



# Lynchburg City Schools Middle School Program of Studies 2010-2011

*The Lynchburg City Schools,  
with its Tradition of Excellence,  
recognizes the uniqueness and  
worth of all students  
and will teach each student  
the concepts, knowledge, and skills  
necessary to be a thinking,  
productive, and responsible citizen.*

Lynchburg City School  
Mission Statement  
Adopted June 2, 1998

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## **Overview**

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, team-teaching, and unit approach of the elementary school to the departmentalized, diversified, and comprehensive instructional program available in the high school.

The middle school day is divided into 7 academic periods and a lunch period. Each academic period is approximately 50 minutes long, and the lunch period is about 30 minutes long.

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 physical education and health coursework. In some cases in the sixth grade, physical education and health might be part of an exploratory rotation. In the sixth or seventh grade, these classes might be in conjunction with band or orchestra. Family life education is a part of the health curriculum, but parents may complete an "opt-out" form and have their child receive alternate assignments in place of the family life content. Remaining periods are commonly used to provide additional instruction in English or reading, exploratory courses, or elective courses. The exploratory and elective offerings vary among the schools, and information regarding each school's specific program offerings is found in the section devoted to that particular school.

Additional special programs and services offered for middle school students are outlined in the section on Differentiated Instruction. The section on Instructional Sequences illustrates possible course sequences for the core curriculum through the high school level, and several pages of the High School Program of Studies are provided to put the middle school program in the context of high school graduation requirements and diploma seals.

## **Middle School Promotion Guidelines**

A student's grade in a middle school course is determined by the teacher of that course. The teacher determines a numerical value for the student's achievement on each graded assignment, and a final percentage grade is calculated by the grading software provided by the school division. Extra credit through projects, outside activities, reading assignments, and other teacher-approved work is encouraged.

## **Middle School Promotion Guidelines (continued)**

Middle school promotion and retention guidelines are set by school board policy. Please refer to the complete Lynchburg City Schools Policy Manual found on line at <http://www.lcsedu.net/schoolboard/policymanual/> . The Promotion, Retention, Acceleration policy is listed at P 7-25. As of January 2007, the following is a summary of the promotion/retention guidelines for middle school students:

To be promoted from sixth grade to seventh grade, students must pass four courses. Students in advanced English must pass English and math, history and/or science, and/or one additional course. Non-advanced English students must pass two English classes (literature and writing) as well as math and either history or science. Students not promoted because they fail one or more core content courses must successfully complete the appropriate summer remediation courses to be considered for promotion.

To be promoted from seventh grade to eighth grade and to be promoted from eighth grade to ninth grade, students must pass five courses. Advanced English students must pass the four core academic subjects (English, math, science, and history) and one elective for promotion. Non-advanced English students must pass two English classes (literature and writing) as well as math, science, and history/social studies. If a student passes four core courses but not an elective, the principal may use his/her discretion in promoting the student. Students who fail one or more core courses must pass these courses in a summer school program to be considered for promotion.

## **Middle School Attendance Zones**

The school a student attends is determined by the student's place of residence within geographical attendance zones; however, a portion of the student population of Paul Laurence Dunbar Middle School for Innovation is drawn from an applicant pool of students living outside of that attendance zone. The innovative programs at Paul Laurence Dunbar Middle School for Innovation include communications, television broadcasting, drama, foreign language, science and technology. The school is the home of the Earth Zone which includes nearly 1,000 gallons of saltwater that serves as a habitat to some very interesting sea creatures. The Earth Zone also includes a herpetology lab that houses various types of amphibians and reptiles. There is also a Laserium-laser lab, weather station, television studio, and a beautiful performing arts auditorium. Middle school aged students residing in the city of Lynchburg can apply to attend Dunbar. The application process begins in February and applications are due in mid-March. For information about the school and upcoming events please visit the school website at <http://www.lcsedu.net/schools/dms/> or call 522-3740. Inquiries about the application process for Paul Laurence Dunbar Middle School for Innovation should be addressed to the department of data processing in the school administration building at 522-3700, ext. 179.

# High School Graduation Requirements

To assist students and parents, the following pages are excerpted from the Lynchburg City Schools High School Program of Studies.

## GRADUATION REQUIREMENTS

The *Regulations for Establishing Standards for Accrediting Public Schools in Virginia* specify the standards that all students must meet in order to earn the Special Diploma, the Modified Standard Diploma, the Standard Diploma, and the Advanced Studies Diploma. These standards can be changed from one year to another, and each student must meet the requirements in place the year he or she first entered the ninth grade. There are additional local requirements to earn the Advanced Studies Diploma with a Lynchburg Honors Seal.

### VERIFIED CREDITS

To receive a standard diploma, students must pass six Standards of Learning (SOL) tests. Students entering ninth grade after 2003-04 must pass English: Reading/Literature/Research, English: Writing, one math, one science, one history/social studies, and one other SOL test or substitute test. All students seeking an advanced studies diploma must pass nine Standards of Learning (SOL) tests including the 2 English, 2 math, 2 science, 2 history, and one other.

### LOCALLY AWARDED VERIFIED CREDIT OPTION

The current *Regulations for Establishing Standards for Accrediting Public Schools in Virginia* provide for locally awarded verified credits in science and history/social studies for students in the ninth grade class of 2003-2004 and beyond who are working toward a standard diploma (8 VAC 20-131-110 B.3).

A verified credit is received when a student passes a high school credit course and the associated Standards of Learning (SOL) end-of-course state test. A locally awarded verified credit is an option available for some students who pass a science or history/social studies class but do not pass the associated SOL end-of-course test and do not have enough verified credits to graduate with a standard diploma. Locally awarded verified credits apply only to the standard diploma. No locally awarded verified credit may be used for the advanced studies diploma. Locally awarded verified credits apply only to science and history/social studies. No locally awarded verified credits are available for math, reading, or writing.

To be eligible to earn a local verified credit in science or history/social studies, a student must:

- pass the high school course but not pass the associated state SOL end-of-course test,
- score at least 375 on any administration of the SOL test having taken the test at least twice,
- be working toward a standard diploma, and
- demonstrate achievement in the academic content through a local appeal process.

The appeal process in Lynchburg includes the following:

- A local review panel comprised of at least three educators will be appointed for each high school. The assistant superintendent of curriculum and instruction will chair each panel and will select the other two members of each panel. These additional members will be selected from central office staff, building level administrators, or department chairs or content teachers in science or social studies.
- The panel will review semester grades of students eligible for a local verified credit. A local verified credit will be awarded if a student has achieved a final grade of "C" or better for both semesters of the science or history course.
- Students eligible for a local verified credit who receive a "D" for one or both semesters of the science or history course will receive a local verified credit if they receive a grade of "C" or higher on the exam for the semester or semesters in which they made a "D."
- Students not meeting one of the above criteria may review course content and take a retest of the course exam and receive a verified credit if they obtain a "C" or higher grade on the retake. This option is only available one time.
- Students not meeting any of the above criteria may request a series of additional academic assignments that, when completed satisfactorily, will lead to a local verified credit.
- The local review panel has final authority in determining whether to (a) award the verified credit, (b) deny the verified credit, (c) suggest participation in a remedial program and retesting, or (d) make additional academic assignments as deemed appropriate prior to determining whether to award the verified credit.

## GRADUATION REQUIREMENTS (continued)

**The following Requirements are in effect for students entering ninth grade for the first time in the fall of 2010 and beyond.**

### STANDARD DIPLOMA (Entering 9<sup>th</sup> grade in fall of 2010 or later)

Discipline Area	Standard Units of Credit Required	Verified Credits Required
English	4	2
Mathematics <sup>1</sup>	3	1
Laboratory Science <sup>2, 6</sup>	3	1
History and Social Sciences <sup>3, 6</sup>	3	1
Health and Physical Education	2	
Foreign Language, Fine Arts or Career and Technical Education <sup>7</sup>	2	
Economics and Personal Finance	1	
Electives <sup>4</sup>	4	
Student Selected Test <sup>5</sup>		1
Total	22	6

1. Courses completed to satisfy this requirement shall include at least two different course selections from among: Algebra 1, Geometry, Algebra, Functions, and Data Analysis, Algebra 2, or other mathematics courses above the level of Algebra 2.
2. Courses completed to satisfy this requirement shall include course selections from at least two different science disciplines: earth sciences, biology, chemistry, or physics.
3. Courses completed to satisfy this requirement shall include U.S. and Virginia History, U.S. and Virginia Government, and one course in either world history or geography or both.
4. Courses to satisfy this requirement shall include at least two sequential electives as required by the Standards of Quality.
5. A student may utilize additional tests for earning verified credit in computer science, technology, career and technical education, economics, or other areas as prescribed by the board in 8 VAC 20-131-110.
6. Students who complete a career and technical education program sequence and pass an examination or occupational competency assessment in a career and technical education field that confers certification or an occupational competency credential from a recognized industry, or trade or professional association or acquires a professional license in a career and technical education field from the Commonwealth of Virginia may substitute the certification, competency credential, or license for (i) the student selected verified credit and (ii) either a science or history and social science verified credit when the certification, license, or credential confers more than one verified credit. The examination or occupational competency assessment must be approved by the Board of Education as an additional test to verify student achievement.
7. Pursuant to Section 22.1-253.13:4, Code of Virginia, credits earned for this requirement shall include one credit in fine or performing arts or career and technical education.

## **GRADUATION REQUIREMENTS (continued)**

### **ADVANCED STUDIES DIPLOMA (Entering 9<sup>th</sup> grade in fall of 2010 or later)**

Discipline Area	Standard Units of Credit Required	Verified Credits Required
English	4	2
Mathematics <sup>1</sup>	4	2
Laboratory Science <sup>2</sup>	4	2
History and Social Sciences <sup>3</sup>	4	2
Foreign Language <sup>4</sup>	3	
Health and Physical Education	2	
Fine Arts or Career and Technical Education	1	
Economics and Personal Finance	1	
Electives	3	
Student Selected Test <sup>5</sup>		1
<b>Total</b>	<b>26</b>	<b>9</b>

1. Courses completed to satisfy this requirement shall include at least three different course selections from among: Algebra 1, Geometry, Algebra 2, or other mathematics courses above the level of Algebra 2.
2. Courses completed to satisfy this requirement shall include course selections from at least three different science disciplines from among: earth sciences, biology, chemistry, or physics.
3. Courses completed to satisfy this requirement shall include U.S. and Virginia History, U.S. and Virginia Government, and two courses in either world history or geography or both.
4. Courses completed to satisfy this requirement shall include three years of one language or two years of two languages.
5. A student may utilize additional tests for earning verified credit in computer science, technology, career or technical education, economics, or other areas as prescribed by the board in 8 VAC 20-131-110.

### **ADVANCED STUDIES DIPLOMA WITH LYNCHBURG HONORS SEAL (all students)**

Students who wish to earn the Advanced Studies Diploma with Lynchburg Honors Seal must meet all the course and verified credit requirements for the Advanced Studies Diploma. In addition, they must meet the following additional criteria:

- 1) English must include a minimum of six semesters in courses designed for students with above average skills in reading and writing. Four of these semester courses must be taken during the junior and senior years.
- 2) The four math credits must include Algebra 1 and three credits above the level of Algebra 1. The minimum must include progress through trigonometry/functions.
- 3) Science credits must include choices from earth science, biology, chemistry, physics, AP Chemistry, AP Physics, AP Biology, and Dual Enrollment Biology.
- 4) Social studies credits must include Advanced World History and Geography 1 (to 1500 AD), Advanced World History and Geography 2 (1500 AD to Present) or AP European History, or AP World History, Advanced American History, AP American History, and Advanced U.S. Government or AP Government.
- 5) Students must take and pass at least two advanced placement or dual enrollment courses (or one of each) in different content areas during the senior year. These courses may be in English, math, science, or social studies.

## GRADUATION REQUIREMENTS (continued)

### STANDARD TECHNICAL DIPLOMA (Entering 9<sup>th</sup> grade in fall of 2010 or later)

Discipline Area	Standard Units of Credits Required	Verified Credits Required
English	4	2
Mathematics <sup>1</sup>	3	1
Laboratory Science <sup>2, 5</sup>	3	1
History and Social Sciences <sup>3, 5</sup>	3	1
Health and P.E.	2	
Fine Arts or Foreign Language,	1	
Economics and Personal Finance	1	
Career and Technical Education <sup>4</sup>	4	
Electives	1	
Student Selected <sup>6</sup>		1
Total	22	6

1. Courses completed to satisfy this requirement shall include at least three different course selections from among: Algebra 1, Geometry, Algebra Functions and Data Analysis, or Algebra 2 or other mathematics courses above the level of Algebra 2.
2. Courses completed to satisfy this requirement shall include course selections from at least three different science disciplines from among: earth sciences, biology, chemistry, or physics.
3. Courses completed to satisfy this requirement shall include U.S. and Virginia History, U.S. and Virginia Government, and one course in either world history or geography or both.
4. Courses completed to satisfy this requirement must include a career concentration as approved by the board. If a career concentration includes a specific assessment approved by the board and a student is eligible to take the assessment, then the student must take this assessment.
5. Students who complete a career and technical education program sequence and pass an examination or occupational competency assessment in a career and technical education field that confers certification or an occupational competency credential from a recognized industry or trade or professional association or acquires a professional license in a career and technical education field from the Commonwealth of Virginia may substitute the certification competency credential or license for (i) the student selected verified credit and (ii) either a science or history and social science verified credit when the certification license or credential confers more than one verified credit. The examination or occupational competency assessment must be approved by the board as an additional test to verify student achievement.
6. A student may utilize additional tests for earning verified credit in computer science, technology, career and technical education, economics or other areas as prescribed by the state Board of Education in 8 VAC 20-131-110.



## GRADUATION REQUIREMENTS (continued)

### ADVANCED TECHNICAL DIPLOMA (Entering 9<sup>th</sup> grade in fall of 2010 or later)

Discipline Area	Standard Units of Credit Required	Verified Credits Required
English	4	2
Mathematics <sup>1</sup>	4	2
Laboratory Science <sup>2</sup>	4	2
History and Social Sciences <sup>3</sup>	4	2
Foreign Language <sup>4</sup>	3	
Health and Physical Education	2	
Fine Arts or Career Technical Education	1	
Economics and Personal Finance	1	
Career and Technical Education <sup>5</sup>	3	
Student Selected Test <sup>6</sup>		1
<b>Total</b>	<b>26</b>	<b>9</b>

1. Courses completed to satisfy this requirement shall include at least three different course selections from among: Algebra 1, Geometry, Algebra 2, or other mathematics courses above the level of Algebra 2.
2. Courses completed to satisfy this requirement shall include course selections from at least three different science disciplines from among: earth sciences, biology, chemistry, or physics.
3. Courses completed to satisfy this requirement shall include U.S. and Virginia History, U.S. and Virginia Government, and two courses in either world history or geography or both.
4. Courses completed to satisfy this requirement shall include three years of one language or two years of two languages.
5. Courses completed to satisfy this requirement must include a career concentration as approved by the board. If a career concentration includes a specific assessment approved by the board and the student is eligible to take the assessment, then the student must take this assessment to fulfill this requirement.
6. A student may utilize additional tests for earning verified credit in computer science, technology, career or technical education, economics, or other areas as prescribed by the state Board of Education in 8 VAC 20-131-110.

**The requirements for a Modified Standard Diploma, Special Diploma, General Achievement Diploma, Certificate of Completion and the additional requirements for the Lynchburg Honors Seal to be added to an Advanced Studies Diploma are the same for all students.**

## High School Credit Courses in Middle School

Students in middle school have the opportunity to take certain high school courses for credit. High school credit courses are offered in Algebra I, earth science, and first year foreign languages at all three middle schools. For students successfully completing the accelerated Spanish curriculum at Dearington Elementary School for Innovation, second year Spanish is also offered at Paul Laurence Dunbar Middle School for Innovation. All these courses meet high school graduation requirements, and other opportunities to earn high school credit may be provided to middle school students as well. The Advanced Algebra I and Advanced Earth Science are more challenging courses than a standard high school course; both of these advanced courses carry a Grade Point Average (GPA) weight of 4.5 rather than 4.0. All high school credit courses offered in the middle schools are eligible to appear on the high school transcript and to be included when determining a student's grade point average and class rank.

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 omitted from their child's transcript. Under these guidelines, the grades earned in such classes are not included in the high school GPA, and no high school credit is earned for those courses.

Parents of middle school students taking a high school course will receive a form letter from the school prior to the end of the first semester. Parents will use the form letter to let the school know whether or not to include the course on the high school transcript. The deadline for parents to make a decision is the end of first semester unless a student's exam grade causes the student's semester grade to drop one letter or more. In that event, the parent would have five days from the issuance of report cards to make the decision. **A second opportunity to opt out of high school credit for each course will be provided at the end of the school year.**

Middle school students who are opted-out of a high school credit course may not continue to participate in that course. Those students will be rescheduled into an appropriate middle school course for the second semester. Students will be scheduled for the following year based on the prerequisites listed in the High School Program of Studies; only courses successfully completed and transcribed can be considered as meeting prerequisite requirements. Students who opt not to count a course for credit will not take a Standards of Learning (SOL) test if one is associated with that course. Students who elect to take a course for credit will take any associated SOL test. Once made, the decision to count a course for credit may not be changed even if the student fails the Standards of Learning (SOL) test.

Because there are multiple high school courses available in middle school, parents may opt to count any or all of the courses for credit. Parents make a separate decision for each high school course taken in the middle school. If you have any questions about this option, please contact your child's guidance counselor.

**Please see the following page for a sample copy of the Middle School High School Credit letter.**

[Date]

Dear Parent/Guardian:

**As specified in the *Standards for Accrediting Public Schools in Virginia*, parents of middle school students who are enrolled in high school credit courses may “opt out” of the high school credit component of those courses. Under the guidelines, the grades earned in those classes will not be included on the student’s high school transcript, and the student will not receive high school credit for the courses. The standards further specify that notice of this provision and a document for “opting out” be provided by the school system.**

Therefore, for each high school credit course a middle school student takes, whether the student will be opted out or not, this form must be completed and returned to the appropriate teacher no later than the end of the first semester. If a student remains in the course for the second semester, that student will take any associated state Standards of Learning test, and that test score will be maintained in the student’s scholastic record. However, if at the end of the year the parents/guardians wish to have the entire year course removed from the transcript, that option will be available. Another form will be sent home with the final report card. At that time, to have an entire year of a 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 guidance department within one week of the receipt of the final report card.** Please be aware that students who are opted out of high school credit for a course will need to repeat that course in the future in order to receive credit toward meeting state diploma requirements.

Should you have any questions regarding the opt-out provision, please do not hesitate to contact your child’s guidance counselor at [phone number].

Sincerely,

**[Guidance Director’s Name]**

Guidance Director

**[School Name]**

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This form is for \_\_\_\_\_, **(print student’s full name)**

And for \_\_\_\_\_, **(course name)**

☐ I wish to have the course counted for high school credit and included on his/her high school transcript.

☐ I wish to have my child opted out of high school credit; this course should not be included on his/her high school transcript.

Parent/Guardian’s Name (please print): \_\_\_\_\_

Signature of Parent/Guardian: \_\_\_\_\_ Date \_\_\_\_\_

# CORE CURRICULUM

## SIXTH GRADE ENGLISH

Most sixth grade students need two class periods each day to be successful in meeting the Virginia English SOL in reading and writing.

**English Literature 6 (961XY):** This class provides instruction in vocabulary, reading comprehension, and literature, as well as in oral communication skills. Students take the sixth grade reading SOL test upon completion of the course.

**English Writing 6 (9612Y):** This class focuses on the three domains of writing (composing, written expression, and usage/ mechanics) to produce multi-paragraph narratives, descriptions, and explanations. This class also includes oral communication skills. Students take the sixth grade writing SOL test associated with this course.

**English 6A (961AY):** This **advanced-level class** is designed to meet the needs of sixth 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 the 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 sixth grade English Standards of Learning. Students take the sixth grade reading and writing SOL tests upon completion of the course.

The following factors are considered in placing students in this advanced-level class; however, no one factor will exclude students, and teachers will err on the side of giving students the opportunity to take this class.

- Teacher recommendation
- 75<sup>th</sup> percentile or above on the Stanford Diagnostic Reading Test in fifth grade
- Grade of A or B in reading and writing for the first three six-week grading periods
- 85% or better on English Division-Wide Assessments for the first three assessments
- A rubric score of 3 or 4 on directed writing samples for the first three six-week grading periods

**English 6 (9611Y):** This single period English course covers all of the sixth grade English Standards of Learning. It is designed for students who have demonstrated proficiency in reading and writing but who are not yet ready for advanced level work in English. By combining the English standards into a single period but not increasing the rigor of the course content, a period is made available in each student's schedule for an additional course. Students take the sixth grade reading and writing SOL tests upon completion of the course.

**Reading Support (965YY):** This small-group reading intervention class is designed to help students reading two or more years below grade level accelerate their reading growth and become on-grade level readers. Using a research-based reading program, students learn to apply and use comprehension and decoding skills. Students enrolled in this class are also enrolled in English Literature 6 and English Writing 6. Students are enrolled in this class based on information provided by fifth grade teachers on a referral form which includes data from the Stanford Diagnostic Reading Test, a timed fluency test, and in some cases a phonics test.

## **SIXTH GRADE (continued)**

### **MATHEMATICS**

**Math 6 (962XY):** This course covers the sixth grade math SOL with emphasis on the study of whole numbers, decimals, and fractions. Students will use ratios to compare data sets, make conversions within a given measurement system, make geometric constructions and classify three-dimensional figures, and solve linear equations with one variable. Concepts, skills, symbols, and vocabulary crucial to the understanding of the subject will be identified and used. 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. Students take the sixth grade math SOL test upon completion of the course.

**Math 6A (Accelerated) (962AY):** This course covers the seventh grade math SOL placing emphasis on solving problems involving consumer applications and proportional reasoning. The students will gain an understanding of the properties of real numbers, solve linear equations and inequalities, and use data analysis techniques to make inferences and predictions. Students will also identify applications of the mathematical principles that can be applied to science and other disciplines. Skills and strategies will be developed in the following areas: number and number sense, computation and estimation, measurement, geometry, probability and statistics, patterns, functions, and algebra. Appropriate technologies such as fraction calculators, computers, laser discs, and videos will also be utilized. Even though the content in this course focuses on the seventh grade math SOL, due to state testing restrictions and the need to ensure a solid content base for our students, students will take the sixth grade math SOL test upon completion of the course.

**Math Support (9622Y):** This course is designed to provide selected students with an additional period to strengthen essential computation and problem-solving skills. Using a research-based, computer-assisted instructional program that is recommended by the Virginia Department of Education, students are taught the essential knowledge and skills of the state's curriculum framework for sixth grade math. Following the same timeline as they do in the core math course, students work through the software's activities and assessments under the guidance of a classroom teacher who provides additional instruction and support as needed. Students are selected for this course based on prior Standards of Learning Test results, classroom performance, and teacher recommendations.

**Promoting Excellence Through Accelerated Learning (PETAL) Math Block 6/6A (962XAP & 962ABP):** This is a special program offered to selected students in a two-period blocked format. Students in this course complete the sixth grade math SOL first semester and the seventh grade math SOL second semester, then continue in the accelerated math sequence in seventh grade. In addition, PETAL math students are invited to participate in after school tutorials, field trips, and PETAL club meetings. Rising sixth grade students who were in the on-grade level math course in fifth 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 Division-Wide Assessments in math, teacher recommendations, and previous participation in the PETAL summer math program. For additional information on the Sixth Grade PETAL Math Block, please contact the instructional specialist for PETAL programs in the central administration building at (434) 522-3700, extension 134.

## **SIXTH GRADE (continued)**

### **SCIENCE**

**Life Science (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 sixth grade SOL and the life science SOL.

**Life Science (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 of the curriculum.

### **SOCIAL STUDIES/HISTORY**

**United States History 1 (964XY):** This course covers the history of the United States from pre-Columbian times until 1877. At the end of this course students take the American History 1 SOL test.

**United States History 1 (Advanced) (964AY):** This course covers the same SOL as the regular American History 1 course but moves at a faster pace to allow time for additional opportunities for enrichment of the curriculum. At the end of this course students take the American History 1 SOL test.

### **PHYSICAL EDUCATION, FAMILY LIFE, & HEALTH**

The physical education, family life, and health curriculum in the sixth grade is provided through several formats depending on the school and the interests of the student. In some cases in the sixth grade this content is provided in a full-year course, and in other cases it is condensed and provided as part of an exploratory rotation or in conjunction with band or orchestra. Regardless of the format of the course, parents may complete an “opt-out” form and have their children receive alternate assignments in place of the family life education component of the health curriculum.

The sixth 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

## SEVENTH GRADE ENGLISH

Most seventh grade students need two class periods each day to be successful in meeting the Virginia English SOL in reading and writing.

**English Literature 7 (971XY):** This class provides instruction in vocabulary, reading comprehension, and literature, as well as in oral communication skills. Students take the seventh grade reading SOL test upon completion of the course.

**English Writing 7 (9712Y):** This class focuses on the three domains of writing (composing, written expression, and usage/ mechanics) to produce multi-paragraph narratives, descriptions, and explanations. This class also includes oral communication skills. Students take the seventh grade writing SOL test associated with this course.

**English 7A (971AY):** This **advanced-level class** is designed to meet the needs of seventh 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 the 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 seventh grade English Standards of Learning. In most cases students in this course have completed the English 6A course. However, some students may be recommended for this course based on achievement in the English Literature 6 and English Writing 6 courses (or the combined English 6 course), the sixth grade reading SOL test, Division-Wide Assessments in sixth grade English, and their achievement in reading as demonstrated on their sixth grade Stanford Diagnostic Reading Test. Students take both the seventh grade reading and writing SOL tests upon completion of the course.

**English 7 (9711Y):** This single period English course covers all of the seventh grade English Standards of Learning. It is designed for students who have demonstrated proficiency in reading and writing but who are not yet ready for advanced level work in English. By combining the English standards into a single period but not increasing the rigor of the course content, a period is made available in each student's schedule for an additional course. Students take both the seventh grade reading and writing SOL tests upon completion of the course.

**Reading Support (975YY):** This small-group reading intervention class is designed to help students reading two or more years below grade level accelerate their reading growth and become on-grade level readers. Using a research-based reading program, students learn to apply and use comprehension and decoding skills. Students enrolled in this class are also enrolled in English Literature 7 and English Writing 7. Students are enrolled in this class based on information provided by sixth grade teachers on a referral form which includes data from the Stanford Diagnostic Reading Test, a timed fluency test, and in some cases a phonics test.

## **SEVENTH GRADE (continued)**

### **MATHEMATICS**

**Math 7 (972XY):** This course covers the seventh grade math SOL, placing emphasis on solving problems involving consumer applications and proportional reasoning. Students gain an understanding of the properties of real numbers, solve linear equations and inequalities, and use data analysis techniques to make inferences and predictions. Students also identify applications of the mathematical principles that can be applied to science and other disciplines. Skills and strategies will be developed in the following areas: number and number sense, computation and estimation, measurement, geometry, probability and statistics, patterns, functions, and algebra. Appropriate technologies such as fraction calculators, computers, laser discs, and videos will also be utilized. Students take the seventh grade math SOL test upon completion of the course.

**Pre-Algebra (Accelerated) (972AY):** This course covers the eighth 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. Students identify real-life applications of mathematical principles and their application to science and to other disciplines. A wide range of skills and strategies will be developed in the following areas: number and number sense, computation and estimation, measurement, geometry, probability and statistics, patterns, functions, and algebra. Students take the eighth grade math SOL test upon completion of this course.

**Math Support (9722Y):** This course is designed to provide selected students with an additional period to strengthen essential computation and problem-solving skills. Using a research-based, computer-assisted instructional program that is recommended by the Virginia Department of Education, students are taught the essential knowledge and skills of the state's curriculum framework for seventh grade math. Following the same timeline as they do in the core math course, students work through the software's activities and assessments under the guidance of a classroom teacher who provides additional instruction and support as needed. Students are selected for this course based on prior Standards of Learning Test results, classroom performance, and teacher recommendations.

### **SCIENCE**

**Physical Science (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 (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. Students successfully completing this course take the eighth grade science SOL test.



## **SEVENTH GRADE (continued)**

### **SOCIAL STUDIES/HISTORY**

**United States History 2 (974XY):** This course covers the history of the United States from 1877 to the present. At the end of this course students take the American History 2 SOL test.

**United States History 2 (Advanced) (974AY):** This course covers the same SOL as the regular American History 2 course but moves at a faster pace to allow time for additional opportunities for enrichment of the curriculum. At the end of this course students take the American History 2 SOL test.

### **PHYSICAL EDUCATION, FAMILY LIFE, & HEALTH**

The physical education, family life, and health curriculum in the seventh grade is most often provided as a full-year course although in some cases the content is condensed and provided in conjunction with band or orchestra. Regardless of the format of the course, parents may complete an “opt-out” form and have their children receive alternate assignments in place of the family life education component of the health curriculum.

The physical education curriculum in the seventh 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, the development of secondary sex characteristics, human sexuality and loving relationships, and the causes and treatments of sexually transmitted diseases, including AIDS.

# **EIGHTH GRADE**

## **ENGLISH**

Most eighth grade students still need, and are therefore provided, two class periods each day to be successful in meeting the Virginia English SOL in reading and writing.

**English Literature 8 (981XY):** This class provides instruction in vocabulary, reading comprehension, and literature, as well as in oral communication skills. Students take the eighth grade reading SOL test upon completion of the course.

**English Writing 8 (9812Y):** This class focuses on the three domains of writing (composing, written expression, and usage/mechanics) to produce multi-paragraph narratives, descriptions, and explanations. This class also includes oral communication skills. Students take the eighth grade writing SOL test associated with this course.

**English 8A (981AY):** This **advanced-level class** is designed to meet the needs of eighth 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 the 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 eighth grade English Standards of Learning. In most cases students in this course have completed the English 7A course. However, some students may be recommended for this course based on achievement in the English Literature 7 and English Writing 7 courses (or the English 7 course), the seventh grade reading SOL test, Division-Wide Assessments in seventh grade English, and their achievement in reading as demonstrated on their seventh grade Stanford Diagnostic Reading Test. Students take both the eighth grade reading and writing SOL tests upon completion of the course.

**English 8 (9811Y):** This single period English course covers all of the eighth grade English Standards of Learning. It is designed for students who have demonstrated proficiency in reading and writing but who are not yet ready for advanced level work in English. By combining the English standards into a single period but not increasing the rigor of the course content, a period is made available in each student's schedule for an additional course. Students take both the eighth grade reading and writing SOL tests upon completion of the course.

**Reading Support (985YY):** This small-group reading intervention class is designed to help students reading two or more years below grade level accelerate their reading growth and become on-grade level readers. Using a research-based program, students learn to apply and use comprehension and decoding skills. Students enrolled in this class are also enrolled in English Literature 8 and English Writing 8. Students are enrolled in this class based on information provided by seventh grade teachers on a referral form which includes data from the Stanford Diagnostic Reading Test, a timed fluency test, and in some cases a phonics test.

# **EIGHTH GRADE (continued)**

## **MATHEMATICS**

**Foundations of Algebra (982AY):** Prerequisite: Math 7 or Math 7A (Pre-algebra). This course covers the eighth grade math Standards of Learning (SOL) and some of the Algebra 1 SOL. 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. This course is enriched beyond the standard grade 8 math in order to establish a more solid foundation for taking Algebra I or the Algebra I - Algebra II/Geometry PETAL math block in ninth grade. Upon completion of this course, students who have not already done so will take the eighth grade math SOL test.

**Algebra I (2280A & B):** High School Credit \* Prerequisite: teacher recommendation and Advanced Pre-algebra. This regular one-year algebra program includes instruction in properties and basic operations of rational numbers, their algebraic and graphical representation, linear equations, inequalities, and systems of linear equations and inequalities. The second semester includes the study of polynomials, radical equations, quadratic equations with real solutions, and the concept of functions. Upon completion of this course students take the Algebra I SOL test. (0.5 high school credits per semester)

**Advanced Algebra I (2387A & B):** High School Credit \* Prerequisite: teacher recommendation and 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. Upon completion of this course students take the Algebra I SOL test. (0.5 high school credits per semester)

**\* Please see page 10**

**Math Support (9822Y):** This course is designed to provide selected students with an additional period to strengthen essential computation and problem-solving skills. Using a research-based, computer-assisted instructional program that is recommended by the Virginia Department of Education, students are taught the essential knowledge and skills of the state's curriculum framework for eighth grade math. Following the same timeline as they do in the core math course, students work through the software's activities and assessments under the guidance of a classroom teacher who provides additional instruction and support as needed. Students are selected for this course based on prior Standards of Learning Test results, classroom performance, and teacher recommendations.

## **EIGHTH GRADE (continued)**

### **SCIENCE**

**Principles of Science (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 eighth grade science SOL test.

**Advanced Earth Science 8 A and B (3387A & B):** High School Credit \* Prerequisite: teacher recommendation and physical science. The major topics studied in this course are oceanography, meteorology, geology, and astronomy, each with accompanying laboratory activities. Students successfully completing this course take the earth science SOL test. (0.5 credit per semester)

**\* Please see page 9**

### **SOCIAL STUDIES/HISTORY**

**Civics and Economics (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. At the end of this course students take the civics/economics SOL test.

**Civics and Economics (Advanced) (984AY):** This 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. At the end of this course students take the civics/economics SOL test.

### **PHYSICAL EDUCATION, FAMILY LIFE, & HEALTH**

The physical education, family life, and health curriculum in the eighth grade is provided as a full-year course. As in sixth and seventh grades, parents may complete an “opt-out” form and have their children receive alternate assignments in place of the family life education component of the health curriculum.

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.

# DIFFERENTIATED PROGRAMS AND SERVICES

## **GIFTED EDUCATION**

The middle school program for gifted education is designed to serve those 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. *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. 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. In some cases, severely gifted students have required an accelerated program of study which includes traveling to one of the high schools for courses. However, this type of service is rare and presents some logistical challenges. 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.

## **MIDDLE SCHOOL LEARNING CENTER**

The Middle School Learning Center (MSLC), a program for sixth and seventh grade students who have experienced behavioral difficulties in the regular school program, provides instruction in the four core content areas: English, math, science and social studies. Both direct instruction and computer-assisted learning models are used.

Placement at the MSLC is made on an individual basis. For more information, contact the director of student services at (434) 522-3700, ext. 147.

# DIFFERENTIATED PROGRAMS AND SERVICES (Continued)

## **AMELIA PRIDE CENTER EIGHTH GRADE ALTERNATIVE EDUCATION PROGRAM**

Eighth grade students may be referred to the Amelia Pride Center for any of the following reasons: excessive absences from school, continuous unacceptable behavior, excessive discipline referrals and/or suspensions, lack of academic success, parental request, or medical issues.

Each student must be referred by the school principal, the Superintendent, or the School Board. The eighth grade program operates independently within the Amelia Pride Center. Students wear standard clothing consisting of a shirt and pants or skirt. The curriculum focuses on the Standards of Learning but also includes instruction in anger management, conflict resolution, and making a good impression. Students also have the opportunity to engage in service learning projects in the community.

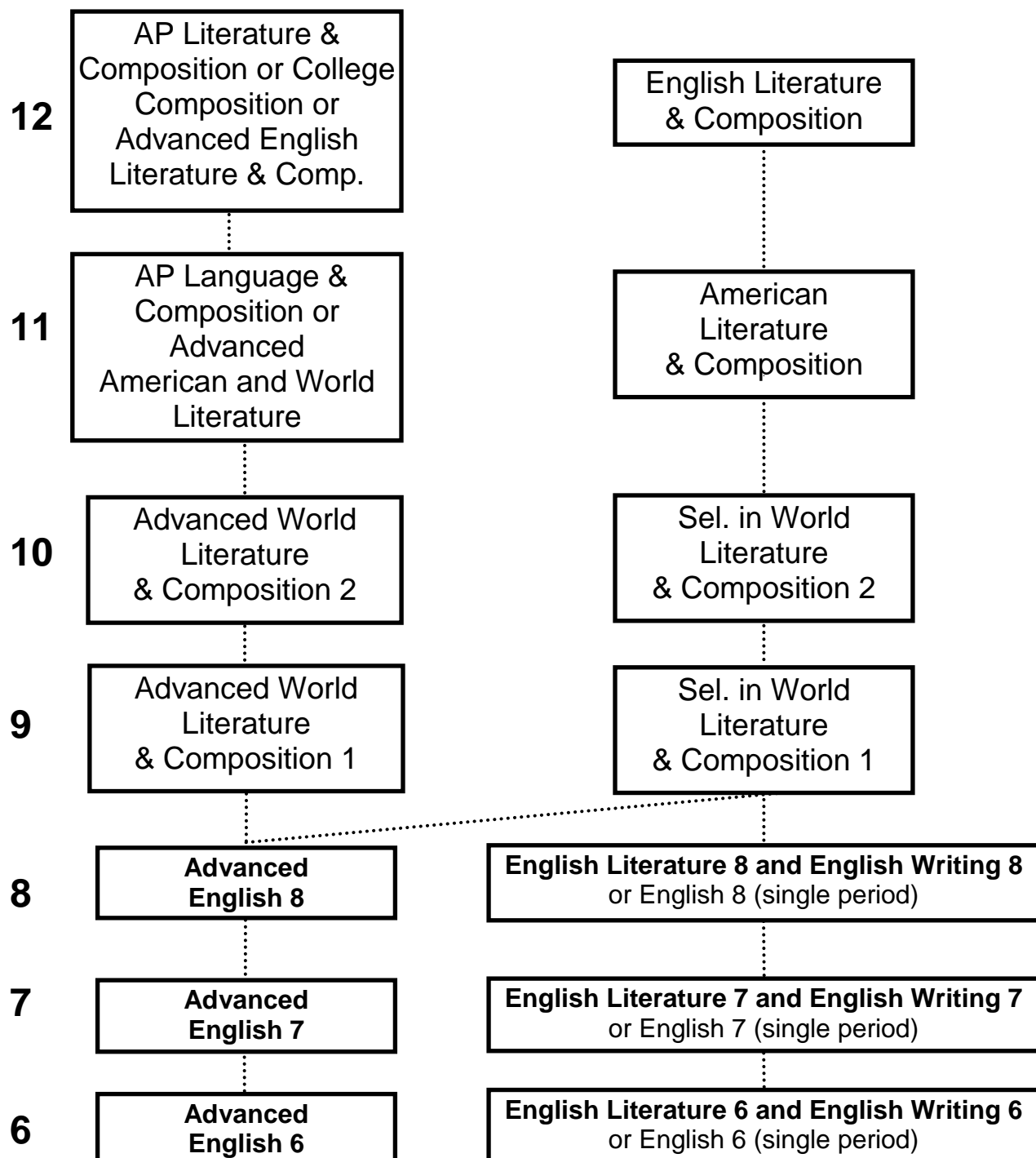
# INSTRUCTIONAL SEQUENCES

The following charts illustrate possible course sequences for the core curriculum courses through the high school level. Each student should select courses within the sequences which are most closely related to his or her strengths and post-high school goals. Sequences may be modified based on the strengths and educational/career goals of students. Students may also move from one sequence to another as students, parents, teachers and guidance counselors perceive a need and as student progress indicates. Advanced Placement (AP) and dual enrollment courses, which can provide both high school and college credit, are available to high school students who meet requirements. Information on these courses may be obtained from the guidance department at each high school.

Parents and students should review graduation and diploma requirements (provided earlier in this document) as they plan the student's middle and high school educational program.

# ENGLISH

## INSTRUCTIONAL SEQUENCE OPTIONS

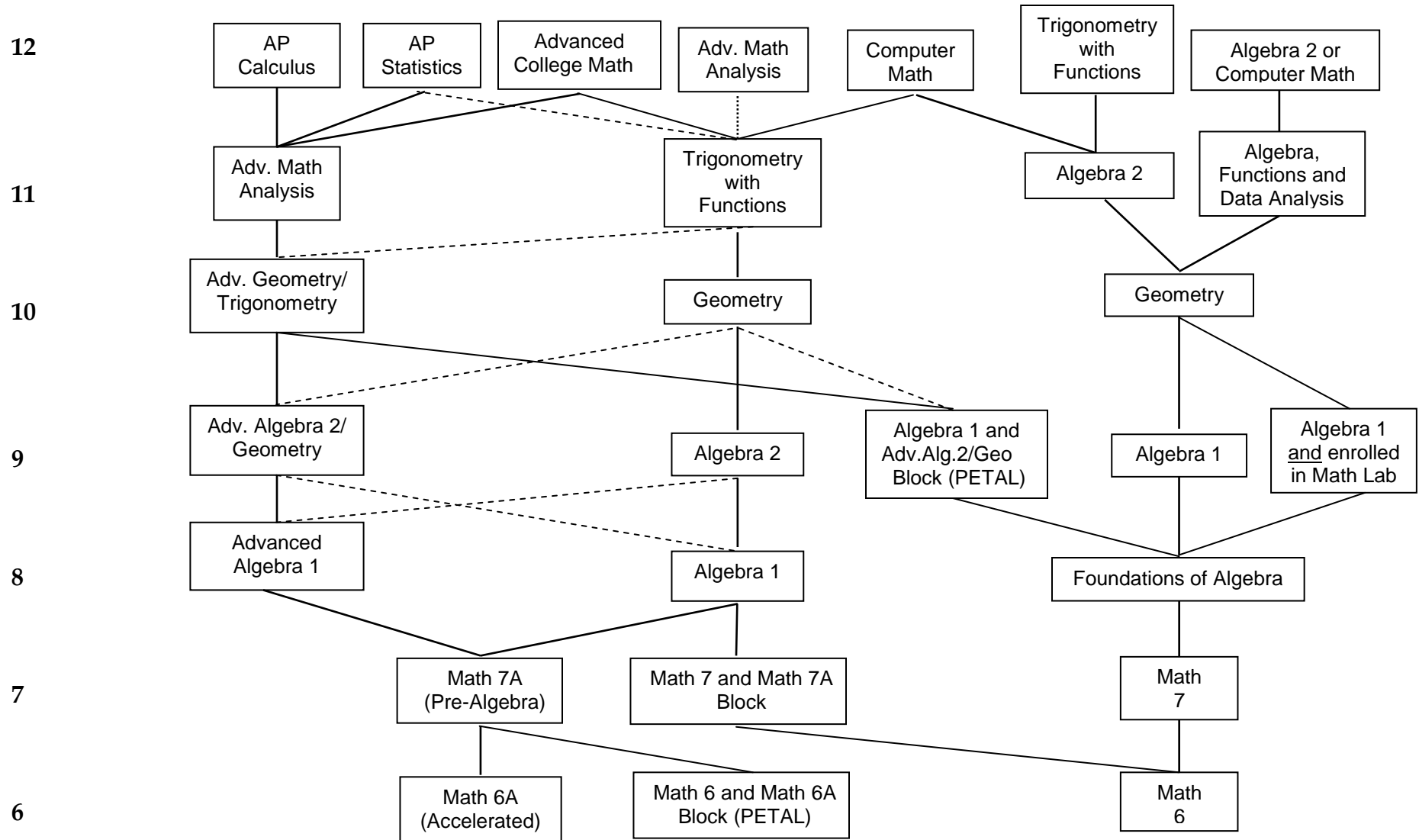


Note: Most non-advanced students take both a literature and a writing class each year in middle school.



## Mathematics Instructional Sequence Options

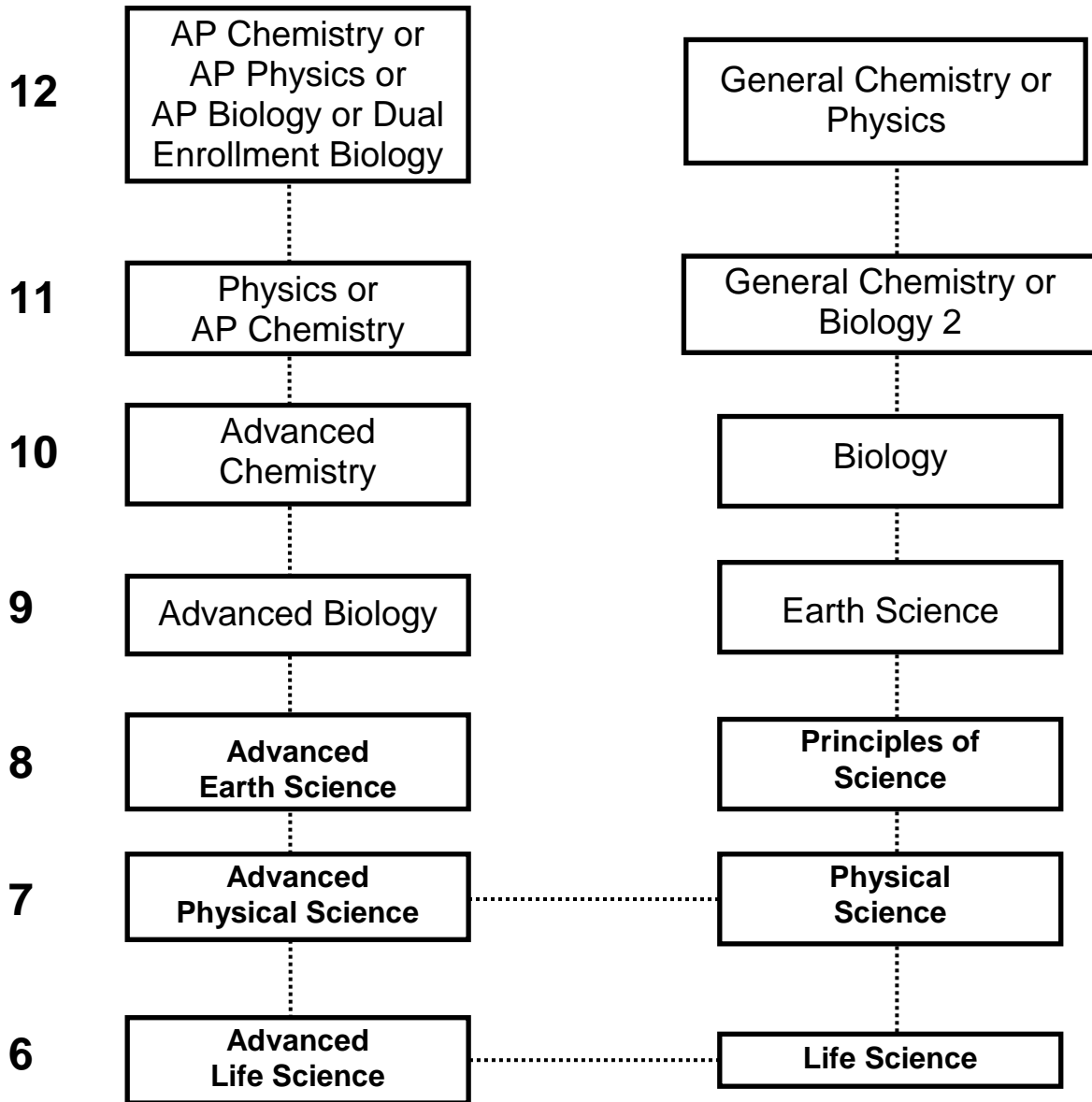
Classes at the Central Virginia Governor's School (CVGS) are available for students who meet the eligibility requirements and have been selected for the program. Please refer to the section on the CVGS program in the High School Program of Studies for more information.



Note: Dotted lines indicate possible, yet infrequently chosen, options

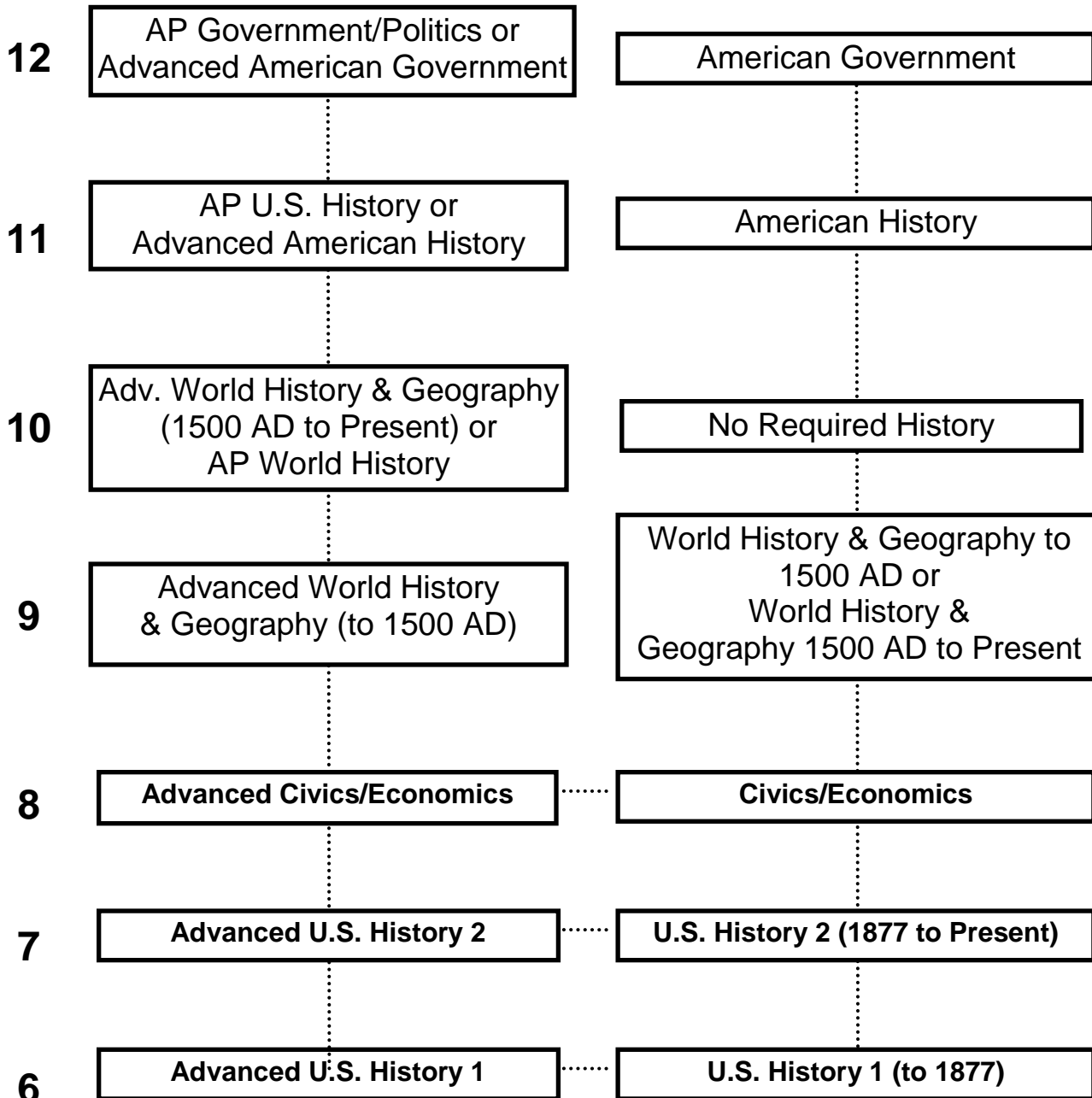
# SCIENCE

## INSTRUCTIONAL SEQUENCE OPTIONS



# SOCIAL STUDIES

## INSTRUCTIONAL SEQUENCE OPTIONS



**PAUL LAURENCE DUNBAR  
MIDDLE SCHOOL  
FOR INNOVATION**

## SIXTH GRADE EXPLORATORIES & ELECTIVES

### **Most students will take the sixth grade 6-week based exploratory rotation.**

This rotation includes one six weeks each of art, chorus, computer enrichment, physical education, health/family life education, and technology exploratory.

ART: This course introduces students to several types of media in creative applications.

DUNBAR GLEE: This course focuses on performance skills in singing and choreography, and opportunities for solo and ensemble work are provided. Emphasis is placed on music reading, sight singing, ear training, and basic music theory.

COMPUTER ENRICHMENT: This course introduces a variety of personal productivity software applications, focusing on terminology, basic skills, and presentation software.

PHYSICAL EDUCATION: This course introduces physical activities which promote personal wellness, physical fitness, body management, and a basic knowledge of sports for leisure-time pursuits.

HEALTH AND FAMILY LIFE EDUCATION: This course includes 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.

TECHNOLOGY EXPLORATORY: This course focuses on presenting to the students a variety of technological challenges through various activities such as: communication systems, transportation systems and wood technology.

### **There are two exceptions.**

For students who opt to take beginning band or orchestra, that class alternates with the physical education, health, and family life course.

BEGINNING BAND: This course includes a presentation of the basic elements of music, playing skills, and an introduction to band literature.

ORCHESTRA: This course uses string ensemble, solo and full orchestra compositions to develop basic performance skills.

### **Most students will take a 12-week based exploratory rotation of three courses including an introduction to Spanish, an introduction to drama, and a middle school transition course.**

EXPLORATORY SPANISH: This is a 12-week course introducing students to basic Spanish words and phrases as well as the cultures of Spanish speaking peoples.

EXPLORATORY DRAMA: This is a 12-week course introducing students to the basics of acting and the essentials behind producing a play.

MIDDLE SCHOOL TRANSITION "TEEN MACHINE": This is a 12-week course that includes reviewing middle school course offerings, extra and co-curricular opportunities, organizational and study skills, and planning for high school.

### **There are two exceptions.**

- 1) Students who successfully completed accelerated Spanish instruction at Dearington Elementary School for Innovation are eligible to continue in accelerated Spanish rather than participating in this rotation. Accelerated Spanish I awards high school credit.
- 2) Students who are enrolled in the Reading Support course will attend that class rather than participating in this rotation. A description of the Reading Support course is provided in the sixth grade core curriculum section of this document.

## SIXTH GRADE EXPLORATORIES & ELECTIVES

### (CONTINUED)

#### **Applied Engineering and Computer Applications**

Students enrolled in Advanced English 6 will cover the core content in one period and will receive a semester course in applied engineering concepts/technological applications paired with a computer applications course for the other semester. Engineering topics may include drafting, modeling, solar energy, fluid mechanics/hydraulics, hot air balloons, rocketry, and basic electronics. Computer applications may include intermediate keyboarding, Microsoft Suite, web page design, and effective Internet browsing and research.

#### **Promoting Excellence Through Accelerated Learning (PETAL) Math 6 Block Course.**

This is a special program offered to selected students in a two-period blocked format. Students in the PETAL Math 6 Block must give up another period in order to participate. Students who are selected for this course must give up one of the exploratory rotations. A description of this course can be found in the core curriculum section for sixth grade.

#### **Sample Sixth Grade Schedules for P. L. Dunbar Middle School for Innovation**

Please note that these schedules are only intended to illustrate some of the possible combinations of courses that meet the requirements in sixth grade. Periods at which courses are scheduled will vary.

	<b>Student 1</b>	<b>Student 2</b>	<b>Student 3</b>	<b>Student 4</b>
<b>Period 1</b>	English	English Literature	English Literature	English (Advanced)
<b>Period 2</b>	Math Support	English Writing	English Writing	Engnrng/CompAps
<b>Period 3</b>	Math 6	Math 6 (Accelerated)	Math 6	Math 6 (Accelerated)
<b>Period 4</b>	Life Science	Life Science	Life Science	Life Science (Adv)
<b>LUNCH</b>	<b>LUNCH</b>	<b>LUNCH</b>	<b>LUNCH</b>	<b>LUNCH</b>
<b>Period 5</b>	U.S. History I	U.S. History I	U.S. History I	U.S. History I (Adv)
<b>Period 6</b>	6-week Rotation	Band & PE & H/FL	6-week Rotation	Orch & PE & H/FL
<b>Period 7</b>	12-week Rotation	12-week Rotation	Reading Support	12-week Rotation

## SEVENTH GRADE EXPLORATORIES & ELECTIVES

### **All students will participate in a seventh grade Physical Education, Health/Family Life course.**

This course is provided for the majority of students in a daily, full-year program.

#### **There are two exceptions to the everyday format.**

For students who opt to take band or orchestra, that class alternates with the physical education, health, and family life course.

**BAND:** This course offers students instruction in solo and ensemble playing and experience through performing in concerts. Several student performances are arranged during the year.

**ORCHESTRA:** This course emphasizes development of music-reading skills and interpretation as well as the attainment of proficiency in solo, ensemble, and full-orchestra performance. Several student performances are arranged during the year.

### **Most students will take the seventh grade exploratory rotation.**

This rotation includes one six weeks each of art, chorus, inventions and innovations, invention drawing, cultural diversity, and earth zone (a marine biology course).

**ART:** This course continues instruction in a variety of methods and media.

**CHORUS:** This course emphasizes aspects of vocal music including reading music, sight singing, ear training, and basic music theory.

**INVENTIONS AND INNOVATIONS:** This course provides instruction and experiences in computer programming, manufacturing systems, desktop publishing, aerial technology, electronics, bridge building and materials and processing. Students engage in hands-on activities with various materials and computer software to better understand how to solve problems and apply knowledge related to each of the topics presented.

**INVENTION DRAWING:** This course focuses on using the Inventor drawing program as an introduction to computer-assisted design for three-dimensional objects.

**GEOGRAPHY AND DIGITAL CARTOGRAPHY:** This course explores the exciting worlds of geography and digital cartography (map making). Students will take a journey from the earliest maps to the maps of the 21<sup>st</sup> century. Students will learn how a country's shape is based upon physical geology, history, culture, language and natural resources. The culmination of the course will have students create a fictitious country using digital and other cartography skills gleaned from this elective.

**EARTH ZONE:** This course is an interactive, hands-on exploration of the worlds of herpetology and marine biology. The students learn about the various ecosystems associated with each group of organisms, as well as symbiotic relationships within each ecosystem. The students gain experience handling, feeding, and interacting with organisms in each of these two branches of zoology. They also research various conservation efforts and gain general knowledge of organisms contained within the DMS Touch Tank and Herpetology Center.

**There is one exception.** Students who are enrolled in the Reading Support course will attend that class rather than the seventh grade exploratory rotation. A description of the Reading Support course is provided in the seventh grade core curriculum section of this document.

## SEVENTH GRADE EXPLORATORIES & ELECTIVES (continued)

### Exploratory French and German

Students enrolled in Advanced English 7 will have an open period during which they will take the exploratory French and German semester classes.

FRENCH: This course is a semester course focusing on oral communication. The students will also study the culture, geography, and history of French-speaking countries.

GERMAN: This course a semester course introducing students to the German language and culture. The course covers vocabulary useful in foreign travel, cultural and historical information, and basic grammar.

### Accelerated Spanish 2A

DESI accelerated Spanish students who successfully completed accelerated Spanish instruction in sixth grade will continue in accelerated Spanish 2A (a high school credit course awarding 0.5 credits for the year).

### **Sample Seventh Grade Schedules for P. L. Dunbar Middle School for Innovation**

Please note that these schedules are only intended to illustrate some of the possible combinations of courses that meet the requirements in seventh grade. Periods at which courses are scheduled will vary.

	<b>Student 1</b>	<b>Student 2</b>	<b>Student 3</b>	<b>Student 4</b>
<b>Period 1</b>	English	English Literature	English Literature	English (Advanced)
<b>Period 2</b>	Math Support	English Writing	English Writing	Exploratory French and German
<b>Period 3</b>	Math 7	Pre-Algebra (Math 7A)	Math 7	Pre-Algebra (Math 7A)
<b>Period 4</b>	Physical Science	Physical Science	Physical Science	Physical Science (Advanced)
<b>LUNCH</b>	<b>LUNCH</b>	<b>LUNCH</b>	<b>LUNCH</b>	<b>LUNCH</b>
<b>Period 5</b>	U.S. History II	U.S. History II	U.S. History II	U.S. History II (Advanced)
<b>Period 6</b>	PE & H/FL	Band & PE & H/FL	PE & H/FL	Orch & PE & H/FL
<b>Period 7</b>	7th Grade Rotation	7th Grade Rotation	Reading Support	7th Grade Rotation



## EIGHTH GRADE EXPLORATORIES & ELECTIVES

### **All students take eighth grade Physical Education, Health/Family Life.**

This course is provided in a daily, full-year program.

### **The following full-year eighth grade electives are available.**

**BAND:** This course emphasizes the development of full-band performance skills in preparation for concerts and competitions. This advanced-level band class includes the elements of more complex music theory and interpretation and a higher level of technical playing proficiency through exposure to sophisticated band literature.

**ORCHESTRA:** This course emphasizes the development of music reading skills and interpretation as well as attaining proficiency in solo, ensemble, and full-orchestra performances. Numerous student performances are arranged during the year.

**FOUNDATIONS OF GERMAN:** This course motivates students and stimulates interest in the culture and language through its approach to authentic materials to illustrate vocabulary in context, explore communicative functions of grammatical structures and focus on interesting cultural issues. This course will integrate listening, speaking, reading and writing skills. This course is designed to prepare students for a successful transition to German I at the high school.

**FOUNDATIONS OF FRENCH:** This course gives a strong foundation consisting of an excellent working knowledge of French tenses and high frequency vocabulary, leading to a beginning level of fluency. This course will integrate listening, speaking, reading and writing via the study of written, visual, and oral materials. This course is designed to prepare students for a successful transition to French I at the high school.

**FOUNDATIONS OF SPANISH:** This course provides an ample and solid Spanish language basis. It encourages participants to practice the language to help build confidence and develop fluency; the course will also focus on aspects of grammar and writing skills. This course is designed to prepare students for a successful transition to Spanish I at the high school.

**FRENCH 1:** This course emphasizes communicating in French. Students become involved immediately in using the language to simulate daily life situations. Activities include speaking, listening, writing, reading, and the study of French culture. **This is a high school credit course (0.5 credits per semester).**

**GERMAN 1:** This course introduces 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 hearing and speaking skills while lending authentic cultural insights. **This is a high school credit course (0.5 credits per semester).**

**LATIN 1:** This 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. **This is a high school credit course (0.5 credits per semester).**

**SPANISH 1:** This course focuses on language as a means of active communication. A reasonable proficiency in understanding, speaking, reading, and writing Spanish is the primary goal. **This is a high school credit course (0.5 credits per semester).**

**SPANISH 2B:** This course reinforces the fundamental structures of previous courses and focuses on the development of oral skills in active conversation. This course is the second semester of second year high school Spanish. It is only available to those students who have successfully completed the accelerated Spanish curriculum which begins at Dearington Elementary School for Innovation. **This is a high school credit course (0.5 credits for the year).**

## EIGHTH GRADE EXPLORATORIES & ELECTIVES (continued)

### The following semester eighth grade electives are scheduled based on interest.

ART: This course stresses design and art composition in two and three dimensional forms through the media of drawing, painting, lettering, and sculpturing. Experiences in ceramics and crafts are also included in this course.

#### ART AND DIGITAL PHOTOGRAPHIC DESIGN:

This course emphasizes environmental art, extensive 2D and 3D projects, introduction to wheel working and throwing clay as well as working with precious metal clay. Woodworking as an art medium will also be explored. This class will also include an introduction to digital photography combined with graphic design to produce a work of digital art. This course is designed for students desiring a more in-depth art experience.

CHORUS: This course emphasizes music reading, sight singing, ear training, and basic music theory. Performance skills in singing are developed, and opportunities for solo and ensemble work are provided.

COMPUTER APPLICATIONS: This course builds on the knowledge gained in sixth and seventh grade computer exploratories with more advanced work and an emphasis on building web pages. Teacher recommendation is a prerequisite for the class.

INTRODUCTION TO DRAMA: This introductory level course is designed to give the student a general understanding of the many aspects of drama as well as an appreciation of the production process. After successful completion of this course, the student can (1) enroll in Acting I, with the instructor's recommendation, or (2) enroll in Technical Theatre I, with the instructor's recommendation at either high school. **It is important to note that this course is a class for which the student will receive a pass or fail grade. As such, while a semester of high school credit will be awarded, this course will not affect a student's high school Grade Point Average.** This class is an eighth period elective. It is offered after the typical school day, and it has a flexible schedule based on the school's theater production schedule.

TECHNOLOGICAL SYSTEMS: This course offers a modular approach to technological applications. By actively working through self-guided modules, students use various materials and computer software programs to develop understanding. Modules are selected from among the following: power and energy, computer-aided drafting, systems and controls, 3-D design, computer programming, flight technology, Electronics I and II, problem solving, communication technology, CNC lathe design, biotechnology, design, rocketry, and research. Module rotations are enhanced with group projects to include CSI activities, kite design, vacuum forming, t-shirt design and woodworking projects.

READING SUPPORT: This course continues to provide support for students needing an intervention program to strengthen reading fluency and comprehension.

### **Sample Eighth Grade Schedules for P. L. Dunbar Middle School for Innovation**

Please note that these schedules are only intended to illustrate some of the possible combinations of courses that meet the requirements in eighth grade. Periods at which courses are scheduled will vary.

	<b>Student 1</b>	<b>Student 2</b>	<b>Student 3</b>	<b>Student 4</b>
<b>Period 1</b>	English	English Literature	English Literature	English (Advanced)
<b>Period 2</b>	Math Support	English Writing	English Writing	<b>ELECTIVE(S)</b>
<b>Period 3</b>	Foundations of Algebra	Algebra I (Advanced)	Foundations of Algebra	Algebra I (Advanced)
<b>Period 4</b>	Principles of Science	Principles of Science	Earth Science	Earth Science (Adv)
<b>LUNCH</b>	<b>LUNCH</b>	<b>LUNCH</b>	<b>LUNCH</b>	<b>LUNCH</b>
<b>Period 5</b>	Civics and Econ	Civics and Econ	Civics and Econ	Civics and Econ (Adv)
<b>Period 6</b>	PE & H/FL	PE & H/FL	PE & H/FL	PE & H/FL
<b>Period 7</b>	<b>ELECTIVE(S)</b>	<b>ELECTIVE(S)</b>	Reading Support	<b>ELECTIVE(S)</b>

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# LINKHORNE MIDDLE SCHOOL

## SIXTH GRADE EXPLORATORIES & ELECTIVES

**All students will participate in E-Period on Tuesdays and Thursdays for enrichment, study hall or extra help from core teachers.**

**All students will participate in a sixth grade Physical Education, Health/Family Life course.**

This course is provided for most students in a daily, full-year program.

**There are two exceptions to the every day, full-year PE & H/FL format.**

For students who opt to take band or orchestra, that course alternates with the physical education, health, and family life course.

**BAND:** This is a beginner-level course including the basic elements of music, playing skills, and introduction to band literature. Students begin with one of four instruments—flute, clarinet, trumpet, or trombone—but may move on to a different instrument second semester. Most beginning band students are learning to play their first musical instrument though some may have had piano lessons previously. Beginning band is considered an exploratory course. It provides an opportunity for each sixth grade band student to make an attempt at instrumental music education.

**ORCHESTRA:** This course is available to beginners who are playing a stringed instrument for the first time as well as those students who are already proficient in the playing of a stringed instrument—students expand on technical and performance skills.

**Most students will take the sixth grade exploratory rotation.**

This rotation includes six courses, each six weeks long. These six courses will be selected from among the approved courses listed below: art, music, study skills, geography, introduction to computer applications, introduction to foreign language and culture, keyboarding, technology, drama, and citizenship.

**ART:** This course introduces students to both 2D and 3D art forms. Students will use a variety of media to produce drawings, paintings, and sculpture.

**MUSIC:** This course introduces students to the basic elements of music theory and the instrument families of the symphony orchestra. Students also study the role of music in different cultures throughout the world, and they learn the basic elements of playing the recorder and the piano.

**MIDDLE SCHOOL SUCCESS SKILLS:** This course presents skills necessary for a successful transition and orientation to middle school including study skills, organization, time management and conflict resolution. Academic planning and career exploration will also be addressed.

**GEOGRAPHY:** This course familiarizes students to the regions of the United States and the world and presents the cultures and the peoples of various regions. Students will use maps, globes, photographs, illustrations, and Internet resources to obtain geographical information, and students will apply concepts of location, scale, and orientation to build skills and answer questions.

**INTRODUCTION TO FOREIGN LANGUAGE AND CULTURE:** This course familiarizes students with the basics of study of common foreign languages and cultures. Emphasis is given to the functional use of language in everyday and conversational contexts. An objective of this course is to assist students as they decide on a foreign language to study for high school credit.

**INTRODUCTION TO COMPUTER APPLICATIONS:** This course focuses on the Technology Standards of Learning for middle school students. Students review word processing and graphics tools by creating a flyer or advertisement. Searching skills on the Internet are reviewed by the completion of an online scavenger hunt. Instruction includes appropriate citations and copyright laws. Basic elements of good screen design is the focus as students create presentations on a historical character or event using PowerPoint. Students will also receive instruction on spreadsheets as they compare prices of favorite items, and databases of personal collections will be created. Additionally, students will be introduced to basic HTML programming tags as they create web pages.

## SIXTH GRADE EXPLORATORIES & ELECTIVES (continued)

**KEYBOARDING:** This course emphasizes correct posture and finger placements as students learn traditional keyboarding skills. Instruction is provided beginning with the home row keys and moving through typing written assignments. Students will track speed and accuracy improvement as they develop a lifelong skill.

**INTRODUCTION TO TECHNOLOGY:** In this course students first study the basic elements of all technology, including processes, energy, information, and people. They then explore various systems of technology, including hydroponics, transportation, problem solving, and production/manufacturing. Finally, they study the short and long-term impacts of technology on society, environment, and culture.

**CITIZENSHIP:** This course helps students understand the purpose and civic values that our government represents: individual rights, liberty, the public or common good, self government, equality, diversity, openness and free inquiry, truth, and patriotism. Character education is also included within the citizenship class. Student agendas, used as a textbook, contain a 30 page section on positive character traits. Students learn that becoming the people they want to be is a life-long journey and one that takes hard work to achieve.

**DRAMA:** This course introduces the basic elements of theater, and students work in improvisation, skits, and monologues.

**HOME ECONOMICS:** This course emphasizes teen living skills and developing personal responsibility. The food unit includes nutrition, kitchen safety, and food preparation. The sewing unit covers hand-sewing techniques. A craft project will also be included if time and budget permit.

### There are two exceptions.

Students who are enrolled in either the Reading Support course or the Promoting Excellence Through Accelerated Learning (PETAL) Math 6 Block Course will attend that class rather than the exploratory rotation. Descriptions of these courses are provided in the core curriculum section of this document.

### Great Achievements 6

Students enrolled in Advanced English 6 will receive the Great Achievements enrichment course, a year-long course that will enhance and expand, through project-based learning, the SOL instruction taking place in core subject classes. Using a cooperative learning structure, students will collaborate on projects that require problem solving and higher order thinking skills while developing communication and research proficiency. A variety of technology tools will enable students to be creative while learning new techniques to express their ideas. The technology to be used includes digital cameras, camcorders, digital audio recorders, MovieMaker, PhotoStory, digital microscopes, video conferencing equipment, and teacher-moderated blogs.

### Sample Sixth Grade Schedules for Linkhorne Middle School

Please note that these schedules are only intended to illustrate some of the possible combinations of courses that meet the requirements in sixth grade. Periods at which courses are scheduled will vary.

	Student 1	Student 2	Student 3	Student 4
<b>Period 1</b>	English	English Literature	English Literature	English (Advanced)
<b>Period 2</b>	Math Support	English Writing	English Writing	Great Achievements
<b>Period 3</b>	Math 6	Math 6 (Accelerated)	Math 6	Math 6 (Accelerated)
<b>LUNCH</b>	<b>LUNCH</b>	<b>LUNCH</b>	<b>LUNCH</b>	<b>LUNCH</b>
<b>Period 4</b>	Life Science	Life Science	Life Science	Life Science (Adv)
<b>Period 5</b>	U.S. History I	U.S. History I	U.S. History I	U.S. History I (Adv)
<b>Period 6</b>	PE & H/FL	Band & PE & H/FL	PE & H/FL	Orch & PE & H/FL
<b>Period 7</b>	6th Grade Rotation	6th Grade Rotation	Reading Support	6th Grade Rotation

## SEVENTH GRADE EXPLORATORIES & ELECTIVES

**All students will participate in E-Period on Tuesdays and Thursdays for enrichment, study hall or extra help from core teachers.**

**All students take seventh grade Physical Education, Health/Family Life.**

This course is provided in a daily, full-year program.

**The following full-year seventh grade electives are available.**

**BAND:** This course offers students intermediate-level instruction in solo and ensemble playing, with emphasis on music theory, interpretation, and improved technical proficiency.

**ORCHESTRA:** This course emphasizes development of musical interpretation and the attainment of proficiency in solo, ensemble, and string orchestral performance.

**CHORUS:** This course covers music theory, basic choral technique, and ensemble singing as well as emphasizing performance of polyphonic music with appropriate performance skills.

**EXPLORING THEATRE:** This course is taught in the seventh grade and includes units in Understanding the Play (read, watch, and discuss a play), Play Production (who/what is involved in producing a play), Basic Technical Theatre (exploring the various elements of technical theatre with hands-on experiences), Oral Interpretation, Puppetry, and Film and Television as Theatre. In-class student performances are also included.

**The following semester-long seventh grade electives are available.**

**2D ART:** This course gives students a variety of drawing and painting experiences using different techniques and media. Creative drawing opportunities as well as observational drawing will be emphasized. Students will complete major drawing, painting, and print-making projects. A unit on design will include computer graphics.

**3D ART:** This course exposes students to a variety of materials using both the additive and subtractive methods of sculpture. Units of study will include papier-mâché, ceramics, plaster relief sculpture, and fiber art.

**COMPUTER SOLUTIONS:** This course emphasizes computer-based problem-solving to complete a variety of projects. Students participate in team-building activities that include both academic and business competencies. Basic touch keyboarding instruction is provided early in the course.

**INTRODUCTION TO FOREIGN LANGUAGE:** This course introduces students to a variety of foreign languages and different cultures. Class emphasizes the history and development of language as well as basic expressions and words in several languages. In learning about other cultures, students will perform skits, make crafts and sample food, as well as listen to guest speakers. This course will help students increase their vocabulary and also assist them in deciding on a foreign language for further study.

**WORLD TRAVELER:** This course involves the study of the people, culture, society, and history of various countries around the world. Religions, foods, languages, government, and recreational activities are explored. Literature, computer technology, guest speakers, and individual and team projects enhance the course.

**INVENTIONS AND INNOVATIONS:** In this course each student actively participates in hands-on modules that present different areas of technology. In the modules, students work with various materials and computer software programs to encourage achievement and learning. Each module is self-guided where the student is an active part of the learning process. Modules will be selected from among the following: computer problem solving, computer animation, auto exploration, flight simulation, space and rocketry, computer application, graphic communications, civil engineering, desktop publishing, and materials and processes. Students will also work in small groups to solve problems and to invent new products.

**TEEN LIVING:** This course emphasizes teen living skills and developing personal responsibility. The food unit includes nutrition, kitchen safety, cooking, and entertaining. The sewing unit covers use and care of the sewing machine, machine-sewing techniques, hand-sewing techniques, and the completion of an individual sewing project. The childcare unit covers the responsibilities of parents and babysitters, childcare job proficiencies, safety, and age-appropriate play activities. A craft project is completed if time permits.

## SEVENTH GRADE EXPLORATORIES & ELECTIVES (cont.)

### Semester-long seventh grade electives (Continued)

**KEYBOARDING:** This course introduces proper keyboarding techniques including correct posture, home row finger positioning, and standard document formatting. The program provides customized instruction to meet the needs of students as they progress through a series of individualized lessons designed to improve keyboarding speed, accuracy, and productivity. In addition, students will enhance communication skills as they complete a variety of writing activities.

**BEGINNING GUITAR:** This is a semester-long introductory course designed to help students with no knowledge of music or guitar learn many different styles and techniques of guitar playing. Students will also learn to read music, chord symbols and lead sheets. Practice time outside the class is expected.

### 7<sup>th</sup> Grade Great Achievements Rotation

Students enrolled in Advanced English 7 will rotate through a series of selected enrichment courses. This rotation includes six courses, each six weeks long. These six courses will be selected from among the approved courses listed below:

**Energy-Biodiesel and Other Alternative Fuels:** This course provides an overview of alternative fuels and their economic and environmental impacts. In a hands-on activity, students will learn how to construct and operate a Biodiesel fuel processing system and will actually process waste fryer oil into usable Biodiesel fuel.

**Art-Exploration:** In this course students will work with a variety of media and techniques for visual expression.

**Latin Greek and Roman Culture and Mythology:** A variety of hands-on activities and projects will be completed by students as they research and learn about the Greek and Roman cultures, the Latin language, and Mythology.

**Photography and Video Production:** This course provides instruction in the use of both a digital camera and a digital camcorder. Using still shots, students will create macro images and a stop-motion video. Students will also produce a news broadcast and learn to edit their work in MovieMaker, with a final research project presented in PhotoStory.

**Family and Consumer Science:** This course provides students with practical knowledge and skills in an engaging, hands-on format. Clothing care and “emergency sewing” skills (replacing a button and repairing a ripped seam or torn hem) are presented with nutrition information, preparing healthy snacks, and formal and informal table settings.

**Mass Media-Children’s Literature:** This course presents the basics of children’s literature as students read and write in the genre while working toward writing and illustrating a 25-page children’s book on a topic of student interest.

**Technology Achievements:** In this course students learn the basic concepts of engineering and transportation through research and development of models and prototypes. This is accomplished through problem solving, the design process, and by using a variety of materials and tools. Students will also produce a technical report or presentation for each activity.

**Time Travel:** Using historical context, students will create projects such as digital documentaries and Google Earth history trips utilizing a variety of technology tools. Emphasis will be placed on historical research and communication with historical detail.

**Iconic Stories:** Great Achievement students will read a book that has risen to an iconic level: The Wizard of Oz, Peter Pan, or Alice in Wonderland. The students will then do a “Room Project” consisting of making the room come alive with the characters, places, and events of the novel. Students will also complete a personal project based upon the novel, and write a fantasy story of their own.

### **Sample Seventh Grade Schedules for Linkhorne Middle School**

Please note that these schedules are only intended to illustrate some of the possible combinations of courses that meet the requirements in seventh grade. Periods at which courses are scheduled will vary.

	<b>Student 1</b>	<b>Student 2</b>	<b>Student 3</b>	<b>Student 4</b>
<b>Period 1</b>	English	English Literature	English Literature	English (Advanced)
<b>Period 2</b>	Math Support	English Writing	English Writing	7 <sup>th</sup> Grade Rotation
<b>Period 3</b>	Math 7	Pre-Algebra (Math 7A)	Math 7	Pre-Algebra (Math 7A)
<b>Period 4</b>	Physical Science	Physical Science	Physical Science	Physical Science (Adv)
<b>LUNCH</b>	<b>LUNCH</b>	<b>LUNCH</b>	<b>LUNCH</b>	<b>LUNCH</b>
<b>Period 5</b>	U.S. History II	U.S. History II	U.S. History II	U.S. History II (Adv)
<b>Period 6</b>	PE & H/FL	PE & H/FL	PE & H/FL	PE & H/FL
<b>Period 7</b>	<b>ELECTIVE(S)</b>	<b>ELECTIVE(S)</b>	Reading Support	<b>ELECTIVE(S)</b>



## EIGHTH GRADE EXPLORATORIES & ELECTIVES

**All students will participate in E-Period on Tuesdays and Thursdays for enrichment, study hall or extra help from core teachers.**

**All students participate in eighth grade Physical Education, Health/Family Life.**

This course is provided in an every day, full-year program.

**The following full-year eighth grade electives are available.**

**BAND:** This course emphasizes the development of full-band performance skills in preparation for concerts and competitions. This advanced-level band class includes the elements of more complex music theory and interpretation and a higher level of technical playing proficiency through exposure to sophisticated band literature.

**ORCHESTRA:** This course emphasizes the development of music reading skills and interpretation as well as attaining proficiency in solo, ensemble, and full-orchestra performances. Numerous student performances occur during the year.

**CHORUS:** This course covers music theory, including the study of musical symbols, note/rest names and values, dynamic markings, and meter and time signatures. Also covered are the musical elementary of melody, rhythm, and form, as well as the relationships between music and other disciplines. Performance of three-part harmony with appropriate performance skills will be studied.

**INTRODUCTION TO THEATRE:** This course is taught in the eighth grade and high school, formerly called "Introduction to Drama," this course includes units in Theatre Games, Improvisation, Stagecraft, Theatre Vocabulary and Terminology, and Theatre History. In the middle school, the course will include the production of at least one play. This is a one semester course in high school, and a full year course in middle school.

**SHOW CHOIR:** This course emphasizes the performance of polyphonic music with appropriate performance skills. The content includes music theory, advanced choral techniques, the use of the voice as a musical instrument, ensemble singing, and choreography. Also covered in this course are the elements of music, music terminology, sight singing, and performance etiquette. Auditions for Show Choir are held in the spring for the following school year.

**ART ACCELERATION:** This course provides an opportunity for students who have demonstrated outstanding artistic talent to study and practice advanced art topics and skills. The course emphasizes a thematic approach to visual communication and production. Topics include art history and the cultural context of art, judgment and criticism, and aesthetics. A variety of media, including pastels, acrylic paints, and clay will be introduced to and used by students. Although this course does not award high school credit, selection for and successful completion of this course will result in a recommendation for the student(s) to skip Art I at the high school level and enroll in a second-level art course.

**FRENCH I:** This course emphasizes communicating in French. Students become involved immediately in using the language to simulate daily life situations. Activities include speaking, listening, writing, reading, and the study of French culture. **This is a high school credit course (0.5 credits per semester).**

**SPANISH I:** This course focuses on language as a means of active communication. A reasonable proficiency in understanding, speaking, reading, and writing Spanish is the primary goal. **This is a high school credit course (0.5 credits per semester).**

**The following semester-long eighth grade electives are available.**

**ADVANCED WEB PAGE DESIGN:** This course includes creating graphics, animation of GIF images, and creating web pages. Students learn advanced HTML and JavaScript used for web page publishing.

**ART:** This course stresses design and art composition in two- and three-dimensional forms through the media of drawing, painting, lettering, sculpting, and paper-mâché.

**2D ART:** This course gives students a variety of drawing and painting experiences using different techniques and media. Creative drawing opportunities as well as observational drawing will be emphasized. Students will complete major drawing, painting, and print-making projects. A unit on design will include computer graphics.

**3D ART:** This course exposes students to a variety of materials using both the additive and subtractive methods of sculpture. Units of study will include papier-mâché, ceramics, plaster relief sculpture, and fiber art.

## EIGHTH GRADE EXPLORATORIES & ELECTIVES (continued)

### Semester-long eighth grade electives (continued)

**DIGITAL PHOTOGRAPHY:** This course introduces various types of digital cameras and different techniques and styles of photography such as landscape pictures, portraits, close-ups, action shots, shutter speeds, and lighting techniques. Once digital images are obtained, students will manipulate images with digital imaging software to create one-of-a-kind projects. The class will involve hands-on work and individual and group assignments.

**INVENTIONS AND INNOVATIONS:** This course offers a modular approach to technological applications. By actively working through self-guided modules, students use various materials and computer software programs to develop understanding. Modules will be selected from among the following: computer problem solving, computer animation, auto exploration, flight simulation, space and rocketry, computer application, graphic communications, civil engineering, desktop publishing, and materials and processes. Module rotations are enhanced with group projects focused on solving problems and inventing new products.

**KEYBOARDING:** This course introduces proper keyboarding techniques including correct posture, home row finger positioning, and standard document formatting. The program provides customized instruction to meet the needs of students as they progress through a series of individualized lessons designed to improve keyboarding speed, accuracy, and productivity. In addition, students will enhance communication skills as they complete a variety of writing activities.

**TECHNOLOGICAL SYSTEMS:** In this course, each student actively participates in modules that present different areas of technology. In the self-guided modules, students work with various equipment and computer software programs to actively learn concepts related to: radio broadcasting, electronics, power and energy, metrology, fluid power, CO2 Dragster design, robotics, computer aided design, digital video editing, and computer graphics technology. Students will also work in small groups to solve technological problems using the design process.

**TECHNICAL DRAWING:** In this course students learn the basic language of technical drawing and design. They design, sketch, and make technical drawings, use applied geometry and build models or prototypes to solve real design problems. Students use computer-aided drawing and design (CAD) equipment and established standards to prepare drawings and models for presentation. This is a good introductory course for students who are considering a career in engineering or architecture.

**TEEN LIVING:** This course introduces and explores basic homemaking skills through units in food management, clothing management (individual sewing project), babysitting as a job, and personal care and grooming.

**MAKE IT YOUR BUSINESS:** This course provides students with opportunities to run a small group or class business based on their own design for providing a service or product needed at their school. Students learn business terminology, basic entrepreneurship concepts, and fundamental business operating principles.

**TECHNICAL THEATER:** This course is designed to give students a working knowledge of the many aspects of backstage work. Topics include safety, set construction, props, scene painting, lighting, sound, and stage management.

### **Sample Eighth Grade Schedules for Linkhorne Middle School**

Please note that these schedules are only intended to illustrate some of the possible combinations of courses that meet the requirements in eighth grade. Periods at which courses are scheduled will vary.

	<b>Student 1</b>	<b>Student 2</b>	<b>Student 3</b>	<b>Student 4</b>
<b>Period 1</b>	English	English Literature	English Literature	English (Advanced)
<b>Period 2</b>	Math Support	English Writing	English Writing	<b>ELECTIVE(S)</b>
<b>Period 3</b>	Foundations of Algebra	Algebra I (Adv)	Foundations of Alg.	Algebra I (Adv)
<b>Period 4</b>	Principles of Science	Principles of Science	Earth Science	Earth Science (Adv)
<b>Period 5</b>	Civics and Economics	Civics & Economics	Civics & Econ (Adv)	Civics & Econ (Adv)
<b>LUNCH</b>	<b>LUNCH</b>	<b>LUNCH</b>	<b>LUNCH</b>	<b>LUNCH</b>
<b>Period 6</b>	PE & H/FL	PE & H/FL	PE & H/FL	PE & H/FL
<b>Period 7</b>	<b>ELECTIVE(S)</b>	<b>ELECTIVE(S)</b>	<b>ELECTIVE(S)</b>	<b>ELECTIVE(S)</b>

# SANDUSKY MIDDLE SCHOOL

# SIXTH GRADE EXPLORATORIES & ELECTIVES

## All students will participate in a sixth grade Physical Education, Health/Family Life course.

This course is provided in an every day, full-year program.

## Many students will take the sixth grade exploratory rotation.

This rotation includes one twelve week period each of art, chorus, and technology.

ART: Students will explore 2-D and 3-D art using several types of media including ceramics. Students will explore optical illusions and the basic elements of graphic design as they complete projects related to their study of the work of famous artists and the history of art.

CHORUS: Students will learn introductory skills in vocal music, music theory, music history and performance etiquette.

INTRODUCTION TO TECHNOLOGY: Students first study the basic elements of all technology, including processes, energy, information, and people. They explore up to four systems of technology, including construction, transportation, communication, and production/manufacturing. Finally, they relate the impact of technology on society, environment, and culture to future consequences and decisions.

### **There are four exceptions.**

Students who are enrolled in beginning band, orchestra, Reading Support, or the Promoting Excellence Through Accelerated Learning (PETAL) Math 6 Block Course will take that course rather than participating in the rotation. Descriptions of the Reading Support and PETAL Math 6 Block courses can be found in the sixth grade core curriculum section of this document.

BEGINNING BAND: As a member of the sixth grade beginner band, your child will discover the instruments of the traditional concert and select the one he or she feels is best for him or her. From that point students will learn the fundamentals of musical performance with their chosen instruments. Students in the sixth grade band perform two concerts during the year and participate in a day-long performance tour of our feeder elementary schools. Students are encouraged to perform as soloists as well as in the band ensemble.

BEGINNING ORCHESTRA: This course is available to beginners who are playing a stringed instrument for the first time as well as those students who are already proficient in the playing of a stringed instrument—students expand on technical and performance skills.

### **GREAT ACHIEVEMENTS 6:**

Students enrolled in Advanced English 6 will receive the Great Achievements enrichment course. This is a year-long course that will enhance and expand, through project-based learning, the SOL instruction taking place in core subject classes. Using a cooperative learning structure, students will collaborate on projects that require problem solving and higher order thinking skills while developing communication and research proficiency.

### **Sample Sixth Grade Schedules for Sandusky Middle School**

Please note that these schedules are only intended to illustrate some of the possible combinations of courses that meet the requirements in sixth grade. Periods at which courses are scheduled will vary.

	<b>Student 1</b>	<b>Student 2</b>	<b>Student 3</b>	<b>Student 4</b>
<b>Period 1</b>	English	English Literature	English Literature	English (Advanced)
<b>Period 2</b>	Math Support	English Writing	English Writing	Great Achievements
<b>Period 3</b>	Math 6	Math 6 (Accelerated)	Math 6	Math 6 (Accelerated)
<b>Period 4</b>	Life Science	Life Science	Life Science	Life Science (Adv)
<b>Period 5</b>	U.S. History I	U.S. History I	U.S. History I	U.S. History I (Adv)
<b>LUNCH</b>	<b>LUNCH</b>	<b>LUNCH</b>	<b>LUNCH</b>	<b>LUNCH</b>
<b>Period 6</b>	PE & H/FL	PE & H/FL	PE & H/FL	PE & H/FL
<b>Period 7</b>	6th Grade Rotation	Band (or Orchestra)	Reading Support	6th Grade Rotation

## SEVENTH GRADE EXPLORATORIES & ELECTIVES

### **All students take seventh grade Physical Education, Health/Family Life.**

This course is provided in an every day, full-year program.

### **The following year-long seventh grade electives are available.**

**BEGINNING BAND:** This course introduces the basic elements of musical performance and an introduction to band literature. The class presents several concerts during the year. No previous band experience is necessary to enroll.

**INTERMEDIATE BAND:** In this course students continue to develop knowledge and skills gained in beginning band. Students are exposed to a wide variety of musical styles and grow in character through teamwork. Students present three evening concerts during the year, they perform the Star-Spangled Banner at the Lynchburg Classic Band Competition, participate in the VBODA Concert Band Festival, and in some years this group will participate in a trip to a major band competition. For example, the 2007 Intermediate Band, along with the Advanced Band (8<sup>th</sup> grade), traveled to Rock Hill, South Carolina to win the NAI National Championship.

**INTERMEDIATE CHORUS:** In this course students will study breathing techniques, basic music notation, and musical dynamics, tempo, and phrasing. Students will use the elements of melody, harmony, pitch, and form in a variety of choral repertory. Students will participate in group performances with solo opportunities.

**INTERMEDIATE ORCHESTRA:** This course emphasizes development of music reading skills and interpretation as well as the attainment of proficiency in solo, ensemble and string orchestra performance. In this second-year orchestra course, numerous student performances are arranged during the year. Pre-requisite: completion of sixth grade orchestra.

### **The following 12-week long electives are offered based on demand.**

**ART 7 – TWO DIMENSIONAL ART:** Students explore a variety of two-dimensional mediums with a strong emphasis in both drawing and painting techniques. Students will also study the work of several famous artists.

**ART 7 - THREE DIMENSIONAL ART:** This course emphasizes art as a three dimensional media. Units of study will include experiences in hand-built ceramics, wire sculptures and collage. Students will study the work of Pablo Picasso, Alexander Calder as well as several other famous artists.

**BASIC FIRST AID:** This course exposes students to the knowledge and skills necessary to administer immediate and temporary first aid in an actual emergency situation.

**KEYBOARDING:** This course familiarizes student with keyboard layout. Students will learn the alphabetic keys and correct keyboard manipulation and techniques. Students will use correct fingers and techniques for keying alphabetic, numeric, and symbol information. Students will use appropriate proofreader's marks for proofreading.

**PHOTOGRAPHY & VIDEO:** This course teaches students to take photographs and to work a video camera. Students' work may be featured in the yearbook and/or may enable them to videotape morning announcements and school activities.

## SEVENTH GRADE EXPLORATORIES & ELECTIVES (cont.)

### 12-week long electives offered based on demand (continued)

**TECHNOLOGY 7:** This course engages students in workstations or modules that will present different areas of technology. Each module is self guided, and the student is an active part of the learning process. The module topics are as follows:

- |                                     |                                |
|-------------------------------------|--------------------------------|
| 1. Computer Programming             | 6. Rocket Technology           |
| 2. Manufacturing Systems & Controls | 7. Electronics                 |
| 3. Desktop Publishing               | 8. Screen Process Printing     |
| 4. Problem Solving                  | 9. Bridge building Engineering |
| 5. Flight Technology                | 10. Materials & Processing     |

Students will be able to select 7 out of 10 modules. Each module is seven days in length.

**TEEN LIVING:** Teen Living is designed to introduce and explore basic homemaking skills in sewing and food management. Students will construct a simple sewing project and will practice cooking skills through food labs which emphasize preparation of simple snacks.

**EXPLORING WILDLIFE:** investigates different kinds of wildlife in the state of Virginia: their habitats, what they need for survival, and how they interact with humans. Additional time is spent on how human choices affect animals; e.g. how human uses of land can conflict with wildlife habitat needs.

**EXPLORING SPANISH:** The goal of this course is to introduce students to the language and excite them about learning conversational Spanish. Students will learn study such topics as greetings, common objects, the Spanish alphabet, colors, numbers, weather conditions, and much more. Students will also learn about Hispanic culture and traditions and the basic geography of Latin America. Student will participate through songs, dialogues, and games as they develop a background for speaking, reading, writing, and comprehending Spanish.

### **Sample Seventh Grade Schedules for Sandusky Middle School**

Please note that these schedules are only intended to illustrate some of the possible combinations of courses that meet the requirements in seventh grade. Periods at which courses are scheduled will vary.

	<b>Student 1</b>	<b>Student 2</b>	<b>Student 3</b>	<b>Student 4</b>
<b>Period 1</b>	English	English Literature	English Literature	English (Advanced)
<b>Period 2</b>	Math Support	English Writing	English Writing	<b>ELECTIVE(S)</b>
<b>Period 3</b>	Math 7	Pre-Algebra (Math 7A)	Math 7	Pre-Algebra (Math 7A)
<b>LUNCH</b>	<b>LUNCH</b>	<b>LUNCH</b>	<b>LUNCH</b>	<b>LUNCH</b>
<b>Period 4</b>	Physical Science	Physical Science	Physical Science	Physical Science (Adv)
<b>Period 5</b>	U.S. History II	U.S. History II	U.S. History II	U.S. History II (Adv)
<b>Period 6</b>	PE & H/FL	PE & H/FL	PE & H/FL	PE & H/FL
<b>Period 7</b>	<b>ELECTIVE(S)</b>	<b>ELECTIVE(S)</b>	Reading Support	<b>ELECTIVE(S)</b>

## EIGHTH GRADE EXPLORATORIES & ELECTIVES

### **All students take eighth grade Physical Education, Health/Family Life.**

This course is provided in an every day, full-year program.

### **The following full-year eighth grade electives are available.**

**ADVANCED BAND:** This course is the highest level of instrumental performance at Sandusky Middle School. The Advanced Band has a national (and even international) reputation for excellence. Previous bands have performed at the Virginia Music Educators' Conference, and the 1990 Advanced Band gained international recognition when they performed at the Mid-West International Band Clinic in Chicago. The 2007 Advanced Band (along with the Intermediate Band) won the prestigious NAI Grand Nationals held in Rock Hill, South Carolina. Even greater than these successes though is the joy of experiencing and playing a variety of music from diverse cultures and appreciating the history of music as it evokes emotion through sound.

**ACCELERATED CHORUS:** This is the accelerated level of choral performance. Students will further their vocal development and knowledge of music. Prerequisites for this course include both seventh grade chorus and a teacher recommendation.

**ACCELERATED ORCHESTRA:** This course emphasizes development of music reading skills and interpretation as well as the attainment of proficiency in solo, ensemble and string orchestra performance. Numerous student performances are arranged during the year.

**FRENCH I:** This course emphasizes communicating in French. Students become involved immediately in using the language to simulate daily life situations. Activities include speaking, listening, writing, reading, and the study of French culture. **This is a high school credit course (0.5 credits per semester).**

**SPANISH I:** This course focuses on the conversational foundations of language. Students will learn vocabulary, including greetings, feelings, foods, animals, parts of the body, and much more. They will participate through dialogues, interviews, songs, and writing and reading letters. Students will master many verbs in the present tense, along with correct sentence structure. They will also learn more about the culture and geography of Latin America. Students who successfully complete this course will develop a basic proficiency in understanding, speaking, reading and writing the Spanish language. **This is a high school credit course (0.5 credits per semester).**

### **The following semester-long eighth grade electives are available based on demand.**

**ART:** This course stresses design and art composition in two and three-dimensional forms through the media of drawing, painting, lettering and sculpting. Students will also explore art history and art careers.

**CAREERS:** This course enables students to make sound decisions regarding their education and career choices.

**INTRODUCTION TO COMPUTER APPLICATIONS:** This course provides students with basic keyboarding skills, placing emphasis on learning to key alphabetic, numeric and symbol information using correct keyboarding manipulation and techniques with a reasonable amount of accuracy and speed. Students develop computer application techniques to gain a basic knowledge of word processing, spreadsheet, database and graphic application.

**TECHNOLOGY SYSTEMS:** This course enables students to develop an understanding of modern technological systems. Areas of emphasis include electronics, robotics, power and energy systems, communication, computer-aided drafting and design, manufacturing systems, research-development, sensors and controls, measurement technology, and design technology. The focus of learning is module-based instruction.

**TEEN LIVING:** This course introduces and explores basic homemaking skills through units in food management, clothing management (with emphasis on the use of the sewing machine), crafts and personal-living skills.

**DRAMA:** This course introduces students to drama by teaching basic dramatic skills such as voice projection and influx, audience connection, and memorization techniques. Students will be provided opportunities to develop their creativity.

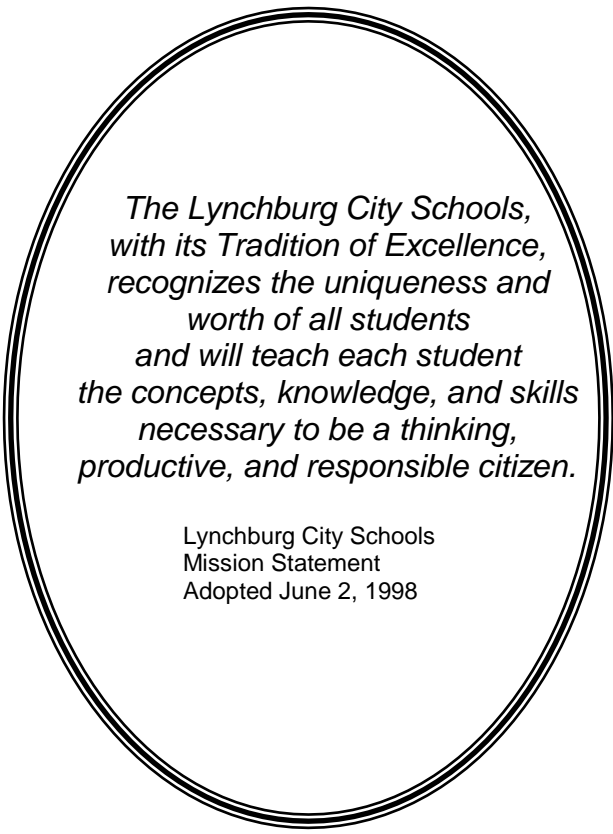
## EIGHTH GRADE EXPLORATORIES & ELECTIVES (continued)

### Sample Eighth Grade Schedules for Sandusky Middle School

Please note that these schedules are only intended to illustrate some of the possible combinations of courses that meet the requirements in eighth grade. Periods at which courses are scheduled will vary.

	<b>Student 1</b>	<b>Student 2</b>	<b>Student 3</b>	<b>Student 4</b>
<b>Period 1</b>	English	English Literature	English Literature	English (Advanced)
<b>Period 2</b>	Math Support	English Writing	English Writing	<b>ELECTIVE(S)</b>
<b>Period 3</b>	Foundations of Algebra	Algebra I (Adv)	Foundations of Algebra	Algebra I (Adv)
<b>Period 4</b>	Principles of Science	Principles of Science	Earth Science	Earth Science (Adv)
<b>LUNCH</b>	<b>LUNCH</b>	<b>LUNCH</b>	<b>LUNCH</b>	<b>LUNCH</b>
<b>Period 5</b>	Civics and Economics	Civics and Economics	Civics and Economics (Adv)	Civics and Economics (Adv)
<b>Period 6</b>	PE & H/FL	PE & H/FL	PE & H/FL	PE & H/FL
<b>Period 7</b>	<b>ELECTIVE(S)</b>	<b>ELECTIVE(S)</b>	<b>ELECTIVE(S)</b>	<b>ELECTIVE(S)</b>





*The Lynchburg City Schools,  
with its Tradition of Excellence,  
recognizes the uniqueness and  
worth of all students  
and will teach each student  
the concepts, knowledge, and skills  
necessary to be a thinking,  
productive, and responsible citizen.*

Lynchburg City Schools  
Mission Statement  
Adopted June 2, 1998

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 Department of Personnel Services, P.O. Box 2497, Lynchburg, Virginia 24505-2497; telephone number (434) 522-3760 or 522-3700, ext. 155.