

Middle School Course Catalog

— 2024-25 —

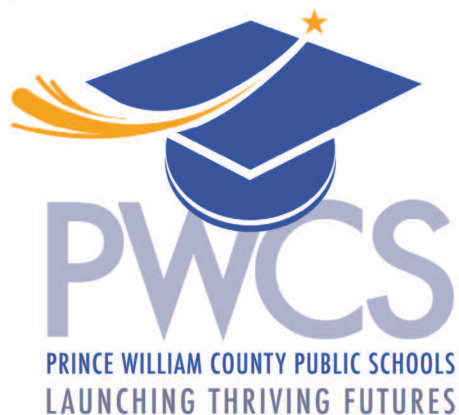


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Dear Middle School Student,

Prince William County Public Schools (PWCS) is committed to providing rich and engaging courses and experiences to help you continue discovering the path of your thriving future. Course offerings have been developed to help discover your strengths, provide opportunities to explore a variety of career areas, provide opportunities to earn high school credits, and prepare you for a smooth and successful transition to high school.

The 2024-25 Middle School Catalog provides you and your family members with information about available courses and support services, and serves as a resource to you throughout the school year. Use this tool to start meaningful conversations with your parents and guardians, siblings, and other trusted adults who walk alongside you as you travel your path to your thriving future.

Our PWCS school counselors, teachers, and administrators will work with you to ensure your continued success and to be certain that your 2024-25 academic program meets your interests and needs. Embrace every opportunity presented to have the knowledge, skills, and habits of mind to create a thriving future for yourself and your community.

General Information

Grading Scale

All courses taught in Prince William County Public Schools are assigned grades as follows in accordance with [Regulation 661-2, "Assessment and Grading Practices - Middle"](#):

Letter Grade	8th Grade and High School Course Numeric Equivalent	6th and 7th Grade Numeric Equivalent
A	90-100	3.5-4.0
B+	87-89	3.3-3.4
B	80-86	2.5-3.2
C+	77-79	2.3-2.4
C	70-76	1.5-2.2

Letter Grade	8th Grade and High School Course Numeric Equivalent	6th and 7th Grade Numeric Equivalent
D+	67-69	1.3-1.4
D	60-66	0.5-1.2
F	59 and below	0.0-0.4

Request to Expunge a Grade for a High School Credit Taken in Middle School

The Regulations Establishing Standards of Accrediting Public Schools in Virginia provide families with the option of requesting that grades be omitted from a student's transcript for high school credit-bearing courses taken in middle school. If a parent/guardian wishes to have a grade expunged for a high school credit-bearing course taken in middle school, they must complete the [Request to Expunge High School Courses Taken in Middle School Form](#), following the process outlined in Attachment 3 to Regulation 661-2.

Families who elect to have a grade removed from the transcript should be aware that the decision to have the grade removed is binding and that no grade or associated credit will be awarded for the course once the request has been granted. Additional information can be found by reviewing [Regulation 661-2](#), "[Assessment and Grading Practices - Middle](#)" and by visiting the [Student Services and Post-Secondary Success](#) page on the PWCS website.

College and Career Readiness: Academic and Career Planning



Academic and career planning is a process for all students to reflect on their interests, values, and future goals to formulate an evolving plan in support of their future goals and success as contributing citizens. This plan is revisited with each student every year. Additional information and resources on College and Career Readiness is available via the [College and Career Readiness website](#).

Academic Career Plan Portfolio - ACPP

Career Awareness and Exploration (Grades K-5)



The Academic Career Plan Portfolio (ACPP) begins in elementary school. Students explore different occupations associated with career clusters based on selected areas aligning with personal interests and values, such as dependability and respect, and skills supporting decision making about future goals and interests. Elementary students learn how to set goals and better understand their own interests and values. They complete career artifacts each year while exploring future career opportunities.

Academic Career Plan - ACP

Career Development and Planning (Grades 6-8)

Career Focus and Experiences (Grades 9-12)



Middle and high school students each have a personal learning plan and course of study that aligns with the student's academic and career goals. Students utilize Naviance, a personalized platform that includes individual self-discovery assessments, personal vision questions, goal setting, career and college planning, financial literacy, and academic course planning. The Academic Career Plan (ACP) begins in sixth grade and includes college, career, and life readiness curriculum taught each year by school counselors and educators through Naviance. Students continue the creation of their personal learning plan and course of study that aligns with their evolving academic and career goals which are reviewed annually. Students access Naviance through the single sign-on, Clever, and their Office 365 credentials. Learn more at [PWCS Naviance](#).

Student Vision Profile

In alignment with the ACP, PWCS provides students in grades 6-12 with the Student Vision Profile. The Student Vision Profile is a document that contains valuable information about planning for life after high school and making the most of their PWCS experience.

Additional information can be found by visiting the [Student Vision Profile](#) page on the Student Services and Post-Secondary Success website.

Standards of Learning (SOL)

The [Standards of Learning](#) (SOL) for Virginia Public Schools describe the Commonwealth's expectations for student learning and achievement in driver education, English, fine arts, health and physical education, history and social science, mathematics, science, technology, and world languages for grades K-12.

Alternative assessment information: The 2014 General Assembly eliminated Standards of Learning assessments in United States History to 1865, and United States History: 1865 to the Present. Additionally, the Assembly's action required local school divisions to continue to teach the content and measure student achievement with local alternative assessments, including authentic or performance assessments. School divisions must certify annually that they have provided instruction and administered an alternative assessment, consistent with Board of Education guidelines, to students in grades and subject areas that no longer have a corresponding SOL test. PWCS has Local Alternative Assessments (LAA) that are required to be completed by the end of the school year for United States History to 1865, and United States History: 1865 to the Present. These are located in the Canvas course modules. Schools must administer and score one LAA per historical era (three per course).

Standards of Learning Tests (SOL Tests)

SOL tests are standardized tests given at the end of the school year to students in Virginia. The tests are required by the Virginia Department of Education (VDOE) to verify attainment of knowledge and skills in specific English, math, science, and social science courses. Additional information regarding student assessment can be found by visiting the [Virginia SOL Assessment Program](#) page on the VDOE website.

Under Every Student Succeeds Act (ESSA), students must be tested in mathematics and reading annually in grades 3-8 and once in high school (grades 9-12). In science, students must be tested once in elementary school, once in middle school, and once in high school. Students can meet the ESSA testing requirements by taking SOL tests, or in the case of students with significant cognitive disabilities, participating in the Virginia Alternate Assessment Program (VAAP).

The U.S. Department of Education (USDOE) has required Virginia to select one end-of-course SOL test in each subject area to be used for federal accountability. Virginia selected Algebra 1 as the high school mathematics test, Biology as the high school science test, and the end-of-course reading test for high school reading. USDOE has granted Virginia a waiver so that students who have passed the Algebra 1 SOL test in middle school can use a score from the Geometry or Algebra 2 SOL test in high school to meet the federal accountability requirement in mathematics. Additionally, Virginia has been granted a waiver so that students who pass the Algebra 1, Geometry, and Algebra 2 tests in middle school can use an SAT, ACT, Advanced Placement, or International Baccalaureate test score in mathematics in high school to meet the federal accountability requirement.

Special Education

Students with Individualized Educational Programs (IEPs) are guaranteed a Free and Appropriate Public Education for all eligible children with disabilities in the least restrictive environment as per the Individuals with Disability Educational Act. Students who access the Virginia Standards of Learning (SOL) curriculum take the same required courses as students without disabilities. IEP teams determine the specific settings, goals, program supports, and accommodations required by such students.

Students who access the Virginia Essentialized Standards of Learning also take courses aligned with these standards including required courses and elective/encore courses.

Students who are dually identified as English learners (EL) and students who are twice exceptional as gifted learners, will also take courses and receive supports appropriate to their needs.

Questions about courses and support should be discussed with IEP case managers and considered by IEP teams. Graduation considerations should be made when selecting middle school courses.

If you suspect your child has a disability, please reach out to the principal or designee of the building to discuss next steps. Additionally, if school staff suspect a disability, the school will contact the parent to discuss next steps.

English Learners

English learner (EL) students have the right to participate meaningfully and equally in educational programs Under Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974. Student schedules provide equitable participation in advanced or accelerated courses and gifted and talented or special education services. English language development services in the student's schedule should not inhibit EL participation in programs available to all students.

EL students are provided with English language development (ELD) instruction and access to core content classes and grade-level curricula. ELs are scheduled in ELD courses based on their English language proficiency (ELP) level and take the same required core courses as their non-EL peers, including electives and physical education.

EL students with identified disabilities require services under the Individuals with Disabilities Education Act or Section 504 of the Rehabilitation Act of 1973. They must be provided both the English language development services and disability-related services to which they are entitled under federal law.

Questions about English learner courses should be discussed with the student's EL case manager and their IEP case manager, as applicable.

Electives

PWCS uses an exploratory model for elective and related arts instruction in middle school that features a large variety of content and the maximizing of options for students as they move into the upper grades.

Schools should schedule students for nine-week rotations of elective courses in career and technical education and the visual arts in sixth and, if necessary, seventh grade to make sure students get broad exposure to different areas of study. They should pair these rotations with year-round performing arts, and health and physical education courses, and where it is age- and program-appropriate, world language electives to make sure all students, to include English learners, special education, and gifted education students have equally broad exposure to the available middle school curriculum.

What Do Extended and Enrichment Mean?

Criteria for Recommendation of Extended and Enrichment Courses

Mathematics

Students can take "extended" courses in mathematics starting in grade six. The curricula in these courses extend beyond the grade level into the next. Math 6 Extended covers all the state standards in mathematics for grade six and extends into half of the content that is taught in grade seven. Similarly, the Math 7 Extended course includes the remaining content in grade seven that was not taught in Math 6 Extended and all of the grade eight standards.

Placement recommendations for sixth grade mathematics courses are made based on whether the student has demonstrated multiple examples of readiness for acceleration in varied settings including:

- An enthusiasm and aptitude for mathematical thinking, academic success in mathematics

- Demonstrated good time management and are able to perform well at an accelerated pace of instruction with a good degree of independence
- Excellent/advanced math SOL test scores
- Strong performance on the Iowa Algebra Aptitude Test,
- Staff recommendations
- Parental request

A student may be accelerated in sixth grade into Math 6 Extended or Math 7 Extended. A student entering sixth grade in Math 7 Extended will be bypassing instruction on all of the grade 6 mathematics standards and half of the grade 7 mathematics standards. Students who choose not to accelerate this early will still be able to gain access to mathematics courses that provide them with competitive access to selective colleges and universities so families should consider what is best for their individual students based on the multitude of factors that can inform your decisions.

Mathematics Pathways In Middle School

PWCS offers three options in middle school mathematics.

Traditional Pathway

Students in this pathway are in a grade-level appropriate course, learning mathematics at the pace suggested by the Standards of Learning. Students in this path would take Math 6 in grade 6, Math 7 in grade 7, Math 8 in grade 8, and Algebra 1 or Advanced Algebra 1 in 9th grade. Children who take Algebra 1 or Advanced Algebra 1 in 9th grade can master four years of high school mathematics, possibly culminating in a pre-calculus class or AP Statistics, and should be well prepared mathematically to compete for admission to the best colleges and universities.

- **6th grade** – Math 6
- **7th grade** – Math 7
- **8th grade** – Pre-Algebra (Math 8)
- **9th grade** – Algebra 1 or Advanced Algebra 1

Accelerated Pathway

Students in this pathway accelerate the learning of middle school content, learning three years of content in two years. Math 6 Extended contains all the content from Math 6 and approximately half of the content from Math 7. Math 7 Extended contains the rest of the content from Math 7 and all the content from Math 8. Students in this path would take Math 6 Extended in grade 6, Math 7 Extended in grade 7, and Advanced Algebra 1 in grade 8. As students in this pathway learn math at a more rapid pace, they must demonstrate a high level of mastery of kindergarten through grade 5 mathematics.

- **6th Grade** – Math 6 Extended (all the content from Math 6 and some of Math 7)
- **7th Grade** – Math 7 Extended (some of Math 7 and all the content from Pre-Algebra)
- **8th Grade** – Advanced Algebra 1
- **9th Grade** – Advanced Geometry

Promoted Pathway

Students in this pathway enter middle school in Math 7 Extended as a sixth grader. This means that the student will not receive formal instruction on the content from Math 6 and some of Math 7. After successful completion of Math 7 Extended, a student would enroll in Advanced Algebra 1 in grade 7 and Advanced Geometry in grade 8. As students in this pathway will be skipping some content, they must demonstrate a high level of mastery of Kindergarten through Grade 5 Mathematics and show evidence of a deep understanding of number relationships.

- **6th Grade** – Math 7 Extended
- **7th Grade** – Advanced Algebra 1
- **8th Grade** – Advanced Geometry
- **9th Grade** – Advanced Algebra 2

English Language Arts

In English language arts, students have the option to take “extended” language arts starting in grade six or at any point in their middle school career. The extended language arts program accelerates instruction in the core curriculum by

compressing nine weeks of study into six weeks, creating a three-week period for enrichment in an area of special interest of the student, teacher, and/or class. Students are encouraged to enroll in extended language arts if they are a passionate reader and/or writer, are capable and interested in experiencing an accelerated pace of instruction, have a record of strong academic performance in language arts, as well as staff recommendations, and parental requests. Students who participate in extended language arts will be well prepared for advanced course work in the humanities in high school, but the course(s) is not a prerequisite for or a barrier to accessing those courses in the future.

Science

In science, students have the option of taking a “science enrichment” course at any point in their middle school career. These courses accelerate instruction in the core curriculum by compressing nine weeks of study into six to seven weeks, creating time for enrichment that extends beyond the 2018 Virginia Science Standards of Learning and is implemented as a thematic unit at the end of a quarter or as STEM activities infused throughout each unit. While the primary focus of enrichment is on real-world applications of scientific inquiry and engineering practices, specific offers vary; this flexibility in implementation allows schools to leverage teacher expertise and meet the interests of their student population and local communities. While these enrichment courses prepare students for a broad range of STEM-related studies, they are not a prerequisite for enrollment in any regular or advanced high school science course.

Nontraditional Education

Independence Nontraditional School

Independence Nontraditional School offers students in grades K-12 a comprehensive instructional program that merges leadership, career, and social skills necessary for success in the 21st century with existing Prince William County Public Schools curricula.

Students can expect a rigorous curriculum which promotes the development of academic resilience, social responsibility, and self-respect. The innovative education environment provides flexible learning opportunities to support student success. Day and evening programs are offered. Age-appropriate interventions that address effective and affective development, second language acquisition, and special needs are provided inclusively.

Students are recommended for placement by school administrators, parents/guardians, or the Student Management and Alternative Programs Department. A nontraditional education plan for each student designed collaboratively by Independence Nontraditional staff, parents/guardians, and the student ensures each student meets his/her educational and graduation goals. Multiple instructional options support seamless student transitions to additional academic, extracurricular, and service-learning opportunities.

Eligibility for Athletics

Middle school interscholastic athletics follows the Virginia High School League (VHSL) eligibility rules, and in addition to the VHSL eligibility rules, the following applies to interscholastic athletics, marching band, and drill team:

- To be academically eligible, a student must pass a minimum of five classes and fail no more than one class for the nine-week grading period. The student shall be declared ineligible for the next grading period when not meeting this standard. This rule applies to practice as well as game participation. Students will begin or end academic eligibility or ineligibility on the Monday following the end of the grading period workday. Transfer students must comply with this standard, and grades from the transferring school must be reviewed to determine eligibility before participation by the Athletic Coordinator. Students who become eligible may begin game participation on Monday following the end of the workday for the grading period.
- Participation in middle school athletics is a privilege. Students are expected to abide by school expectations and the student Code of Behavior. Should the principal or principal’s designee determine that a student is not in compliance with school expectations or the student Code of Behavior they may at their discretion limit or suspend the right to participate or attend extracurricular activities.

Postsecondary Planning

Postsecondary planning is a process that includes partnerships between the school, community, family, and student to create a meaningful individualized plan which aligns with the student's goals. This reflects their self-discovery, career explorations, and the associated education or training needed after high school. Additional information can be found on the [Post-High School Planning](#) website.

In addition, the [Student Vision Profile](#) is designed to help both students and families engage in the postsecondary planning process. It is a useful guide to support student college and career readiness by including self-discovery, career exploration, and post-high school planning.

Sample Schedule

Subject	Grade 6	Grade 7	Grade 8
English	Language Arts 6 or Language Arts 6 Extended	Language Arts 7 or Language Arts 7 Extended	Language Arts 8 or Language Arts 8 Extended
Math	Math 6 or Math 6 Extended or Math 7 Extended	Math 7 or Math 7 Extended or Advanced Algebra 1	Pre-Algebra or Advanced Algebra 1 or Advanced Geometry
Science	Science 6 or Science 6 Enrichment*	Life Science (Science 7) or Life Science (Science 7) Enrichment*	Physical Science (Science 8) or Physical Science (Science 8) Enrichment*
Social Studies	Social Studies 6 – U.S. History 1	Social Studies 7 – U.S. History 2	Social Studies 8 – Civics & Economics
World Languages			Level 1 of French, Spanish, or Spanish for Fluent Speakers
Health and Physical Education	Health & PE – Grade 6	Health & PE – Grade 7	Health & PE – Grade 8 or Health & PE Grade 8 Part 1 and Health & PE Grade 8 Part 2
Electives & Encore	There are a variety of courses from which students can choose in each of the three years. Specific offerings can be explored at the student's specific school.		

*This course may not be available at every middle school.

**Schools with specialty programs may have additional course or elective offerings. That information will be communicated by the school.

Courses

Career and Technical Education

Career Investigations 7 (Quarter), IBMYP Career Investigations 7 (Quarter)

This course helps students identify and demonstrate the workplace skills that employers desire in their future employees. Students analyze their personal assets, explore career clusters and career pathways, and draft an Academic and Career Plan based on their academic and career interests. Additional areas of focus include planning for academic courses, work-based learning opportunities, opportunities to earn industry certifications, and planning for postsecondary success.

Length

Quarter

Grades

7

Schools

Middle School

Computer Science Discoveries 7 (Quarter), IBMYP Computer Science Discoveries 7 (Quarter)

This middle school computer science course explores concepts in computer programming. Students are introduced to block-based or text-based programming to review and build on computational thinking and computer science skills. Students also study the history of computers and computer science.

Length

Quarter

Grades

7

Schools

Middle School

Engineering Innovations 7 (Quarter), IBMYP Engineering Innovations 7 (Quarter)

Students apply the engineering design process to plan, build, and communicate inventions or innovations that address contemporary technological problems facing them, their community, and the world. This hands-on course allows students to apply creativity and innovation that emphasizes working in teams and the safe use of technological and engineering tools and equipment.

Length

Quarter

Grades

7

Schools

Middle School

Engineering Systems 8 (Semester), IBMYP Engineering Systems 8 (Semester)

Students will experience the problems and opportunities of our increasingly technological society. The class will provide hands-on learning to explore technologies and the systems of which they are composed. They also explore technology-oriented careers and project-based learning to explore technological systems.

Length

Semester

Grades

8

Schools

Middle School

Introduction to Technology 6 (Quarter), IBMYP Introduction to Technology 6 (Quarter)

Students use the engineering design process to guide them through various hands-on activities and projects, utilizing safe use of tools, materials, and techniques to solve problems. Students explore their relationship to technology and engineering, and how technology affects the world around them, as well as careers in the fields of technology and engineering.

Length

Quarter

Grades

6

Schools

Middle School

Life Management Skills 7 (Quarter), IBMYP Life Management Skills 7 (Quarter)

This Family and Consumer Sciences exploratory course helps students develop essential knowledge and skills to lead better lives, be career-ready, build strong families, and make meaningful contributions to their communities. Students deepen their knowledge and understanding of topics related to human development, interpersonal relationships, nutrition and wellness, financial literacy, leadership skills, and workplace readiness skills.

Length

Quarter

Grades

7

Schools

Middle School

Life and Career Planning 8 (Semester), IBMYP Life and Career Planning 8 (Semester)

This Family and Consumer Sciences exploratory course helps students continue to build on knowledge and skills acquired in previous Family and Consumer Sciences courses to lead better lives, be career-ready, build strong families, and make meaningful contributions to their communities. Students focus on topics related to human development, interpersonal relationships, nutrition and wellness, financial literacy, textiles and apparel, child development, leadership, workplace readiness, and career exploration and planning.

Length

Semester

Grades

8

Schools

Middle School

Personal Development 6 (Quarter), IBMYP Personal Development 6 (Quarter)

This Family and Consumer Sciences exploratory course prepares students to become life-ready as they manage individual, family, career, and community roles and responsibilities. Students explore topics related to human development, positive interpersonal relationships, nutrition and wellness, financial literacy, leadership development, and workplace readiness skills.

Length

Quarter

Grades

6

Schools

Middle School

STEM Applications 8 (Semester), IBMYP STEM Applications 8 (Semester)

This foundation course introduces the use of relevant and emerging technologies, tools, and applications to prepare students for current workplace practices and everyday life. Students will demonstrate information processing using a variety of hardware and software and Internet-based tools to produce and integrate data in various formats. This course is designed for students wishing to progress through more advanced business and information technology coursework.

Length

Semester

Grades

8

Schools

Middle School

STEM Solutions 6 (Quarter), IBMYP STEM Solutions 6 (Quarter)

Students are introduced to computing devices and software as problem-solving tools. Emphasis is placed on using basic touch keyboarding skills to complete a variety of projects incorporating word processing, database, presentation, and spreadsheet software. Basic Internet safety, coding, and device maintenance are components of this course.

Length

Quarter

Grades

6

Schools

Middle School

English Language Arts

Creative Writing 6 (Year, Semester, Quarter)

This course is designed to provide a framework that encourages all writers to develop skills and explore making meaning through writing. The sixth-grade creative writing course focuses on increasing engagement, independence, and volume of writing.

Length

Year,

Semester,

Quarter

Grades

6

Schools

Middle School

Creative Writing 7 (Year, Semester, Quarter)

This course is designed to provide a framework that encourages all writers to develop skills and explore making meaning through writing. The seventh-grade creative writing course focuses on providing students the opportunity to generate writing ideas independently.

Length

Year,

Semester,

Quarter

Grades

7

Schools

Middle School

Creative Writing 8 (Year, Semester, Quarter)

This course is designed to provide a framework that encourages all writers to develop skills and explore making meaning through writing. The eighth-grade creative writing course focuses on building on the previous two years of writing and expanding to experimenting with word choice to maximize the impact of writing.

Length

Year,

Semester,

Quarter

Grades

8

Schools

Middle School

English Language & Literature – Supplemental Gr 6 (Year, Semester, Quarter)

This year-long course is designed for students reading and/or writing below grade level. The course content supports the units of instruction and Standards of Learning for English 6 in a small class setting. Students work intensely with reading comprehension strategies and the writing domains through the reading and writing workshop model. Students enrolled in this course must be concurrently enrolled in an English 6 course.

Length

Year

Grades

6

Schools

Middle School

English Language & Literature – Supplemental Gr 7 (Year, Semester, Quarter)

This year-long course is designed for students reading and/or writing below grade level. The course content supports the units of instruction and Standards of Learning for English 7 in a small class setting. Students work intensely with reading comprehension strategies and the writing domains through the reading and writing workshop model. Students enrolled in this course must be concurrently enrolled in an English 7 course.

Length

Year

Grades

7

Schools

Middle School

English Language & Literature – Supplemental Gr 8 (Year, Semester, Quarter)

This [year-long/quarterly/semester-long] course is designed for students reading and/or writing below grade level. The course content supports the units of instruction and Standards of Learning for English 8 in a small class setting. Students work intensely with reading comprehension strategies and the writing domains through the reading and writing workshop model. Students enrolled in this course must be concurrently enrolled in an English 8 course.

Length

Year

Grades

8

Schools

Middle School

Language Arts 6 (Year), IBMYP Language Arts 6 (Year)

The sixth-grade course employs the key literacy routines of daily, low-stakes writing, self-selected independent reading, understanding, and analyzing nonfiction through the article of the week protocol, and collaboration throughout the entire year. The student will plan, draft, revise, and edit narratives, descriptions, and explanations, with attention to composition and style as well as sentence formation, usage, and mechanics. Students will also participate in shared reading of texts and media from multiple genres and eras, with opportunities to compare texts written on a similar topic. The student will begin the study of word origins and continue vocabulary development using words culled from the texts they are reading. With a focus on applying reading strategies to monitor comprehension and consideration of text features and organizational patterns, students will independently read fiction and non-fiction texts with opportunities to read at grade level. Students will be aware of the consequences of plagiarism and begin to give credit to all sources used, demonstrating responsible use of the internet.

Length

Year

Grades

6

Schools

Middle School

Language Arts 6 Extended (Year), IBMYP Language Arts 6 Extended (Year)

In addition to the core experiences and outcomes from Language Arts 6, students in Extended ELA will be invited to consider, create, and analyze texts and media with more complexity, depth, and levels of independence. Students will engage in a close reading of diverse, relevant fiction and non-fiction texts and media, which will be selected with consideration of the multiple levels of complexity including Lexile, structure, knowledge demands, and levels of meaning/purpose and in consideration of the maturity level of students. Students may also be invited to explore and create texts and media by considering the progressive complexity and depth of knowledge evident in 7th grade skills and academic language.

Length

Year

Grades

6

Schools

Middle School

Language Arts 7 (Year), IBMYP Language Arts 7 (Year)

The seventh-grade course employs the key literacy routines of daily, low-stakes writing, self-selected independent reading, understanding, and analyzing nonfiction through the article of the week protocol, and collaboration throughout the entire year. The student will plan, draft, revise, and edit compositions with an emphasis on expository and persuasive writing. Students will also participate in shared reading of texts and media from multiple genres, eras, and perspectives with an opportunity to compare texts written on a similar topic. The student will continue the study of word origins and vocabulary development using words culled from the texts they are reading, while beginning to identify connotative meanings of words. With a focus on applying reading strategies to monitor comprehension and consideration of the impact of word choice, imagery, and literary devices, students will independently read fiction and non-fiction texts with opportunities to read at grade level. Students will be aware of the consequences of plagiarism and begin to give credit to all sources used, demonstrating responsible use of the internet.

Length

Year

Grades

7

Schools

Middle School

Language Arts 7 Extended (Year), IBMYP Language Arts 7 Extended (Year)

In addition to the core experiences and outcomes from Language Arts 7, students in Extended ELA will be invited to consider, create, and analyze texts and media with more complexity, depth, and levels of independence. Students will engage in a close reading of diverse, relevant fiction and non-fiction texts and media, which will be selected with consideration of the multiple levels of complexity including Lexile, structure, knowledge demands, and levels of meaning/purpose and in consideration of the maturity level of students. Students may also be invited to explore and create texts and media by considering the progressive complexity and depth of knowledge evident in 8th grade skills and academic language.

Length

Year

Grades

7

Schools

Middle School

Language Arts 8 (Year), IBMYP Language Arts 8 (Year)

The eighth-grade course employs the key literacy routines of daily, low-stakes writing, self-selected independent reading, understanding and analyzing nonfiction through the article of the week protocol, and collaboration throughout the entire year. The student will plan, draft, revise, and edit compositions with an emphasis on expository and persuasive writing. Students will also participate in shared reading of texts and media from multiple genres, eras, and perspectives with an opportunity to analyze texts written on a similar topic. The student will continue the study of word origins and vocabulary development using words culled from the texts they are reading, with attention to connotations and figurative language. With a focus on applying reading strategies to monitor comprehension and analysis, students will independently read fiction and non-fiction texts with opportunities to read at grade level. Students will be aware of the consequences of plagiarism and begin to give credit to all sources used using a standard format (such as MLA or APA), demonstrating responsible use of the internet.

Length

Year

Grades

8

Schools

Middle School

Language Arts 8 Extended (Year), IBMYP Language Arts 8 Extended (Year)

In addition to the core experiences and outcomes from Language Arts 8, students in Extended ELA will be invited to consider, create, and analyze texts and media with more complexity, depth, and levels of independence. Students will engage in a close reading of diverse, relevant fiction and non-fiction texts and media, which will be selected with consideration of the multiple levels of complexity including Lexile, structure, knowledge demands, and levels of meaning/purpose and in consideration of the maturity level of students. Students may also be invited to explore and create texts and media by considering the progressive complexity and depth of knowledge evident in 9th grade skills and academic language.

Length

Year

Grades

8

Schools

Middle School

Reading Strategies Gr 6 (Quarter), Reading Strategies Gr 7 (Quarter)

This course is designed to support students working 3 or more years below grade level. The class will feature a workshop model with the use of an identified intervention for students to gain skillsets that are of deficit based on on-going data collection. The skills and strategies will be developed using on grade level Standards of Learning for their current grade level. Students enrolled in this course must be concurrently enrolled in a Language Arts 6 or Language Arts 7 course.

Length

Quarter

Grades

6, 7

Schools

Middle School

Reading Strategies Gr 8 (Semester)

This course is designed to support students working 3 or more years below grade level. The class will feature a workshop model with the use of an identified intervention for students to gain skillsets that are of deficit based on on-going data collection. The skills and strategies will be developed using on grade level Standards of Learning for their current grade level. Students enrolled in this course must be concurrently enrolled in a Language Arts 8 course.

Length

Semester

Grades

8

Schools

Middle School

English Language Development

English Language Development for Language Arts 6 (Year)

This course is designed for English Learner (EL) students at English Language Proficiency (ELP) levels 1-4 and is aligned to WIDA Standard 1: Language for Social and Instructional Purposes, WIDA Standard 2: Language for Language Arts, and the Virginia Standards of Learning for Language Arts. Students participate in a curriculum focused on performance-based tasks and academic language proficiency. Language development is the center of this rigorous instruction that responds to the strengths and needs of EL students. Instructional goals include equitable access to instruction of language and literacy development of skills in reading, writing, speaking, and listening as well as reinforce the Virginia Standards of Learning in Language Arts. English Language Development (ELD) for Language Arts 6 implements a culturally responsive curriculum that honors the backgrounds and language of the English Learner. Students are given opportunities to communicate information, ideas, and concepts necessary for academic success and for social and instructional purposes within the school setting.

Length

Year

Grades

6

Schools

Middle School

English Language Development for Language Arts 7 (Year)

This course is designed for English Learner (EL) students at English Language Proficiency (ELP) levels 1-4 and is aligned to WIDA Standard 1: Language for Social and Instructional Purposes, WIDA Standard 2: Language for Language Arts, and the Virginia Standards of Learning for Language Arts. Students participate in a curriculum focused on performance-based tasks and academic language proficiency. Language development is the center of this rigorous instruction that responds to the strengths and needs of EL students. Instructional goals include equitable access to instruction of language and literacy development of skills in reading, writing, speaking, and listening as well as reinforce the Virginia Standards of Learning in Language Arts. English Language Development (ELD) for Language Arts 7 implements a culturally responsive curriculum that honors the backgrounds and language of the EL student. Students are given opportunities to communicate information, ideas, and concepts necessary for academic success and for social and instructional purposes within the school setting.

Length

Year

Grades

7

Schools

Middle School

English Language Development for Language Arts 8 (Year)

This course is designed for English Learner (EL) students at English Language Proficiency (ELP) levels 1-4 and is aligned to WIDA Standard 1: Language for Social and Instructional Purposes, WIDA Standard 2: Language for Language Arts, and the Virginia Standards of Learning for Language Arts. Students participate in a curriculum focused on performance-based tasks and academic language proficiency. Language development is the center of this rigorous instruction that responds to the strengths and needs of EL students. Instructional goals include equitable access to instruction of language and literacy development of skills in reading, writing, speaking, and listening as well as reinforce the Virginia Standards of Learning in Language Arts. English Language Development (ELD) for Language Arts 8 implements a culturally responsive curriculum that honors the backgrounds and language of the EL student. Students are given opportunities to communicate information, ideas, and concepts necessary for academic success and for social and instructional purposes within the school setting.

Length

Year

Grades

8

Schools

Middle School

Fine Arts

Art 6 (Year, Semester, Quarter), IBMYP Art 6 (Quarter)

This course is for students who have limited or no visual art experience. Students will receive group instruction on introductory creative processes and hands-on techniques. Course content focuses on the elements of art and principles of design which allows students to investigate a variety of ideas, media, and processes for creating both two and three-dimensional art.

Length

Quarter,
Semester,
Year

Grades

6

Schools

Middle School

Art 7 (Year, Semester, Quarter), IBMYP Art 7 (Semester)

This course is for students who have some visual art experience. In this course, students continue the exploration, analysis, and investigation of the creative process. Students apply elements of art and principles of design to solve artmaking challenges using various processes. They develop an increased awareness of their relationship to art and various media.

Length

Year,
Semester,
Quarter

Grades

7

Schools

Middle School

Art 8 (Year, Semester, Quarter), IBMYP Art 8 (Semester, Quarter)

This course is for students who would like to continue their study of the fine arts. This course focuses on the application and synthesis of previously learned concepts and more complex technical skills in both two and three-dimensional media. Students make conscious choices of media, processes, and techniques for expressive and creative purposes in original works of art.

Length

Year,
Semester,
Quarter

Grades

8

Schools

Middle School

Ceramics and Sculpture 6 (Quarter)

This course is for students with limited or no ceramics and sculpture experience. Students will receive group instruction on introductory creative processes and hands-on techniques. Course content focuses on the elements of art and principles of design, which allows students to investigate a variety of ideas, 3-D media, and processes for creating three-dimensional art.

Length

Quarter

Grades

6

Schools

Middle School

Ceramics and Sculpture 7 (Quarter)

This course is for students who have some experience in ceramics and sculpture. Students will receive group instruction on introductory creative processes and hands-on techniques. Course content focuses on the elements of art and principles of design.

Length

Quarter

Grades

7

Schools

Middle School

Ceramics and Sculpture 8 (Quarter)

This course will focus on the application and synthesis of previously learned concepts and more complex technical skills in 3-dimensional media. Students will receive group instruction on creative processes and hands-on techniques. Course content focuses on the elements of art and principles of design, enabling students to make conscious choices of media, processes, and techniques for expressive and creating purposes in original works of art.

Length

Quarter

Grades

8

Schools

Middle School

Painting and Drawing 6 (Quarter)

This course is for students who have limited or no experience in painting and drawing. Students will receive group instruction on introductory creative processes and hands-on techniques. Course content focuses on the elements of art and principles of design which allows students to investigate a variety of ideas, media, and processes for creating two-dimensional art.

Length

Quarter

Grades

6

Schools

Middle School

Painting and Drawing 7 (Quarter)

This course is for students who have some experience in painting and drawing. Students will receive group instruction on introductory creative processes and hands-on techniques. Course content focuses on the elements of art and principles of design which allows students to investigate a variety of ideas, media, and processes for creating two-dimensional art.

Length

Quarter

Grades

7

Schools

Middle School

Painting and Drawing 8 (Quarter)

This course is for students who would like to continue their study of painting and drawing. Students will receive group instruction on creative processes and hands-on techniques. Course content focuses on the elements of art and principles of design, enabling students to make conscious choices of media, processes, and techniques for expressive and creating purposes in original works of art.

Length

Quarter

Grades

8

Schools

Middle School

Gifted Education

Gifted Resource Services 6A (1st or 2nd Quarter)

Per the 2022-27 Local Plan for the Education of the Gifted, identified students receive two quarters of direct gifted resource services in sixth grade. This course is the first or second quarter of services and includes a combination of multidisciplinary units, developed using national gifted curriculum models and discipline-based standards, and independent study projects. Specific learning outcomes for critical thinking, creative thinking, collaboration, communication, and conceptual thinking are established for each unit of study and independent project. Progress is assessed quarterly on the Gifted Education Progress Report.

Length

1st or 2nd Quarter

Grades

6

Schools

Middle School

Gifted Resource Services 6B (3rd or 4th Quarter)

This course is the third or fourth quarter of services for identified gifted students in sixth grade.

Length

3rd or 4th Quarter

Grades

6

Schools

Middle School

Gifted Resource Services 7A (1st or 2nd Quarter)

Per the 2022-27 Local Plan for the Education of the Gifted, identified students receive two quarters of direct gifted resource services in seventh grade. This course is the first or second quarter of services and includes a combination of multidisciplinary units, developed using national gifted curriculum models and discipline-based standards, and independent study projects. Specific learning outcomes for critical thinking, creative thinking, collaboration, communication, and conceptual thinking are established for each unit of study and independent project. Progress is assessed quarterly on the Gifted Education Progress Report.

Length

1st or 2nd Quarter

Grades

7

Schools

Middle School

Gifted Resource Services 7B (3rd or 4th Quarter)

This course is the third or fourth quarter of services for identified gifted students in seventh grade.

Length

3rd or 4th Quarter

Grades

7

Schools

Middle School

Gifted Resource Services 8 (Quarter)

Per the 2022-27 Local Plan for the Education of the Gifted, identified students receive one quarter of direct gifted resource services or 25 hours of pull-out resource services in eighth grade. This course includes a combination of multidisciplinary units, developed using national gifted curriculum models and discipline-based standards, and independent study projects. Specific learning outcomes for critical thinking, creative thinking, collaboration, communication, and conceptual thinking are established for each unit of study and independent project. Progress is assessed quarterly on the Gifted Education Progress Report.

Length

Quarter

Grades

8

Schools

Middle School

Health and Physical Education

Health and Physical Education 6 (Year)

Health and Physical Education supports the development of physical and health literacy, builds movement acquisition and competence, and engages in health-enhancing physical activity needed to achieve and maintain a balanced, healthy lifestyle. The Physical Education Standards of Learning are grouped into five overarching grade-level content strands: Motor Skill Development, Anatomical Basis of Movement, Fitness Planning, Social and Emotional Development, and Energy Balance. The Health Education Standards of Learning are grouped into three overarching grade-level content strands: Essential Health Concepts, Healthy Decisions, and Advocacy and Health Promotion.

Length

Year

Grades

6

Schools

Middle School

Health and Physical Education 7 (Year)

Health and Physical Education supports the development of physical and health literacy, builds skillful movement competence in dynamic settings, and engages in the health-enhancing physical activity needed to achieve and maintain a balanced, healthy lifestyle. The Physical Education Standards of Learning are grouped into five overarching grade-level content strands: Motor Skill Development, Anatomical Basis of Movement, Fitness Planning, Social and Emotional Development, and Energy Balance. The Health Education Standards of Learning are grouped into three overarching grade-level content strands: Essential Health Concepts, Healthy Decisions, and Advocacy and Health Promotion.

Length

Year

Grades

7

Schools

Middle School

Health and Physical Education 8 (Year)

Health and Physical Education supports the development of physical and health literacy, builds skillful movement competence in dynamic and complex applications, and engages in the health-enhancing physical activity needed to achieve and maintain a balanced, healthy lifestyle. The Physical Education Standards of Learning are grouped into five overarching grade-level content strands: Motor Skill Development, Anatomical Basis of Movement, Fitness Planning, Social and Emotional Development, and Energy Balance. The Health Education Standards of Learning are grouped into three overarching grade-level content strands: Essential Health Concepts, Healthy Decisions, and Advocacy and Health Promotion.

Length

Year

Grades

8

Schools

Middle School

Health and Physical Education 8 Part 1 (Semester)

Students must complete both Health and Physical Education 8 Part 1 and Part 2. The Health and Physical Education 8 course is delivered throughout Part 1 and Part 2. See Health and Physical Education 8 for course information.

Length

Semester

Grades

8

Schools

Middle School

Health and Physical Education 8 Part 2 (Semester)

Students must complete both Health and Physical Education 8 Part 1 and Part 2. The Health and Physical Education 8 course is delivered throughout Part 1 and Part 2. See Health and Physical Education 8 for course information.

Length

Semester

Grades

8

Schools

Middle School

Lifetime Fitness 8 (Semester, Quarter)

A local elective course that extends the eighth-grade health and physical education course and its overarching content learning strands: Essential Health Concepts, Healthy Decisions, Advocacy and Health Promotion, Motor Skill Development, Anatomical Basis of Movement, Fitness Planning, Social and Emotional Development, and Energy Balance. This course includes the opportunities to participate in a variety of movement activities and settings including developing and improving one's fitness level and is taken in addition to the required Health and Physical Education 8 course.

Length

Quarter,
Semester

Grades

8

Schools

Middle School

History and Social Science

Global Perspectives 6 (Semester)

Cambridge Lower Secondary Global Perspectives develops transferable skills that support learners in their studies and in their everyday life. These skills will support them in their studies in lower secondary and prepare them for Cambridge Upper Secondary and beyond. Learners develop skills through age-appropriate and engaging activities that are based on a broad range of topics. They explore personal, local and global perspectives to make sense of, and feel connected to, the world around them. Learners make informed decisions about the information they read, hear and see on global issues, identifying different perspectives and arguments. At the end of lower secondary, there is the option to complete a Research Report, which is marked by teachers and moderated by Cambridge. Cambridge Lower Secondary Global Perspectives is part of the Cambridge Pathway and is available only at Parkside Middle School.

Length

Semester

Grades

6

Schools

Middle School

Global Perspectives 7 (Semester)

Cambridge Lower Secondary Global Perspectives develops transferable skills that support learners in their studies and in their everyday life. These skills will support them in their studies in lower secondary and prepare them for Cambridge Upper Secondary and beyond. Learners develop skills through age-appropriate and engaging activities that are based on a broad range of topics. They explore personal, local and global perspectives to make sense of, and feel connected to, the world around them. Learners make informed decisions about the information they read, hear and see on global issues, identifying different perspectives and arguments. At the end of lower secondary, there is the option to complete a Research Report, which is marked by teachers and moderated by Cambridge. Cambridge Lower Secondary Global Perspectives is part of the Cambridge Pathway and is available only at Parkside Middle School.

Length

Semester

Grades

7

Schools

Middle School

Global Perspectives 8 (Semester)

Cambridge Lower Secondary Global Perspectives develops transferable skills that support learners in their studies and in their everyday life. These skills will support them in their studies in lower secondary and prepare them for Cambridge Upper Secondary and beyond. Learners develop skills through age-appropriate and engaging activities that are based on a broad range of topics. They explore personal, local and global perspectives to make sense of, and feel connected to, the world around them. Learners make informed decisions about the information they read, hear and see on global issues, identifying different perspectives and arguments. At the end of lower secondary, there is the option to complete a Research Report, which is marked by teachers and moderated by Cambridge. Cambridge Lower Secondary Global Perspectives is part of the Cambridge Pathway and is available only at Parkside Middle School.

Length

Semester

Grades

8

Schools

Middle School

Social Studies 6 - U.S. History 1 (Year), IBMYP Social Studies 6 – U.S. History 1 (Year)

This sixth-grade course focuses on the history of the United States from pre-Columbian times until 1865. Students will use skills for historical and geographical analysis to explore the early history of the United States including its' founding, expansion, and the eventual breaking point of the Civil War from 1861-1865. This course is assessed by a Local Alternative Assessment, which satisfies the Virginia state requirement to assess the course.

Length

Year

Grades

6

Schools

Middle School

Social Studies 7 – U.S. History 2 (Year), IBMYP Social Studies 7 – U.S. History 2 (Year)

This seventh-grade course focuses on the history of the United States from the Reconstruction era to the present. Students will use skills for historical and geographic analysis to explore the political, economic, and social challenges that the United States faced following the Civil War through modern day. This course is assessed by a Local Alternative Assessment, which satisfies the Virginia state requirement to assess the course.

Length

Year

Grades

7

Schools

Middle School

Social Studies 8 - Civics & Economics (Year), IBMYP Social Studies 8 – Civics & Economics (Year)

This eighth-grade course asks students to examine the roles citizens play in the political, governmental, and economic systems in the United States. Students will have an opportunity to learn the intellectual and practical skills required to be responsible citizens. This course has an associated Standards of Learning (SOL) test that all eighth-grade students will take.

Length

Year

Grades

8

Schools

Middle School

Mathematics

Advanced Algebra 1 (Year), Adv MYP Algebra 1 (Year)

This course is designed for those students who have completed the Middle School Extended Mathematics curriculum prior to 8th grade or completed 8th grade Pre-Algebra with a "B" or better. Advanced Algebra 1 students are expected to master all the Algebra 1 objectives as well as some of the Algebra 2 objectives. Students taking this course are expected to continue their studies with an Advanced Geometry course followed by Advanced Algebra 2.

The successful mastery of Algebra 1 is widely considered to be the gatekeeper to success in the study of upper-level mathematics. The study of algebraic thinking begins in kindergarten and is progressively formalized prior to the study of the algebraic content found in the Algebra 1 Standards of Learning. Included in the progression of algebraic content is patterning, generalization of arithmetic concepts, proportional reasoning, and representing mathematical relationships using tables, symbols, and graphs. All students are expected to achieve the Algebra 1 standards. The study of Algebra 1 assists students in generalizing patterns or modeling relevant, practical situations with algebraic models. In order for students to develop meaning and connect algebraic concepts to geometry and statistics, consideration should be given to the sequential development of concepts and skills by using concrete materials to assist students in making the transition from the numeric to the symbolic. Connections between Algebra 1 and other subject areas through practical applications may assist in helping students attach meaning to the abstract concepts of algebra. These standards require students to use algebra as a tool for representing and solving a variety of practical problems. Tables and graphs will be used to interpret algebraic expressions, equations, and inequalities and to analyze behaviors of functions.

These standards include a transformational approach to graphing functions and writing equations when given the graph of the equation. Transformational graphing builds a strong connection between algebraic and graphic representations of functions. Graphing utilities (calculators, computers, and other technology tools) will be used to assist in teaching and learning. Graphing utilities facilitate visualizing, analyzing, and understanding algebraic and statistical behaviors and provide a powerful tool for solving and verifying solutions.

Students in this course will complete the Algebra 1 Standards of Learning (SOL) test.

Length

Year

Grades

7, 8

Schools

Middle School

Advanced Geometry (Year) Advanced MYP Geometry (Year)

This course includes emphasis on two- and three-dimensional reasoning skills, coordinate and transformational geometry, and the use of geometric models to solve problems. In addition, students begin the study of the Unit Circle. Students will use a variety of applications and problem-solving techniques including Algebraic skills. The intent of this course is to provide students with many opportunities to explore, conjecture, reason logically, formulate and solve problems, and communicate mathematically. Graphing utilities, computers, dynamic geometry software, and other appropriate technology tools will be used to assist in teaching and learning. Students taking this course are expected to continue their studies with an Advanced Algebra II course. This course has an associated Standards of Learning (SOL) test.

Length

Year

Grades

8

Schools

Middle School

Math 6 (Year), IBMYP Math 6 (Year)

The sixth-grade standards provide a transition from the emphasis placed on whole number arithmetic in the elementary grades to proportional reasoning, advanced geometric experiences, statistics, probability and algebra. The standards include a focus on rational numbers and operations involving rational numbers. Students will engage with the data cycle to formulate questions, collect and acquire data, organize and represent data, and analyze and communicate their results. Students will use ratios to compare data sets; recognize decimals, fractions, and percents as ratios; solve single-step and multistep problems, using positive rational numbers; and gain a foundation in the understanding of and operations with integers. Students will solve problems involving area and perimeter and begin to graph in a coordinate plane. In addition, students will build on the concept of graphical representation of data developed in the elementary grades and develop concepts regarding measures of center. Students will solve linear equations and inequalities in one variable and use algebraic terminology. Students will represent proportional relationships using two variables as a precursor to the development of the concept of linear functions.

The use of appropriate technology and the interpretation of the results from applying technology tools must be an integral part of teaching, learning, and assessment. While learning mathematics, students will be actively engaged, using concrete materials and appropriate technologies to facilitate problem solving. However, facility in the use of technology shall not be regarded as a substitute for a student's understanding of quantitative and algebraic concepts or for proficiency in basic computations.

The acquisition of specialized mathematical vocabulary and language is crucial to a student's understanding and appreciation of the subject and fosters confidence in mathematics communication and problem solving.

Problem solving is integrated throughout the content strands. The development of problem-solving skills is a major goal of the mathematics program at every grade level. The development of skills and problem-solving strategies must be integrated early and continuously into each student's mathematics education.

Students in this course will complete the Grade Six Mathematics Standards of Learning (SOL) test.

Length

Year

Grades

6

Schools

Middle School

Math 6 Extended (Year), IBMYP Math 6 Extended (Year)

The standards for Math 6 Extended provide a transition from the emphasis placed on whole number arithmetic in the elementary grades to an emphasis on the foundations of algebra. The standards include a focus on rational numbers and operations involving rational numbers. Students will engage with the data cycle to formulate questions, collect and acquire data, organize and represent data, and analyze and communicate their results. Students will use ratios to compare data sets; recognize decimals, fractions, and percents as ratios; solve single-step and multistep problems using rational numbers; and gain a foundation in the understanding of and operations with integers. Students will solve problems involving area and perimeter, relationships among the properties of quadrilaterals, and graph in a coordinate plane. In addition, students will build on the concept of graphical representation of data developed in the elementary grades and develop concepts regarding measures of center. Students will solve linear equations and inequalities in one variable and use algebraic terminology. Students will represent proportional relationships using two variables and discern between proportional and non-proportional relationships and begin to develop a concept of slope as rate of change. Students continue to develop their understanding of solving linear equations and inequalities in one variable by applying the properties of real numbers.

The use of appropriate technology and the interpretation of the results from applying technology tools must be an integral part of teaching, learning, and assessment. While learning mathematics, students will be actively engaged, using concrete materials and appropriate technologies to facilitate problem solving. However, facility in the use of technology shall not be regarded as a substitute for a student's understanding of quantitative and algebraic concepts or for proficiency in basic computations.

The acquisition of specialized mathematical vocabulary and language is crucial to a student's understanding and appreciation of the subject and fosters confidence in mathematics communication and problem solving.

Problem solving is integrated throughout the content strands. The development of problem-solving skills is a major goal of the mathematics program at every grade level. The development of skills and problem-solving strategies must be integrated early and continuously into each student's mathematics education.

Standards taught in PWCS Math 6 Extended include all of Math 6 and 7.NS.1, 7.NS.2, 7.NS.3, 7.CE.2, 7.MG.2, 7.MG.3, 7.MG.4, 7.PFA.1, 7.PFA.3.

Students in this course will complete the Grade Six Mathematics Standards of Learning (SOL) test.

Length

Year

Grades

6

Schools

Middle School

Math 7 (Year), IBMYP Math 7 (Year)

The seventh-grade standards continue to emphasize the foundations of algebra. The standards address the concept of and operations with rational numbers by continuing their study from grade six. Students will engage with the data cycle to formulate questions, collect and acquire data, organize and represent data, and analyze and communicate their results. Students will build on the concept of ratios to solve problems involving proportional reasoning. Students will solve problems involving volume and surface area and focus on the relationships among the properties of quadrilaterals. Probability is investigated through comparing experimental results to theoretical expectations. Students continue to develop their understanding of solving linear equations and inequalities in one variable by applying the properties of real numbers. Students discern between proportional and non-proportional relationships and begin to develop a concept of slope as rate of change.

The use of appropriate technology and the interpretation of the results from applying technology tools must be an integral part of teaching, learning, and assessment. While learning mathematics, students will be actively engaged, using concrete materials and appropriate technologies to facilitate problem solving. However, facility in the use of technology shall not be regarded as a substitute for a student's understanding of quantitative and algebraic concepts or for proficiency in basic computations.

The acquisition of specialized mathematical vocabulary and language is crucial to a student's understanding and appreciation of the subject and fosters confidence in mathematics communication and problem solving.

Problem solving is integrated throughout the content strands. The development of problem-solving skills is a major goal of the mathematics program at every grade level. The development of skills and problem-solving strategies must be integrated early and continuously into each student's mathematics education.

Students in this course will complete the Grade Seven Mathematics Standards of Learning (SOL) test.

Length

Year

Grades

7

Schools

Middle School

Math 7 Extended (Year), IBMYP Math 7 Extended (Year)

The standards for Math 7 Extended continue to emphasize the foundations of algebra and build on the concepts needed for success in high school level algebra, geometry, and statistics. Students will engage with the data cycle to formulate questions, collect and acquire data, organize and represent data, and analyze and communicate their results. Students will explore real numbers and the subsets of the real number system. Proportional reasoning is expounded upon as students solve a variety of problems including similarity of geometric figures. Students find the volume and surface area of more complex three-dimensional figures and apply transformations to geometric shapes in the coordinate plane. Students will verify and apply the Pythagorean Theorem creating a foundation for further study of triangular relationships in geometry. Students will represent data, both univariate and bivariate data, and make predictions by observing data patterns. Students focus on algebraic concepts which include simplifying algebraic expressions, solving multistep equations and inequalities, and graphing linear functions. These standards are vital to providing a solid foundation in Algebra I for students in middle school mathematics.

The use of appropriate technology and the interpretation of the results from applying technology tools must be an integral part of teaching, learning, and assessment. While learning mathematics, students will be actively engaged, using concrete materials and appropriate technologies to facilitate problem solving. However, facility in the use of technology shall not be regarded as a substitute for a student's understanding of quantitative and algebraic concepts or for proficiency in basic computations.

The acquisition of specialized mathematical vocabulary and language is crucial to a student's understanding and appreciation of the subject and fosters confidence in mathematics communication and problem solving.

Problem solving is integrated throughout the content strands. The development of problem-solving skills is a major goal of the mathematics program at every grade level. The development of skills and problem-solving strategies must be integrated early and continuously into each student's mathematics education.

Standards taught in PWCS Math 7 Extended include 7.PS.2, 7.PFA.2, 7.CE.1, 7.MG.1, 7.PFA.4, 7.PS.1, and all of Grade 8 Mathematics.

Students in this course will complete the Grade Eight Mathematics Standards of Learning (SOL) test.

Length

Year

Grades

7

Schools

Middle School

Math Support 6/7 (Year, Semester, Quarter), Math Support 8 (Year, Semester, Quarter)

Math Support is taken in addition to a student's regular math class. Students participate in this course to receive instruction on foundational mathematics concepts and to receive additional support to be fully prepared to meet the rigor of grade-level Mathematics Standards of Learning. In a small group setting, students will benefit from systematic instruction on targeted skills surrounding misconceptions. Students will learn strategies to apply to all mathematics but not necessarily directly associated with their current math class. This course does not have an associated Standards of Learning (SOL) test. This course is an elective.

Length

Year,

Semester,

Quarter

Grades

6, 7, 8

Schools

Middle School

Pre-Algebra (Year), IBMYP Pre-Algebra (Year), Pre-Algebra ESOL (Year)

The eighth-grade standards continue to build on the concepts needed for success in high school level algebra, geometry, and statistics. Students will engage with the data cycle to formulate questions, collect and acquire data, organize and represent data, and analyze and communicate their results. Students will explore real numbers and the subsets of the real number system. Proportional reasoning is expounded upon as students solve a variety of problems. Students find the volume and surface area of more complex three-dimensional figures and apply transformations to geometric shapes in the coordinate plane. Students will verify and apply the Pythagorean Theorem creating a foundation for further study of triangular relationships in geometry. Students will represent data, both univariate and bivariate data, and make predictions by observing data patterns. Students build upon the algebraic concepts developed in the standards for grades six and seven mathematics, which include simplifying algebraic expressions, solving multistep equations and inequalities, and graphing linear functions. The grade eight standards are vital to providing a solid foundation in Algebra 1, Geometry, and Statistics for students in middle school mathematics.

The use of appropriate technology and the interpretation of the results from applying technology tools must be an integral part of teaching, learning, and assessment. While learning mathematics, students will be actively engaged, using concrete materials and appropriate technologies to facilitate problem solving. However, facility in the use of technology shall not be regarded as a substitute for a student's understanding of quantitative and algebraic concepts or for proficiency in basic computations.

The acquisition of specialized mathematical vocabulary and language is crucial to a student's understanding and appreciation of the subject and fosters confidence in mathematics communication and problem solving.

Problem solving is integrated throughout the content strands. The development of problem-solving skills is a major goal of the mathematics program at every grade level. The development of skills and problem-solving strategies must be integrated early and continuously into each student's mathematics education.

Students in this course will complete the Grade Eight Mathematics Standards of Learning (SOL) test.

Length

Year

Grades

8

Schools

Middle School

Music

Band 6 (Year)

This course is for students who have limited or no experience playing wind, brass, and percussion instruments. Students will receive group instruction on basic instrumental techniques, read and annotate music, and learn to play proficiently at the beginning level, both alone and with others.

Length

Year

Grades

6

Schools

Middle School

Band 7 (Year)

This course is for students who have at least one year of instruction playing wind, brass, and percussion instruments. Students will receive group instruction on instrumental techniques, read and annotate music, and learn to play proficiently at the intermediate level, both alone and with others.

Length

Year

Grades

7

Schools

Middle School

Band 8 (Year), Advanced Band 8 (Year)

This course is for students who have at least two years of instruction playing wind, brass, and percussion instruments. Students will receive group instruction on advanced instrumental techniques, read and annotate music, and learn to play proficiently at the advanced (Virginia Band and Orchestra Directors Association (VBODA) grade III or above) level, both alone and with others.

Length

Year

Grades

8

Schools

Middle School

Chorus 6 (Year)

This course is for students who have limited or no vocal instruction. Students will receive group instruction on basic vocal techniques, read and annotate music, and learn to sing proficiently at the beginning level, both alone and with others.

Length

Year

Grades

6

Schools

Middle School

Chorus 7 (Year)

This course is for students who have at least one year of vocal instruction. Students will receive group instruction on vocal techniques, read and annotate music, and learn to sing proficiently at the intermediate level, both alone and with others.

Length

Year

Grades

7

Schools

Middle School

Chorus 8 (Year), Advanced Chorus 8 (Year)

This course is for students who have at least two years of vocal instruction. Students will receive group instruction on advanced vocal techniques, read and annotate music, and learn to sing proficiently at the advanced (Virginia Choral Directors Association (VCDA) grade III or above) level, both alone and with others.

Length

Year

Grades

8

Schools

Middle School

General Music 6 (Year, Quarter)

This course is for students who have limited or no experience in instrumental or vocal instruction. Emphasis is on the development of fundamental skills in reading and notating music and in personal expression through music. Students examine a variety of musical styles and works from periods of music history. Students describe connections between music and larger cultural contexts.

Length

Quarter,

Year

Grades

6

Schools

Middle School

General Music 7 (Year, Quarter)

This course is for students who have experience in instrumental or vocal instruction. Students will build upon fundamental skills in reading and notating music and in personal expression through music. Students examine a variety of musical styles and works from periods of music history. Students describe connections between music and larger cultural contexts.

Length

Quarter,

Year

Grades

7

Schools

Middle School

General Music 8 (Year, Semester)

This course is for students who would like to continue their experience in instrumental or vocal instruction. Students will gain deeper understanding of fundamental skills in reading and notating music and in personal expression through music. Students examine a variety of musical styles and works from periods of music history. Students describe connections between music and larger cultural contexts.

Length

Semester,

Year

Grades

8

Schools

Middle School

Guitar 6/Beginning (Year, Quarter)

This course is for students who have limited or no experience playing guitar. Students will receive group instruction on basic instrumental techniques, read and annotate music, and learn to play proficiently at the beginning level, both alone and with others.

Length

Quarter,
Year

Grades

6

Schools

Middle School

Guitar 7/Intermediate (Year, Quarter)

This course is for students who have at least one year of instruction playing guitar. Students will receive group instruction on instrumental techniques, read and annotate music, and learn to play proficiently at the intermediate level, both alone and with others.

Length

Quarter,
Year

Grades

7

Schools

Middle School

Guitar 8/Advanced (Year, Quarter)

This course is for students who have at least two years of instruction playing guitar. Students will receive group instruction on advanced instrumental techniques, read and annotate music, and learn to play proficiently at the advanced level, both alone and with others.

Length

Year

Grades

8

Schools

Middle School

Orchestra 6 (Year)

This course is for students who have limited or no experience playing stringed instruments (violin, viola, cello, bass). Students will receive group instruction on basic instrumental techniques, read and annotate music, and learn to play proficiently at the beginning level, both alone and with others.

Length

Year

Grades

6

Schools

Middle School

Orchestra 7 (Year)

This course is for students who have at least one year of instruction playing stringed instruments (violin, viola, cello, bass). Students will receive group instruction on instrumental techniques, read and annotate music, and learn to play proficiently at the intermediate level, both alone and with others.

Length

Year

Grades

7

Schools

Middle School

Orchestra 8 (Year), Advanced Orchestra 8 (Year)

This course is for students who have at least two years of instruction playing stringed instruments (violin, viola, cello, bass). Students will receive group instruction on advanced instrumental techniques, read and annotate music, and learn to play proficiently at the advanced (VBODA grade III or above) level, both alone and with others.

Length

Year

Grades

8

Schools

Middle School

Science

Life Science (Science 7) (Year), Life Science (Science 7) Enrichment (Year), IBMYP Science 7 (Year)

The grade 7 Life Science standards focus on understanding of change, cycles, patterns, and other complex relationships in the living world. Students explore the cellular organization and the classification of organisms; the dynamic relationships among organisms, populations, communities, and ecosystems; and change as a result of the transmission of genetic information from one generation to the next. Throughout all units of study, learners engage with more abstract concepts of science and continue developing their scientific skills and using engineering design practices to solve real-world problems. This course builds foundational knowledge toward high school Biology and Environmental Science courses. Student mastery of grade 7 standards is measured by the state of Virginia as a part of the Grade 8 Standards of Learning assessment.

Length

Year

Grades

7

Schools

Middle School

Physical Science (Science 8) (Year), Physical Science (Science 8) Enrichment (Year), IBMYP Science 8 (Year)

The grade 8 Physical Science standards focus on developing deeper understanding of the nature and structure of matter and the characteristics of energy. Major areas include the particle nature of matter; the organization and use of the periodic table; physical and chemical changes; energy transfer and transformations; properties of longitudinal and transverse waves; electricity and magnetism; and work, force, and motion. Mathematics, computational thinking, and experiences in the engineering design process gain importance as students advance their scientific thinking. This course builds foundational knowledge toward high school Chemistry and Physics courses. At the end of this course, students take the Grade 8 Science Standards of Learning assessment that includes all three years of middle school science curricula.

Length

Year

Grades

8

Schools

Middle School

Science 6 (Year), Science 6 Enrichment (Year), IBMYP Science 6 (Year)

The theme of grade 6 science standards is “Our World, Our Responsibility.” Students explore the characteristics of the natural world, from the Earth’s placement in the solar system to the interactions of water, energy, air, and ecosystems on the Earth. As students examine the use of resources, they also consider how their actions and choices affect the future habitability of Earth. Throughout all units of study, learners continue developing their scientific skills and using engineering design practices to solve real-world problems. This course builds foundational knowledge toward grade 8 Physical Science, and high school Earth Science and Environmental Science courses. Student mastery of grade 6 standards is measured by the state of Virginia as a part of the Grade 8 Standards of Learning assessment.

Length

Year

Grades

6

Schools

Middle School

Special Education

Learning Activities Gr 6-8 (Year)

This course is designed to provide students with direct and explicit instruction on how to acquire new information, how to study, and how to express their thoughts, and/or informal strategies that will enable the student to experience success in school.

Length

Year

Grades

6, 7, 8

Schools

Middle School

Life Skills Gr 6-8 (Year)

This course provides students with supports and strategies to develop independent mobility within the community and at home. Students learn to care for their personal needs, clothing, the household, and to prepare nutritious meals. This course builds student independence and prepares them for life as a high school student.

Length

Year

Grades

6, 7, 8

Schools

Middle School

Math Strategies Gr 6-8 (Year)

This course is designed to provide students with direct and explicit instruction on how to expand math concepts (i.e., math calculation and math reasoning), and use strategies to strengthen learned math skills through research-based math instructional programs.

Length

Year

Grades

6, 7, 8

Schools

Middle School

Reading Strategies Gr 6-8 (Year)

This course is designed to provide students with direct and explicit instruction in reading and use strategies to strengthen learned reading skills associated with reading comprehension, vocabulary, phonics, phonemic awareness, and fluency through research-based reading instructional programs.

Length

Year

Grades

6, 7, 8

Schools

Middle School

Social Skills Gr 6-8 (Year)

This course will provide students with direct instruction in specific social skills using the Skillstreaming and Prepare social skills programs. The purpose of this course is to increase academic achievement through the teaching and remediation of social skills. When completed, students will be able to demonstrate appropriate behavior in changing environments, effective communication skills, positive relationships with others, project a positive self-image, and utilize social skills in the learning process.

Length

Year

Grades

6, 7, 8

Schools

Middle School

Theatre

MS Exploratory Drama 1 (Year, Quarter)

This course is for students who have limited or no theatre experience. Students will receive group instruction in basic theatre techniques and learn to perform proficiently at the beginning level, both alone and with others.

Length

Quarter,

Year

Grades

6

Schools

Middle School

MS Exploratory Drama 2 (Year, Quarter)

This course is for students who have at least one year of theatre instruction. Students will receive group instruction in theatre techniques and learn to perform proficiently at the intermediate level, both alone and with others.

Length

Quarter,

Year

Grades

7

Schools

Middle School

Theatre Arts 8 (Year, Semester)

This course is for students who have at least two years of theatre instruction. Students will receive group instruction in advanced theatre techniques and learn to perform proficiently at the advanced level, both alone and with others.

Length

Semester,

Year

Grades

8

Schools

Middle School

World Languages

French 1 (Year), German 1 (Year), Spanish 1 (Year), Spanish for Fluent Speakers* 1 -Beginning Level (Year), IBMYP Spanish for Fluent Speakers* 1 -Beginning Level (Year)

In level 1 world language courses, students use the language authentically, communicating in real-life situations from the beginning of the course. They learn the sound system and basic grammar and vocabulary, primarily through use of the language in meaningful contexts. All basic skills of the language are learned: understanding, speaking, reading, and writing. Emphasis is on communication in interpersonal situations. Culture is an integral part of the course.

*Spanish for Fluent Speakers is designed for Spanish-speaking students. It recognizes the natural skill of native/heritage speakers who were born in the U.S. and never had formal education in a Spanish-speaking country and due to many circumstances may not have had the opportunity to receive formal education yet are proficient in their understanding and speaking of Spanish for interpersonal purposes. The course will build on these existing listening and speaking skills, and develop basic reading and writing skills, with an emphasis on grammatical concepts. The course will try to tap the natural potential of native/heritage speakers to focus on enhancement of skill acquisition in general, especially emerging literacy, instill pride in a rich heritage, and allow students to succeed to their full potential.

Length

Year

Grades

8

Schools

Middle School

French 1A Gr (Year), IBMYP French 1A (Year), German 1A (Year), Spanish 1A (Year), IBMYP Spanish 1A (Year), Spanish for Fluent Speakers* 1A (Year), IBMYP Spanish for Fluent Speakers* 1A (Year)

See Level 1 description. At schools with World Language Specialty Programs, students can begin the study of World Language in grade 6. At schools with International Baccalaureate MYP Specialty Programs, students can begin the study of World Language in grade 7. Level 1A represents the first half of the curriculum for high school credit level 1 language course. Students must successfully complete both 1A and 1B to earn the level 1 credit.

*Spanish for Fluent Speakers is designed for Spanish-speaking students. It recognizes the natural skill of native/heritage speakers who were born in the U.S. and never had formal education in a Spanish-speaking country, or students who may have come from a Spanish-speaking country and due to many circumstances may not have had the opportunity to receive formal education yet are proficient in their understanding and speaking of Spanish for interpersonal purposes. The course will build on these existing listening and speaking skills, and develop basic reading and writing skills, with an emphasis on grammatical concepts. The course will try to tap the natural potential of native/heritage speakers to focus on enhancement of skill acquisition in general, especially emerging literacy, instill pride in a rich heritage, and allow students to succeed to their full potential.

Length

Year

Grades

6, 7

Schools

Middle School

French 1B (Year), IBMYP French 1B (Year), German 1B (Year), Spanish 1B (Year), IBMYP Spanish 1B (Year), Spanish for Fluent Speakers* 1B (Year), IBMYP Spanish for Fluent Speakers* 1B (Year)

See Level 1 description. At schools with World Language Specialty Programs, students can begin the study of World Language in grade 6. At schools with International Baccalaureate MYP Specialty Programs, students can begin the study of World Language in grade 7. Level 1B represents the second half of the curriculum for high school credit level 1 language course. Students must successfully complete both 1A and 1B to earn the level 1 credit.

*Spanish for Fluent Speakers is designed for Spanish-speaking students. It recognizes the natural skill of native/heritage speakers who were born in the U.S. and never had formal education in a Spanish-speaking country, or students who may have come from a Spanish-speaking country and due to many circumstances may not have had the opportunity to receive formal education yet are proficient in their understanding and speaking of Spanish for interpersonal purposes. The course will build on these existing listening and speaking skills, and develop basic reading and writing skills, with an emphasis on grammatical concepts. The course will try to tap the natural potential of native/heritage speakers to focus on enhancement of skill acquisition in general, especially emerging literacy, instill pride in a rich heritage, and allow students to succeed to their full potential.

Length

Year

Grades

7, 8

Schools

Middle School

French 2 (Year), IBMYP French 2 (Year), German 2 (Year), Spanish 2 (Year), IBMYP Spanish 2 (Year), Spanish for Fluent Speakers* 2 -Intermediate (Year)

In level 2 language world language courses, students continue to learn the language through its use in realistic contexts with more complex grammatical structures. Additional listening, speaking, writing, and reading skills are acquired through practice with authentic materials and in real-life situations. The study of customs and culture is an integral part of the course.

*Spanish for Fluent Speakers is designed for Spanish-speaking students. This level is for Spanish-speaking native/heritage speakers who have some proficiency in all skills, to include listening, speaking, reading, and writing, but at a level commensurate with students who have had interrupted or limited formal schooling in a Spanish-speaking school. It also recognizes the natural skill of native/heritage speakers and emphasizes expansion and not replacement of the student's existing language skills. The course will continue to tap the natural potential of native/heritage speakers to focus on enhancement of skill acquisition, instill pride in a rich heritage, and allow students to succeed to their full potential. The course will also continue to build on existing listening and speaking skills, and especially continue to develop reading and writing skills.

Length

Year

Grades

8

Schools

Middle School

Introduction to Foreign Languages Gr 6-7 (Semester, Quarter), IBMYP Intro to Foreign Languages 6-7 (Year), Introduction to Foreign Languages Gr 8 (Year)

The Introduction to World Languages course will provide students the knowledge and skills through exploration of a variety of languages and cultures to enable them to actively participate in today's 21st Century global community in positive and productive ways. Students will explore the study of several languages to include Latin, French, Spanish, one non-Roman alphabet language such as Japanese, and one other language such as German or Italian if time allows and as aligned with the courses offered in feeder high schools. Emphasis is on providing students the foundations and connections of languages of the world, basic interpersonal communication skills, and cross-cultural perspectives of the speakers of each language and where they live. Students will "travel" to different corners of the world and learn how to be positive global ambassadors of their schools and understand how language study enhances their English skills, reinforces interdisciplinary knowledge, and sets the foundation for them to be lifelong learners of languages. The overarching goal is to provide students opportunities to explore languages prior to selecting one language to formally study for high school credit.

Length

Quarter,
Semester,
Year

Grades

6, 7, 8

Schools

Middle School

Introduction to Spanish for Fluent Speakers (Year)

This course would provide students identified as heritage or native speakers of Spanish (by identification procedures such as the Home Language Survey, transcripts, and/or student interviews or questionnaires) with an opportunity to learn & build upon skills of interpersonal listening and speaking in Spanish, with an emphasis on reading and writing (to include grammatical concepts), all while instilling pride in a rich heritage. The goal is for native or heritage speakers of Spanish to prepare for Spanish for Fluent Speakers I by building on their existing listening and speaking skills, and to develop reading and writing skills with an emphasis on grammatical concepts.

Length

Year

Grades

6, 7, 8

Schools

Middle School