions, systems of equations, matrices, polynomials, irrational numbers, complex numbers, and conic sections. The second semester of this course includes the study of higher degree polynomials, rational and exponential functions, and statistics and probability. Near the end of the school year, students will take the Algebra II SOL test.

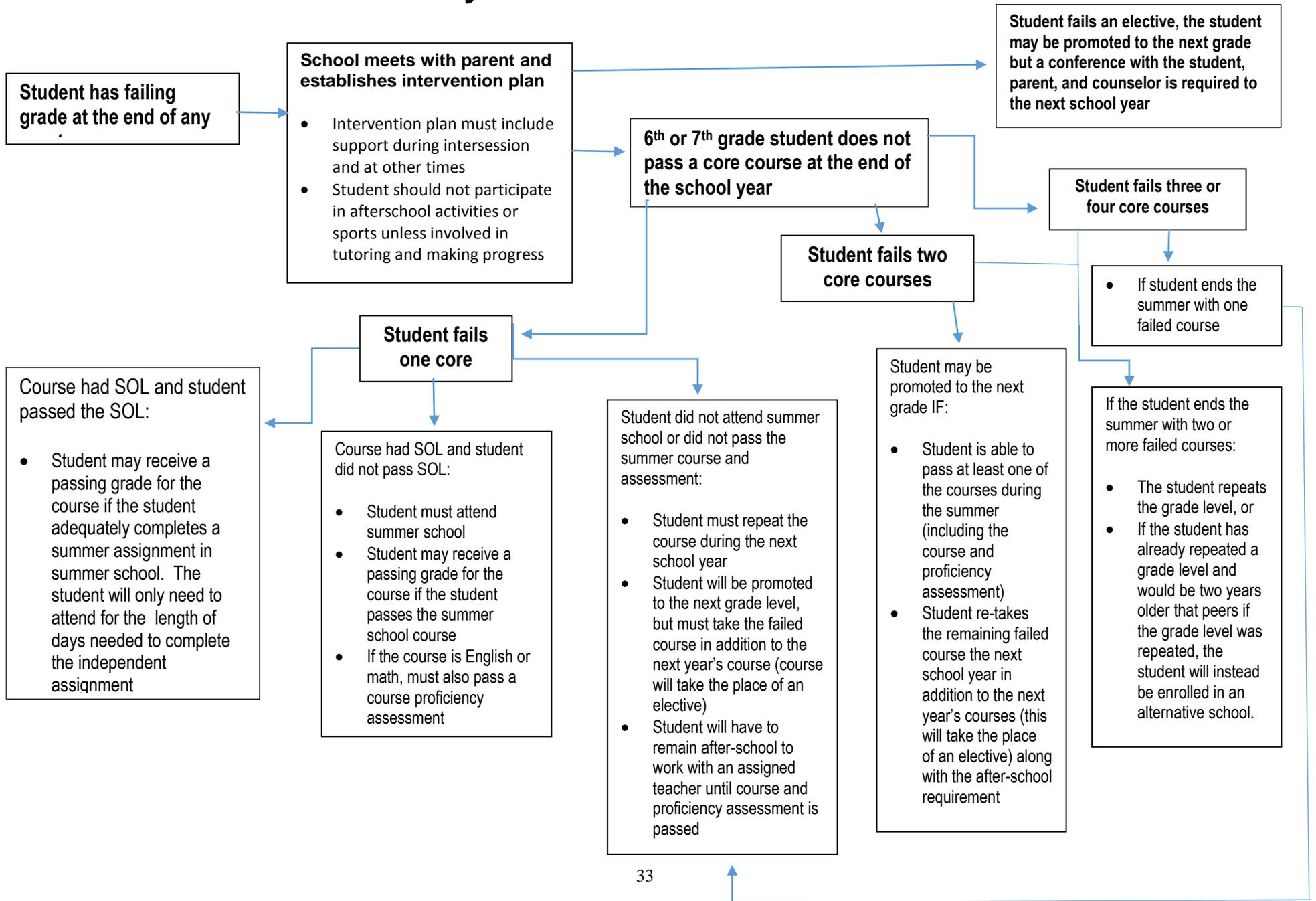
High School Credit Courses offered at the Middle School Level (continued)

Science

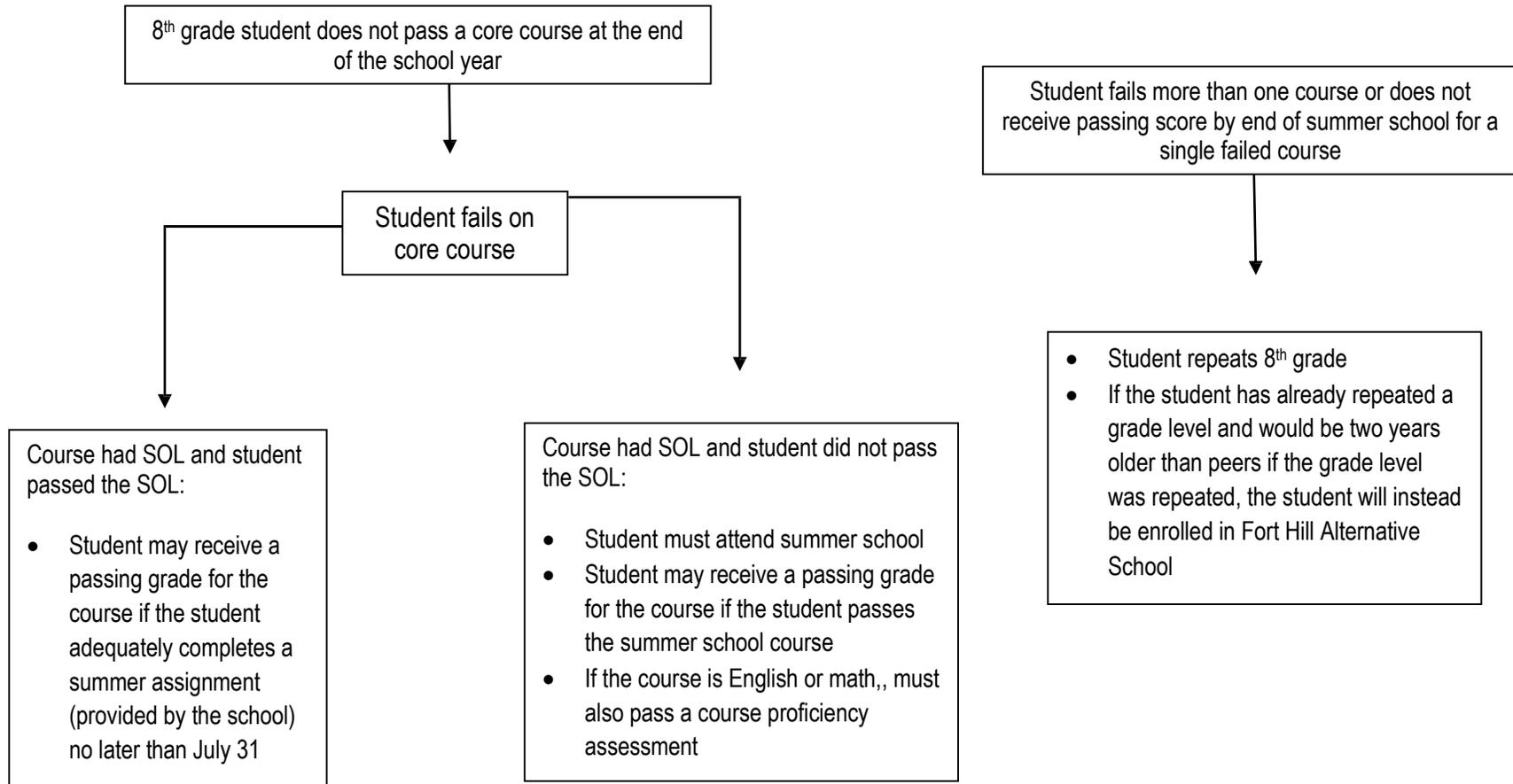
Advanced Earth Science 8 (3387Y): High School Credit (1.0 Credit)-SOL Test

Prerequisite: teacher recommendation and/or physical science. *This course is weighted as a 4.5 quality point course in terms of Grade Point Average (GPA).* The major topics studied in this course are oceanography, meteorology, geology, and astronomy, each with accompanying laboratory activities. Near the end of the school year, students take the Earth Science SOL test.

Middle School Retention Policy Flowchart



Middle School Retention Policy Flowchart



Specialized Programs

Paul Laurence Dunbar Middle School for Innovation

This magnet school draws from an applicant pool of students in all three middle school attendance zones. Paul Laurence Dunbar Middle School for Innovation offers innovative programs not available at the other middle schools. The school offers an extensive curriculum in foreign languages including Spanish, Latin, French and German. Paul Laurence Dunbar Middle School for Innovation also offers a diverse drama curriculum and schedules a variety of performances throughout the school year. The school is also home to *Earth Zone*, a program that allows for hands-on herpetology and marine biology classes. Inquiries regarding the school for innovation applications to Paul Laurence Dunbar Middle School for Innovation should be directed to the Department of Information Technology, School Administration Building, 515-5017.

Gifted Education

The middle school program for gifted education is designed to serve students who demonstrate a specific academic aptitude. The program is provided primarily through advanced and accelerated courses offered in English, math, science, and social studies as well as through differentiated instruction within the classroom. Eighth graders have the opportunity to accelerate their program of studies by taking high school credit courses in the areas of math, science, and foreign language. Additional gifted course offerings maybe available during exploratory periods. *The Lynchburg City Schools Local Plan for the Education of the Gifted* provides detailed information on referral and identification processes, as well as the services provided for identified students. Students and their parents are encouraged to contact the school principal to learn more about all the gifted services available to middle school students and the opportunities they provide.

Special Education

Programs available for students with disabilities are provided according to the student's *Individualized Education Plan*. Referrals for special services are routinely made by parents, counselors, and teachers through the school principal; however, a student can only be considered after authorization is secured from the parent or legal guardian.

Placement in a special education class or program is contingent upon the results of extensive diagnostic testing and evaluation. Scheduling is done on an individual basis according to the needs of each student.

Since the instructional program in all special education classes is based on each student's individual needs, individual educational programs are developed by the school in conjunction with parental permission and input.

The Lynchburg City School Division does not discriminate in admission to, or access to, or treatment or employment in its educational programs, services, or activities based on race, color, national origin, sex, disability, or age in accordance with state and federal laws. Inquiries regarding this policy may be directed to the Director of Personnel Services, 915 Court Street, P.O. Box 2497, Lynchburg, Virginia 24505-2497; telephone number (434) 515-5050.



Lynchburg City Schools

915 Court Street
Lynchburg, VA 24504

REQUEST TO EXPUNGE GRADE FOR HIGH SCHOOL COURSE TAKEN IN MIDDLE SCHOOL

-INCOMPLETE FORMS CANNOT BE PROCESSED-

(PRINT)

FULL NAME OF STUDENT
ADDRESS
NAME OF PARENT/GUARDIAN
PARENT/GUARDIAN PHONE NUMBER
NAME OF HIGH SCHOOL STUDENT WILL ATTEND FOR THE FOLLOWING SCHOOL YEAR (HHS or ECG)

- I wish to expunge the following high school credit-bearing course taken by my child while in middle school during grades 6, 7, and/or 8.
- I understand that my child will receive no high school credit toward graduation for this course and may have to repeat this course if it is a required prerequisite course.
- I understand that the SOL verified credit will not be awarded to my child until course is passed and credit awarded.
- **I further understand that decision is irreversible and must be made prior to enrollment in high school.**

NAME OF COURSE	GRADE LEVEL/YEAR IN WHICH COURSE WAS TAKEN	WILL THE CLASS BE REPEATED?
SAMPLE: ALGEBRA I	2015-2016/Grade 8	Yes

Printed Name of Parent/Guardian:
Signature of Parent/Guardian:

*Return this form to the Middle School Counseling Department **before or by June 30th.***
Or
*Return this form to the High School Counseling Department **before or by August 1st.***