PWCS

PRINCE WILLIAM COUNTY PUBLIC SCHOOLS

LAUNCHING THRIVING FUTURES

# MIDDLE SCHOOL COURSE CATALOG 2026-27

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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 2026-27 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 2026-27 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 for the 2026-27 school year:

Grades 6-8 and High School Courses

| Course Percentage | Letter Grade | Quality Points | Grading Scale |
|---|---|---|---|
| 92 – 100 | A | 4.0 | 3.75 - 4.0 |
| 90 -91.99 | A- | 3.7 | 3.50 – 3.74 |
| 87 – 89.99 | B+ | 3.3 | 3.15 - 3.49 |
| 82 – 86.99 | B | 3.0 | 2.85 - 3.14 |
| 80 – 81.99 | B- | 2.7 | 2.50 – 2.84 |

| Course Percentage | Letter Grade | Quality Points | Grading Scale |
|---|---|---|---|
| 77 – 79.99 | C+ | 2.3 | 2.15 - 2.49 |
| 72 – 76.99 | C | 2.0 | 1.85 - 2.14 |
| 70 – 71.99 | C- | 1.7 | 1.50 – 1.84 |
| 67 – 69.99 | D+ | 1.3 | 1.15 - 1.49 |
| 62 – 66.99 | D | 1.0 | .85 - 1.14 |
| 60 – 61.99 | D- | 0.7 | .50 - .84 |
| <60 | F | 0 | .00 - .49 |

Yearlong grades will be calculated by averaging the quality points for each of the four quarters.

For additional information about grading for high school courses taken in middle school, please visit the high school course catalog.

# 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 2 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 Request to Expunge High School Courses webpage on the PWCS 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.

# 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 the 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.

**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. Schools must administer and score one LAA per historical era (three per course).

# 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 Disabilities Education 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, Pre-Algebra 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
- **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 Pre-Algebra. 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

Advanced 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

More information regarding Middle School Math Placement can be found at https://www.pwcs.edu/learning_activities/academics/mathematics/middle_school_math.

**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 for any of the following reasons: they are a passionate reader and/or writer, they are capable and interested in experiencing an accelerated pace of instruction, they have a record of strong academic performance in language arts, staff recommends the student be in extended, and/or parent requests enrollment in extended courses. Students who participate in extended language arts will be well prepared for advanced coursework 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 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 in an inclusive manner.

Students are recommended for placement by school administrators, parents/guardians, or the Student Hearings 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:

- 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.
- A student may not participate in a sport if they turn 15 on or before September first of the current school year.
- Student eligibility begins on the first day of school and the students first year as a sixth-grade student. Students have six consecutive semesters of eligibility.

# Realize Your Vision with The Student Vision Profile

Student Vision Profile - Middle School

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. 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. Each year, you and your parent/guardian will receive a student vision profile that is customized with information about you and your interests. This document is an excellent tool for you to use to reflect on your after high school plan and to discuss your life choices with members of your family. Learn more on the PWCS Student Vision profile information page and in this course catalog.

# 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* |
| History and Social Science | 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*, German*, 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 |
| Career and Technical Education | | Career Investigations | |
| 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

## Middle School

### English Language Development for International Newcomers

This English Language Development course is designed to support students who are new to U.S. schools with an English language proficiency (ELP) level one. It aims to acclimate students to U.S. schools, accelerate language acquisition in listening, speaking, reading, and writing while building content knowledge and skills. Students use English for purposeful reading, writing, speaking, and listening tasks essential to foundational academic and social purposes.
**Length**
Year
**Grades**
6, 7, 8
**Schools**
Beville Middle School
Bull Run Middle School
Fred Lynn Middle School
Gainesville Middle School
Hampton Middle School
Lake Ridge Middle School
Marsteller Middle School
Parkside Middle School
Rippon Middle School
Woodbridge Middle School
**Requirements**

- ELP Level 1
- Less than 12 months in U.S. schools

## Middle School Career and Technical Education

### IBMYP Career Investigations

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**
Beville Middle School
Fred Lynn Middle School
Hampton Middle School
Unity Braxton Middle School
**Notes**
Career Investigations is a VDOE required course for grade 7.

## IBMYP Computer Solutions

Students are introduced to digital devices and applications as problem-solving tools. Emphasis is placed on using basic touch keyboarding skills to complete a variety of projects incorporating word-processing, spreadsheet, database, and presentation applications. Basic internet safety, security, and ethics are components of this course. Relevant instruction and student participation in co-curricular career and technical student organization (CTSO) activities will develop leadership, interpersonal, and career skills.

**Length**
Quarter
**Grades**
6
**Schools**
Beville Middle School
Fred Lynn Middle School
Hampton Middle School
Unity Braxton Middle School

## IBMYP Digital Technology Foundations

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. Contextual instruction and student participation in co-curricular career and technical student organization (CTSO) activities will develop leadership, interpersonal, and career skills.

**Length**
Semester
**Grades**
8
**Schools**
Beville Middle School
Fred Lynn Middle School
Hampton Middle School
Unity Braxton Middle School

## IBMYP Family and Consumer Sciences Exploratory 1

Family and Consumer Sciences Exploratory 1 students will prepare to be life ready as they manage individual, family, career, and civic roles and responsibilities. Students explore human development, relationships, personal environments, nutrition and wellness, textile skills, personal financial skills, career opportunities, and leadership skills.

**Length**
Quarter
**Grades**
6
**Schools**
Beville Middle School
Fred Lynn Middle School
Hampton Middle School
Unity Braxton Middle School

## IBMYP Family and Consumer Sciences Exploratory 3

Family and Consumer Sciences Exploratory 3 students continue to build on knowledge and skills acquired in Family and Consumer Sciences Exploratory 1 and 2 to lead better lives, be career-ready, build strong families, and make meaningful contributions to their communities. Students explore human development, relationships, personal environments, nutrition and wellness, textile skills, personal financial skills, career opportunities, and leadership skills.

**Length**
Semester
**Grades**
8
**Schools**
Beville Middle School
Fred Lynn Middle School
Hampton Middle School
Unity Braxton Middle School

## IBMYP Introduction to Technology and Engineering

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**
Beville Middle School
Fred Lynn Middle School
Hampton Middle School
Unity Braxton Middle School

## IBMYP Inventions and Innovations

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**
Beville Middle School
Fred Lynn Middle School
Hampton Middle School
Unity Braxton Middle School

## IBMYP Technological Systems

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**
Beville Middle School
Fred Lynn Middle School
Hampton Middle School
Unity Braxton Middle School

# English Language Development

## English Language Development for International Newcomers

This English Language Development course is designed to support students who are new to U.S. schools with an English language proficiency (ELP) level one. It aims to acclimate students to U.S. schools, accelerate language acquisition in listening, speaking, reading, and writing while building content knowledge and skills. Students use English for purposeful reading, writing, speaking, and listening tasks essential to foundational academic and social purposes.

**Length**
Year
**Grades**
6, 7, 8
**Schools**
Beville Middle School
Bull Run Middle School
Fred Lynn Middle School
Gainesville Middle School
Hampton Middle School
Lake Ridge Middle School
Marsteller Middle School
Parkside Middle School
Rippon Middle School
Woodbridge Middle School
**Requirements**

- ELP Level 1
- Less than 12 months in U.S. schools

## English Language Development for Language Arts 6

This course is designed for English Learner (EL) students at English Language Proficiency (ELP) levels 1-4 and is aligned to the WIDA English Language Development Standards Framework and supports 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. English Language Development (ELD) for Language Arts 6 implements a culturally responsive curriculum that honors the background and languages 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**

6

**Schools**

Benton Middle School
Beville Middle School
Bull Run Middle School
Fred Lynn Middle School
Gainesville Middle School
Graham Park Middle School
Hampton Middle School
Lake Ridge Middle School
Marsteller Middle School
Parkside Middle School
Pennington Traditional School
Potomac Middle School
Potomac Shores Middle School
Reagan Middle School
Rippon Middle School
Saunders Middle School
The Nokesville School
Woodbridge Middle School

## English Language Development for Language Arts 7

This course is designed for English Learner (EL) students at English Language Proficiency (ELP) levels 1-4 and is aligned to the WIDA English Language Development Standards Framework and supports 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. English Language Development (ELD) for Language Arts 7 implements a culturally responsive curriculum that honors the background and languages 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**

Benton Middle School
Beville Middle School
Bull Run Middle School
Fred Lynn Middle School
Gainesville Middle School
Graham Park Middle School
Hampton Middle School
Lake Ridge Middle School
Marsteller Middle School
Parkside Middle School
Pennington Traditional School
Potomac Middle School
Potomac Shores Middle School
Reagan Middle School
Rippon Middle School
Saunders Middle School
The Nokesville School
Woodbridge Middle School

# Middle School Visual Arts

## Art 6

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**
Benton Middle School
Beville Middle School
Bull Run Middle School
Gainesville Middle School
Graham Park Middle School
Lake Ridge Middle School
Parkside Middle School
Pennington Traditional School
Porter Traditional School
Potomac Middle School
Potomac Shores Middle School
Reagan Middle School
Saunders Middle School
The Nokesville School
Woodbridge Middle School

## Art 7

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**
Quarter,
Semester,
Year
**Grades**
7
**Schools**
Benton Middle School
Beville Middle School
Bull Run Middle School
Gainesville Middle School
Graham Park Middle School
Parkside Middle School
Pennington Traditional School
Porter Traditional School
Potomac Middle School
Potomac Shores Middle School
Reagan Middle School
Rippon Middle School
The Nokesville School
Woodbridge Middle School

## IBMYP Art 6

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
**Grades**
6
**Schools**
Beville Middle School
Fred Lynn Middle School
Hampton Middle School
Unity Braxton Middle School

## IBMYP Art 7

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**
Semester
**Grades**
7
**Schools**
Beville Middle School
Fred Lynn Middle School
Hampton Middle School
Unity Braxton Middle School

## IBMYP Art 8

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**
Quarter,
Semester
**Grades**
8
**Schools**
Beville Middle School
Fred Lynn Middle School
Hampton Middle School
Unity Braxton Middle School

# Middle School Gifted Education

## Gifted Resource Services 6A

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**

Benton Middle School
Beville Middle School
Bull Run Middle School
Fred Lynn Middle School
Gainesville Middle School
Graham Park Middle School
Hampton Middle School
Lake Ridge Middle School
Marsteller Middle School
Parkside Middle School
Pennington Traditional School
Porter Traditional School
Potomac Middle School
Potomac Shores Middle School
Reagan Middle School
Rippon Middle School
Saunders Middle School
The Nokesville School
Unity Braxton Middle School
Woodbridge Middle School

## Gifted Resource Services 6B

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**

Benton Middle School
Beville Middle School
Bull Run Middle School
Fred Lynn Middle School
Gainesville Middle School
Graham Park Middle School
Hampton Middle School
Lake Ridge Middle School
Marsteller Middle School
Parkside Middle School
Pennington Traditional School
Porter Traditional School
Potomac Middle School
Potomac Shores Middle School
Reagan Middle School
Rippon Middle School
Saunders Middle School
The Nokesville School
Unity Braxton Middle School
Woodbridge Middle School

## Gifted Resource Services 7A

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**

Benton Middle School
Beville Middle School
Bull Run Middle School
Fred Lynn Middle School
Gainesville Middle School
Graham Park Middle School
Hampton Middle School
Lake Ridge Middle School
Marsteller Middle School
Parkside Middle School
Pennington Traditional School
Porter Traditional School
Potomac Middle School
Potomac Shores Middle School
Reagan Middle School
Rippon Middle School
Saunders Middle School
The Nokesville School
Unity Braxton Middle School
Woodbridge Middle School

## Gifted Resource Services 7B

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**

Benton Middle School
Beville Middle School
Bull Run Middle School
Fred Lynn Middle School
Gainesville Middle School
Graham Park Middle School
Hampton Middle School
Lake Ridge Middle School
Marsteller Middle School
Parkside Middle School
Pennington Traditional School
Porter Traditional School
Potomac Middle School
Potomac Shores Middle School
Reagan Middle School
Rippon Middle School
Saunders Middle School
The Nokesville School
Unity Braxton Middle School
Woodbridge Middle School

## Gifted Resource Services 8

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**

Benton Middle School
Beville Middle School
Bull Run Middle School
Gainesville Middle School
Graham Park Middle School
Hampton Middle School
Lake Ridge Middle School
Marsteller Middle School
Parkside Middle School
Pennington Traditional School
Porter Traditional School
Potomac Middle School
Potomac Shores Middle School
Reagan Middle School
Rippon Middle School
Saunders Middle School
The Nokesville School
Woodbridge Middle School

# Middle School Health and Physical Education

## Health and Physical Education 6

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**

Benton Middle School
Beville Middle School
Bull Run Middle School
Fred Lynn Middle School
Gainesville Middle School
Graham Park Middle School
Hampton Middle School
Lake Ridge Middle School
Marsteller Middle School
Parkside Middle School
Pennington Traditional School
Porter Traditional School
Potomac Middle School
Potomac Shores Middle School
Reagan Middle School
Rippon Middle School
Saunders Middle School
The Nokesville School
Unity Braxton Middle School
Woodbridge Middle School

## Health and Physical Education 7

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**

Benton Middle School
Beville Middle School
Bull Run Middle School
Fred Lynn Middle School
Gainesville Middle School
Graham Park Middle School
Hampton Middle School
Lake Ridge Middle School
Marsteller Middle School
Parkside Middle School
Pennington Traditional School
Porter Traditional School
Potomac Middle School
Potomac Shores Middle School
Reagan Middle School
Rippon Middle School
Saunders Middle School
The Nokesville School
Unity Braxton Middle School
Woodbridge Middle School

## Health and Physical Education 8

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**
Benton Middle School
Beville Middle School
Bull Run Middle School
Fred Lynn Middle School
Gainesville Middle School
Hampton Middle School
Lake Ridge Middle School
Marsteller Middle School
Parkside Middle School
Pennington Traditional School
Porter Traditional School
Potomac Shores Middle School
Rippon Middle School
Saunders Middle School
Unity Braxton Middle School
Woodbridge Middle School

# Middle School History and Social Science

## IBMYP Social Studies 6 – U.S. History 1

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**
Beville Middle School
Fred Lynn Middle School
Hampton Middle School
Unity Braxton Middle School

## IBMYP Social Studies 7 – U.S. History 2

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**
Beville Middle School
Fred Lynn Middle School
Hampton Middle School
Unity Braxton Middle School

## IBMYP Social Studies 8 – Civics & Economics

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**
Beville Middle School
Fred Lynn Middle School
Hampton Middle School
Unity Braxton Middle School

# Mathematics

## Advanced Algebra 1

Success in Algebra 1 is widely considered to be a determining factor in success in upper-level mathematics coursework. The skills in Advanced Algebra 1 build on algebraic thinking which students have experienced in kindergarten through middle school. Algebra 1 content includes arithmetic concepts, proportional reasoning, and functions. Graphing technologies will be used to assist in teaching and learning. Advanced Algebra 1 provides instruction on all the Algebra 1 Standards and the following content from Algebra 2: absolute value equations and inequalities, simplifying and performing operations on radical expressions that include variables, and polynomial expressions with two variables. At the end of the year, students will take the Algebra 1 Standards of Learning test.

**Length**
Year
**Grades**
7, 8
**Schools**
Benton Middle School
Beville Middle School
Bull Run Middle School
Gainesville Middle School
Graham Park Middle School
Lake Ridge Middle School
Marsteller Middle School
Parkside Middle School
Pennington Traditional School
Porter Traditional School
Potomac Middle School
Potomac Shores Middle School
Reagan Middle School
Rippon Middle School
Saunders Middle School
The Nokesville School
Woodbridge Middle School
**Prerequisites**
Math 7 Extended

## Advanced Geometry

This course includes emphasis on two- and three- dimensional reasoning skills, coordinate and transformational geometry, and the use of geometric models to solve problems. 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. In Advanced Geometry, students are provided instruction on all the Geometry Standards along with the following content: Truth Tables and Two-Column Proofs, The Unit Circle, and The Law of Sines and the Law of Cosines. Students in this course will complete the Geometry Standards of Learning Test and are expected to continue their studies with Advanced Algebra II.

**Length**
Year
**Grades**
8
**Schools**
Benton Middle School
Beville Middle School
Bull Run Middle School
Gainesville Middle School
Graham Park Middle School
Lake Ridge Middle School
Marsteller Middle School
Parkside Middle School
Pennington Traditional School
Porter Traditional School
Potomac Middle School
Potomac Shores Middle School
Reagan Middle School
Rippon Middle School
Saunders Middle School
The Nokesville School
Woodbridge Middle School
**Prerequisites**
Advanced Algebra 1

## IBMYP Math 6

International Baccalaureate Middle Years Programme (IBMYP) math courses promote both inquiry and application, helping students to develop problem-solving techniques that transcend the discipline and are useful in the world outside school. In IBMYP Math 6, students will develop an understanding of integers and their operations, deepen their knowledge of positive rational numbers (including fractions, decimals, percents, and exponents), learn about the coordinate plane and congruence, develop and apply formulas for area, circumference, and perimeter, explore the data cycle with circle graphs, and build a foundation for algebraic thinking with one-step equations, inequalities, and proportional relationships. At the end of the year, students will take the Grade 6 Mathematics Standards of Learning (SOL) test.
**Length**
Year
**Grades**
6
**Schools**
Beville Middle School
Fred Lynn Middle School
Hampton Middle School
Unity Braxton Middle School

## IBMYP Math 6 Extended

International Baccalaureate Middle Years Programme (IBMYP) math courses promote both inquiry and application, helping students to develop problem-solving techniques that transcend the discipline and are useful in the world outside school. Placement in this accelerated course is based on demonstration of readiness after Grade 5 Mathematics. In IBMYP Math 6 Extended, students learn all the Grade 6 Mathematics content and approximately half of the Grade 7 Mathematics content. As such, instruction moves at a more accelerated rate compared to Math 6. Through the instruction of Grade 6 Mathematics content, students will develop an understanding of integers and their operations, deepen their knowledge of positive rational numbers (including fractions, decimals, percents, and exponents), learn about the coordinate plane and congruence, develop and apply formulas for area, circumference, and perimeter, explore the data cycle with circle graphs, and build a foundation for algebraic thinking with one-step equations, inequalities, and proportional relationships. The Grade 7 Mathematics Standards are taught in connection with the Grade 6 Mathematics Standards. Students extend their understanding of rational numbers to include negative powers of ten, scientific notation, and square roots, solve two-step equations, explore the relationships between quadrilaterals, and develop proportional reasoning and apply concepts to similarity and dilations.. At the end of the year, students will take the Grade 6 Mathematics Standards of Learning (SOL) test.

**Length**
Year
**Grades**
6
**Schools**
Beville Middle School
Fred Lynn Middle School
Hampton Middle School
Unity Braxton Middle School

## IBMYP Math 7

International Baccalaureate Middle Years Programme (IBMYP) math courses promote both inquiry and application, helping students to develop problem-solving techniques that transcend the discipline and are useful in the world outside school. In IBMYP Math 7, students will extend their understanding of rational numbers to include negative values, scientific notation, and square roots, develop and apply formulas for volume and surface area, explore the relationships between quadrilaterals, explore the data cycle with histograms, develop proportional reasoning and apply this concept to similarity and dilations, solve two-step linear equations and one- and two-step inequalities, and investigate theoretical and experimental probability. At the end of the year, students will take the Grade 7 Mathematics Standards of Learning (SOL) test.

**Length**
Year
**Grades**
7
**Schools**
Beville Middle School
Fred Lynn Middle School
Hampton Middle School
Unity Braxton Middle School

## IBMYP Math 7 Extended

International Baccalaureate Middle Years Programme (IBMYP) math courses promote both inquiry and application, helping students to develop problem-solving techniques that transcend the discipline and are useful in the world outside school. Placement in this accelerated course is based on demonstration of readiness after Grade 5 Mathematics or successful completion of IBMYP Math 6 Extended. In Math 7 Extended, students learn approximately half of the Grade 7 Mathematics Standards and all the Grade 8 Mathematics Standards. As such, instruction moves at a more accelerated rate compared to Math 7 or Pre-Algebra. The Grade 7 Mathematics Standards are taught in connection with the Grade 8 Mathematics Standards. Students will work with negative rational numbers, simplify, model, and evaluate expressions, solve one- and two-step inequalities, develop and apply formulas for volume of rectangular prisms and volume and surface area of cylinders, explore the data cycle with histograms, and investigate theoretical and experimental probability.. The Grade 8 Mathematics Standards are the foundation for high-school level mathematics courses. Students will develop an understanding of the real number system, apply proportions to solve consumer math problems, explore angle relationships, determine the surface area of square-based pyramids and surface area and volume of cones, work with transformations on the coordinate plane, learn the Pythagorean Theorem, solve problems involving the area of perimeter of composite figures, investigate independent and dependent probability, explore the data cycle with boxplots and histograms, develop an understanding of linear functions, and solve multistep equations and inequalities. At the end of the year, students will take the Grade 8 Mathematics Standards of Learning (SOL) test.

**Length**
Year
**Grades**
7
**Schools**
Beville Middle School
Fred Lynn Middle School
Hampton Middle School
Unity Braxton Middle School

## IBMYP Pre-Algebra

International Baccalaureate Middle Years Programme (IBMYP) math courses promote both inquiry and application, helping students to develop problem-solving techniques that transcend the discipline and are useful in the world outside school. Pre-Algebra is the foundation for high-school level mathematics courses. The Grade 8 Mathematics Standards are taught in this course. Students will develop an understanding of the real number system, apply proportions to solve consumer math problems, explore angle relationships, extend their understanding of volume and surface area to square-based pyramids and cones, work with transformations on the coordinate plane, learn the Pythagorean Theorem, solve problems involving the area and perimeter of composite figures, investigate independent and dependent probability, explore the data cycle with boxplots and scatterplots, develop an understanding of linear functions, and solve multistep equations and inequalities. At the end of the year, students will take the Grade 8 Mathematics Standards of Learning (SOL) test.

**Length**
Year
**Grades**
8
**Schools**
Beville Middle School
Fred Lynn Middle School
Hampton Middle School
Unity Braxton Middle School

## Math Support 6/7

Math Support is taken in addition to a student's regular math class. In this course, students receive instruction on foundational mathematics concepts to support them in meeting the rigor of the grade-level Standards of Learning. In a small-group setting, students engage in systematic instruction to develop their understanding of essential mathematics concepts and strategies. There is no Standards of Learning (SOL) test for this elective course.

**Length**

Quarter,
Semester,
Year

**Grades**

6, 7

**Schools**

Beville Middle School
Fred Lynn Middle School
Gainesville Middle School
Hampton Middle School
Lake Ridge Middle School
Marsteller Middle School
Pennington Traditional School
Potomac Middle School
Potomac Shores Middle School
The Nokesville School
Unity Braxton Middle School
Woodbridge Middle School

## Math Support 8

Math Support is taken in addition to a student's regular math class. In this course, students receive instruction on foundational mathematics concepts to support them in meeting the rigor of the grade-level Standards of Learning. In a small-group setting, students engage in systematic instruction to develop their understanding of essential mathematics concepts and strategies. There is no Standards of Learning (SOL) test for this elective course.

**Length**

Quarter,
Semester,
Year

**Grades**

8

**Schools**

Beville Middle School
Fred Lynn Middle School
Gainesville Middle School
Hampton Middle School
Lake Ridge Middle School
Marsteller Middle School
Pennington Traditional School
Potomac Middle School
Potomac Shores Middle School
The Nokesville School
Unity Braxton Middle School
Woodbridge Middle School

# Middle School Music

## Advanced Band 8

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**
Benton Middle School
Beville Middle School
Bull Run Middle School
Fred Lynn Middle School
Gainesville Middle School
Graham Park Middle School
Hampton Middle School
Lake Ridge Middle School
Marsteller Middle School
Parkside Middle School
Pennington Traditional School
Potomac Middle School
Rippon Middle School
Saunders Middle School
The Nokesville School
Woodbridge Middle School

## Advanced Orchestra 8

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**
Benton Middle School
Beville Middle School
Bull Run Middle School
Fred Lynn Middle School
Gainesville Middle School
Graham Park Middle School
Hampton Middle School
Lake Ridge Middle School
Marsteller Middle School
Parkside Middle School
Pennington Traditional School
Potomac Middle School
Potomac Shores Middle School
Reagan Middle School
Rippon Middle School
Saunders Middle School
The Nokesville School
Unity Braxton Middle School
Woodbridge Middle School

## Band 6

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**

Benton Middle School
Beville Middle School
Bull Run Middle School
Fred Lynn Middle School
Gainesville Middle School
Graham Park Middle School
Hampton Middle School
Lake Ridge Middle School
Marsteller Middle School
Parkside Middle School
Pennington Traditional School
Porter Traditional School
Potomac Middle School
Potomac Shores Middle School
Reagan Middle School
Rippon Middle School
Saunders Middle School
The Nokesville School
Unity Braxton Middle School
Woodbridge Middle School

## Band 7

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**
Benton Middle School
Beville Middle School
Bull Run Middle School
Fred Lynn Middle School
Gainesville Middle School
Graham Park Middle School
Hampton Middle School
Lake Ridge Middle School
Marsteller Middle School
Parkside Middle School
Pennington Traditional School
Porter Traditional School
Potomac Middle School
Potomac Shores Middle School
Reagan Middle School
Rippon Middle School
Saunders Middle School
The Nokesville School
Unity Braxton Middle School
Woodbridge Middle School

## Band 8

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**
Beville Middle School
Bull Run Middle School
Fred Lynn Middle School
Graham Park Middle School
Hampton Middle School
Lake Ridge Middle School
Marsteller Middle School
Parkside Middle School
Potomac Shores Middle School
Rippon Middle School

## Chorus 7

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**
Benton Middle School
Beville Middle School
Bull Run Middle School
Fred Lynn Middle School
Gainesville Middle School
Graham Park Middle School
Hampton Middle School
Lake Ridge Middle School
Marsteller Middle School
Parkside Middle School
Pennington Traditional School
Porter Traditional School
Potomac Middle School
Potomac Shores Middle School
Reagan Middle School
Rippon Middle School
Saunders Middle School
The Nokesville School
Unity Braxton Middle School
Woodbridge Middle School

## Chorus 8

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**
Beville Middle School
Bull Run Middle School
Fred Lynn Middle School
Gainesville Middle School
Hampton Middle School
Lake Ridge Middle School
Marsteller Middle School
Parkside Middle School
Porter Traditional School
Potomac Shores Middle School
Rippon Middle School
Saunders Middle School
The Nokesville School
Unity Braxton Middle School
Woodbridge Middle School

## General Music 7

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**
Beville Middle School
Fred Lynn Middle School
Gainesville Middle School
Graham Park Middle School
Hampton Middle School
Marsteller Middle School
Parkside Middle School
Potomac Middle School
Reagan Middle School
Woodbridge Middle School

## Orchestra 6

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**
Benton Middle School
Beville Middle School
Bull Run Middle School
Fred Lynn Middle School
Gainesville Middle School
Graham Park Middle School
Hampton Middle School
Lake Ridge Middle School
Marsteller Middle School
Parkside Middle School
Pennington Traditional School
Porter Traditional School
Potomac Middle School
Potomac Shores Middle School
Reagan Middle School
Rippon Middle School
Saunders Middle School
The Nokesville School
Woodbridge Middle School

## Orchestra 7

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**
Benton Middle School
Beville Middle School
Bull Run Middle School
Fred Lynn Middle School
Gainesville Middle School
Graham Park Middle School
Hampton Middle School
Lake Ridge Middle School
Marsteller Middle School
Parkside Middle School
Pennington Traditional School
Porter Traditional School
Potomac Middle School
Potomac Shores Middle School
Reagan Middle School
Rippon Middle School
Saunders Middle School
The Nokesville School
Unity Braxton Middle School
Woodbridge Middle School

# Middle School Science

## IBMYP Science 6

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**
Beville Middle School
Fred Lynn Middle School
Hampton Middle School
Unity Braxton Middle School

## IBMYP Science 7

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**
Beville Middle School
Fred Lynn Middle School
Hampton Middle School
Unity Braxton Middle School

## IBMYP Science 8

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**
Beville Middle School
Fred Lynn Middle School
Hampton Middle School
Unity Braxton Middle School

# Middle School Special Education

## Learning Strategies Gr 6-8

Learning Strategies is a special education elective course considered and decided upon by an IEP team that is designed to provide students with direct and explicit instruction on building study, learning and executive function skills. Students explore and engage with a variety of research-based strategies and programs that will enable them to experience success in high school coursework. While students may receive assistance on core curricular assignments, the goal of this class is to support students in developing the habits of academic success.

**Length**
Year
**Grades**
6, 7, 8
**Schools**
Benton Middle School
Beville Middle School
Bull Run Middle School
Fred Lynn Middle School
Gainesville Middle School
Graham Park Middle School
Hampton Middle School
Lake Ridge Middle School
Marsteller Middle School
Parkside Middle School
Pennington Traditional School
Porter Traditional School
Potomac Middle School
Potomac Shores Middle School
Reagan Middle School
Rippon Middle School
Saunders Middle School
The Nokesville School
Unity Braxton Middle School
Woodbridge Middle School

## Life Skills Gr 6-8

Life Skills is a special education elective course considered and decided upon by an IEP team that prepares students who access the adapted curriculum to develop independence at home and in the community. Students will develop and enhance communication skills, self-advocacy skills, organizational/study techniques, and social skills. Students will learn to manage their personal care needs and household responsibilities, i.e., create to-do lists, prepare nutritious meals, and care for laundry. Students will participate in the development of individual transition plans and explore skills needed for employment/post-secondary education while learning to be contributing members of their community.

**Length**

Year

**Grades**

6, 7, 8

**Schools**

Benton Middle School
Beville Middle School
Bull Run Middle School
Fred Lynn Middle School
Gainesville Middle School
Graham Park Middle School
Hampton Middle School
Lake Ridge Middle School
Marsteller Middle School
Parkside Middle School
Pennington Traditional School
Porter Traditional School
Potomac Middle School
Potomac Shores Middle School
Reagan Middle School
Rippon Middle School
Saunders Middle School
The Nokesville School
Unity Braxton Middle School
Woodbridge Middle School

## Reading Strategies Gr 6-8

Reading Strategies is a special education elective course considered and decided upon by an IEP team that enhances students' reading abilities through direct and explicit instruction in essential reading strategies. Students will engage with research-based instructional programs to develop and strengthen key reading skills, including comprehension, vocabulary, phonics, phonemic awareness, and fluency. Through a combination of interactive lessons, guided practice, and independent reading activities, students will learn to apply various strategies to decode text, understand complex vocabulary, and enhance overall reading comprehension.

**Length**
Year
**Grades**
6, 7, 8
**Schools**
Benton Middle School
Beville Middle School
Bull Run Middle School
Fred Lynn Middle School
Gainesville Middle School
Graham Park Middle School
Hampton Middle School
Lake Ridge Middle School
Marsteller Middle School
Parkside Middle School
Pennington Traditional School
Porter Traditional School
Potomac Middle School
Potomac Shores Middle School
Reagan Middle School
Rippon Middle School
Saunders Middle School
The Nokesville School
Unity Braxton Middle School
Woodbridge Middle School

## Social Skills Gr 6-8

Social Skills is a special education elective course that is considered and decided upon by an IEP team that provides students with specialized instruction in the social skills they need to effectively participate in the school environment and in the community. Specific skills are identified through IEP goals and may focus on communication skills, conflict resolution, social interaction, teamwork, and self-regulation. Through practical exercises, role-playing, and real-world application, students will gain the tools needed to navigate social situations confidently and build meaningful connections.

**Length**
Year
**Grades**
6, 7, 8
**Schools**
Benton Middle School
Beville Middle School
Bull Run Middle School
Fred Lynn Middle School
Gainesville Middle School
Graham Park Middle School
Hampton Middle School
Lake Ridge Middle School
Marsteller Middle School
Parkside Middle School
Pennington Traditional School
Porter Traditional School
Potomac Middle School
Potomac Shores Middle School
Reagan Middle School
Rippon Middle School
Saunders Middle School
The Nokesville School
Unity Braxton Middle School
Woodbridge Middle School

# World Languages

## French 1

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.

**Length**
Year
**Grades**
8
**Schools**
Beville Middle School
Bull Run Middle School
Gainesville Middle School
Lake Ridge Middle School
Marsteller Middle School
Parkside Middle School
Unity Braxton Middle School
Woodbridge Middle School

## IBMYP French 1A

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.

**Length**
Year
**Grades**
6, 7
**Schools**
Beville Middle School
Fred Lynn Middle School
Hampton Middle School
Unity Braxton Middle School

## IBMYP French 1B

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.

**Length**
Year
**Grades**
7, 8
**Schools**
Beville Middle School
Fred Lynn Middle School
Hampton Middle School
Unity Braxton Middle School

## IBMYP Intro to Foreign Languages 6-7

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
**Schools**
Beville Middle School
Fred Lynn Middle School

## IBMYP Spanish 1A

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**
Beville Middle School
Fred Lynn Middle School
Hampton Middle School

## IBMYP Spanish 1B

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**
Beville Middle School
Fred Lynn Middle School
Hampton Middle School
Unity Braxton Middle School

## IBMYP Spanish for Fluent Speakers* 1A

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**
Beville Middle School
Fred Lynn Middle School
Hampton Middle School
Unity Braxton Middle School

## IBMYP Spanish for Fluent Speakers* 1B

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**
Beville Middle School
Fred Lynn Middle School
Hampton Middle School
Unity Braxton Middle School

## Spanish 1

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**
Benton Middle School
Beville Middle School
Bull Run Middle School
Gainesville Middle School
Graham Park Middle School
Lake Ridge Middle School
Marsteller Middle School
Parkside Middle School
Pennington Traditional School
Porter Traditional School
Potomac Middle School
Potomac Shores Middle School
Reagan Middle School
Rippon Middle School
Saunders Middle School
The Nokesville School
Unity Braxton Middle School
Woodbridge Middle School

# English Language Arts

## IBMYP Language Arts 6

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**
Beville Middle School
Fred Lynn Middle School
Hampton Middle School
Unity Braxton Middle School

## IBMYP Language Arts 6 Extended

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**
Beville Middle School
Fred Lynn Middle School
Hampton Middle School
Unity Braxton Middle School

## IBMYP Language Arts 7

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**
Beville Middle School
Fred Lynn Middle School
Hampton Middle School
Unity Braxton Middle School

## IBMYP Language Arts 7 Extended

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**
Beville Middle School
Fred Lynn Middle School
Hampton Middle School
Unity Braxton Middle School

## IBMYP Language Arts 8

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**
Beville Middle School
Fred Lynn Middle School
Hampton Middle School
Unity Braxton Middle School

## IBMYP Language Arts 8 Extended

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**
Beville Middle School
Fred Lynn Middle School
Hampton Middle School
Unity Braxton Middle School

## Reading Support and Development Gr 6

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**

Year

**Grades**

6

**Schools**

Benton Middle School
Beville Middle School
Bull Run Middle School
Fred Lynn Middle School
Gainesville Middle School
Graham Park Middle School
Hampton Middle School
Lake Ridge Middle School
Marsteller Middle School
Parkside Middle School
Pennington Traditional School
Porter Traditional School
Potomac Middle School
Potomac Shores Middle School
Reagan Middle School
Rippon Middle School
Saunders Middle School
The Nokesville School
Unity Braxton Middle School
Woodbridge Middle School

## Reading Support and Development Gr 7

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**
Year
**Grades**
7
**Schools**
Benton Middle School
Beville Middle School
Bull Run Middle School
Fred Lynn Middle School
Gainesville Middle School
Graham Park Middle School
Hampton Middle School
Lake Ridge Middle School
Marsteller Middle School
Parkside Middle School
Pennington Traditional School
Porter Traditional School
Potomac Middle School
Potomac Shores Middle School
Reagan Middle School
Saunders Middle School
The Nokesville School
Unity Braxton Middle School
Woodbridge Middle School

## Reading Support and Development Gr 8

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**

Year

**Grades**

8

**Schools**

Benton Middle School
Beville Middle School
Bull Run Middle School
Fred Lynn Middle School
Gainesville Middle School
Graham Park Middle School
Hampton Middle School
Lake Ridge Middle School
Marsteller Middle School
Parkside Middle School
Pennington Traditional School
Porter Traditional School
Potomac Middle School
Potomac Shores Middle School
Reagan Middle School
Rippon Middle School
Saunders Middle School
The Nokesville School
Unity Braxton Middle School
Woodbridge Middle School