

# STONE MIDDLE SCHOOL



*Home of the Panthers*

## **Course Offering Booklet 2025-2026**

**5500 Sully Park Dr Centreville, VA 20120**

*StoneMS.fcps.edu/student-services*

# Middle School Catalog 2025-26

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## Standard and Advanced Diploma Requirements for Students Who Enter the 9th Grade for the First Time in 2018-19 and Beyond

### Standard Diploma Requirements for Graduation- 22 Credits

The requirements for a student to earn a diploma shall be those in effect when the student enters the 9th grade for the first time. The following applies to students who enter 9th grade 2018-19 and beyond.

To graduate from high school, students shall meet the minimum requirements for the Standard Diploma as outlined below, including 22 standard credits, 5 of which must be verified credits. A **standard** credit is earned when a student passes a course. A **verified** credit is earned when a student passes a course and either the associated end-of-course SOL test or completes Board-approved performance assessments. In some cases, students may utilize substitute tests, certifications, or the appeal process to earn verified credits. State guidelines prescribe the number of verified credits required for graduation for students entering a Virginia public high school for the first time during the 10th grade or after. Eligible students with disabilities have the opportunity to use credit accommodations to earn a Standard Diploma. Students must be found eligible for these accommodations. Consult your school counselor for specific information.

Students receive credit toward graduation for high school courses taken and passed in middle school. These courses count toward credits in the required sequences as well as toward the total number of credits required for graduation and calculation of the grade point average (GPA). Middle school parents may request that grades for any high school credit-bearing course taken in the middle school be removed from the student's high school transcript, and therefore the student will not earn high school credit for the course. In addition, the student will not be eligible for a verified credit in any course which has been removed from the transcript. The request to remove a course from the transcript must be made in writing to the middle or high school the student will attend the following year, prior to the end of the first nine weeks of school. See current version of FCPS [Regulation 2408](#).

([https://go.boarddocs.com/vsba/fairfax/Board.nsf/files/BGKJ7X4BCB1F/\\$file/R2408.3.pdf](https://go.boarddocs.com/vsba/fairfax/Board.nsf/files/BGKJ7X4BCB1F/$file/R2408.3.pdf))

| <b>Standard Diploma Course Requirements (8 VAC 20-131-51)</b>   |                         |                         |
|---|-------------------------|-------------------------|
| <b>Subject Area</b>   | <b>Standard Credits</b> | <b>Verified Credits</b> |
| English   | 4                       | 2                       |
| Mathematics <sup>1</sup>  | 3                       | 1                       |
| Laboratory Science <sup>2, 5</sup>  | 3                       | 1                       |
| History and Social Sciences <sup>3, 5</sup>   | 3                       | 1                       |
| Health and Physical Education   | 2                       |                         |
| World Language, Fine Arts, or Career and Technical Ed <sup>6</sup>  | 2                       |                         |
| Economics & Personal Finance  | 1                       |                         |
| Electives <sup>4</sup>  | 4                       |                         |
| AP, AV, DE, HN, or IB Course, or High-Quality Work-Based Learning Experience, or Career and Technical Education Credential <sup>6</sup> |                         |                         |
| First Aid/CPR/AED Training <sup>8</sup>   |                         |                         |
| Virtual Course <sup>9</sup>   |                         |                         |
| <b>Total Credits<sup>10</sup></b>   | <b>22</b>               | <b>5</b>                |

<sup>1</sup> Courses completed to satisfy this requirement shall include at least two different course selections from among: Algebra I, Geometry, Algebra Functions and Data Analysis, Algebra II, or other mathematics courses as approved by the Board of Education (Board). The Board shall approve additional courses to satisfy this requirement.

<sup>2</sup> Courses completed to satisfy this requirement shall include course selections from at least two different science disciplines: earth sciences, biology, chemistry, or physics; or completion of the sequence of science courses required for the International Baccalaureate Diploma. The Board shall approve courses to satisfy this requirement. AP/IB Computer Science A and IB Computer Science SL/HL can be used to meet a science graduation credit for standard or advanced diplomas; however, it cannot be counted towards the science discipline requirement.

<sup>3</sup> Courses completed to satisfy this requirement shall include U.S. and Virginia History, U.S. and Virginia Government, and either World History/Geography I or World History/Geography II. AP World History satisfies the requirement for World History/Geography II. Additional IB courses may also satisfy this requirement.

<sup>4</sup> Courses to satisfy this requirement shall include at least two sequential electives as required by the Standards of Quality.

<sup>5</sup> Students who complete a career and technical education program sequence and pass an examination or occupational competency assessment in a career and technical education field that confers certification or an occupational competency credential from a recognized industry, or trade or professional association, or acquires a professional license in a career and technical education field from the Commonwealth of Virginia may substitute the certification, competency credential, or license for either a science or history and social science verified credit when the certification, license, or credential confers more than one verified credit. The examination or occupational competency assessment must be approved by the Board as an additional test to verify student achievement.

<sup>6</sup> Pursuant to Section 22.1-253.13:4, Code of Virginia, credits earned for this requirement shall include one credit in fine or performing arts or career and technical education.

<sup>7</sup> Students shall (i) complete an Advanced Placement, advanced, honors, International Baccalaureate, or dual enrollment course; or (ii) complete a high-quality work-based learning experience, as established by Board guidance on work-based learning; or (iii) earn a career and technical education credential approved by the board, except when a career and technical education credential in a particular subject area is not readily available or appropriate or does not adequately measure student competency, in which case the student shall receive satisfactory competency-based instruction in the subject area to satisfy the standard diploma requirements. The career and technical education credential, when required, could include the successful completion of an industry certification, a state licensure examination, a national occupational competency assessment, the Armed Services Vocational Aptitude Battery (ASVAB), or the Virginia workplace readiness assessment.

<sup>8</sup> Students are required to be trained in emergency first aid, cardiopulmonary resuscitation, and the use of automated external defibrillators, including hands-on practice of the skills necessary to perform cardiopulmonary resuscitation.

<sup>9</sup> Students shall successfully complete one virtual course, which may be a non-credit-bearing course or elective credit bearing course that is offered online.

<sup>10</sup> Students shall acquire and demonstrate foundational skills in critical thinking, creative thinking, collaboration, communication, and citizenship in accordance with the Profile of a Virginia Graduate approved by the Board.

## **Advanced Diploma Requirements for Graduation- 26 Credits**

**The requirements for a student to earn a diploma shall be those in effect when the student enters the 9th grade for the first time. The following applies to students who enter 9<sup>th</sup> grade 2018-19 and beyond.**

To graduate from high school with an Advanced Studies Diploma, students shall meet the minimum requirements as outlined below which include 26 standard credits, 5 of which must be verified credits. A **standard** credit is earned when a student passes a course. A **verified** credit is earned when a student passes a course and either the associated end-of-course SOL test or completes Board-approved performance assessments. In some cases, students may utilize substitute tests, certifications, or the appeal process to earn verified credits. State guidelines prescribe the number of verified credits required for graduation for students entering a Virginia public high school for the first time during the 10th grade or after. Students with an Individualized Education Program (IEP) may have the opportunity to use credit accommodations to earn an Advanced Studies Diploma. Students must be found eligible for these accommodations. Consult your school counselor for specific information.

Students receive credit toward graduation for high school courses taken and passed in middle school. These courses count toward credits in the required sequences as well as toward the total number of credits required for graduation and calculation of the grade point average (GPA). Middle school parents may request that grades for any high school credit-bearing course taken in the middle school be removed from the student's high school transcript, and therefore the student will not earn high school credit for the course. In addition, the student will not be eligible for a verified credit in any course which has been removed from the transcript. The request to remove a course from the transcript must be made in writing to the middle or high school the student will attend the following year prior to the end of the first nine weeks of School. See current version of [FCPS Regulation 2408](https://go.boarddocs.com/vsba/fairfax/Board.nsf/files/BGKJ7X4BCB1F/$file/R2408.3.pdf).  
([https://go.boarddocs.com/vsba/fairfax/Board.nsf/files/BGKJ7X4BCB1F/\\$file/R2408.3.pdf](https://go.boarddocs.com/vsba/fairfax/Board.nsf/files/BGKJ7X4BCB1F/$file/R2408.3.pdf))

| <b>Advanced Studies Diploma Course Requirements (8 VAC 20-131-51)</b>   |                         |                         |
|---|-------------------------|-------------------------|
| <b>Subject Area</b>   | <b>Standard Credits</b> | <b>Verified Credits</b> |
| English   | 4                       | 2                       |
| Mathematics <sup>1</sup>  | 4                       | 1                       |
| Laboratory Science <sup>2</sup>   | 4                       | 1                       |
| History and Social Sciences <sup>3</sup>  | 4                       | 1                       |
| World Language <sup>4</sup>   | 3                       |                         |
| Health and Physical Education   | 2                       |                         |
| Fine Arts or Career and Technical Ed  | 1                       |                         |
| Economics & Personal Finance  | 1                       |                         |
| Electives <sup>5</sup>  | 3                       |                         |
| AP, AV, DE, HN, or IB Course, or High-Quality Work-Based Learning Experience, or Career and Technical Education Credential <sup>6</sup> |                         |                         |
| First Aid/CPR/AED Training <sup>7</sup>   |                         |                         |
| Virtual Course <sup>8</sup>   |                         |                         |
| <b>Total Credits<sup>9</sup></b>  | <b>26</b>               | <b>5</b>                |

<sup>1</sup> Courses completed to satisfy this requirement shall include at least three different course selections from among: Algebra I, Geometry, Algebra II, or other mathematics courses above the level of Algebra II. The Board of Education (Board) shall approve courses to satisfy this requirement.

<sup>2</sup> Courses completed to satisfy this requirement shall include course selections from at least three different science disciplines from among: earth sciences, biology, chemistry, or physics; or completion of the sequence of science courses required for the International Baccalaureate Diploma and shall include interdisciplinary courses which incorporate SOL content from multiple academic areas. The Board shall approve courses to satisfy this requirement. AP/IB Computer Science A and IB Computer Science SL/HL can be used to meet a science graduation credit for standard or advanced diplomas; however, it cannot be counted towards the science discipline requirement.

<sup>3</sup> Courses completed to satisfy this requirement shall include U.S. and Virginia History, U.S. and Virginia Government, World History/Geography I, and World History/Geography II. AP World History satisfies the requirement for World History/Geography II. Additional IB courses may also satisfy this requirement.

<sup>4</sup> Courses completed to satisfy this requirement shall include three years of one language or two years of two languages.

<sup>5</sup> Courses to satisfy this requirement shall include at least two sequential electives as required by the Standards of Quality.

<sup>6</sup> Students shall (i) complete an Advanced Placement, advanced, honors, International Baccalaureate, or dual enrollment course; or (ii) complete a high-quality work-based learning experience, as established by Board guidance on work-based learning; or (iii) earn a career and technical education credential approved by the board, except when a career and technical education credential in a particular subject area is not readily available or appropriate or does not adequately measure student competency, in which case the student shall receive satisfactory competency-based instruction in the subject area to satisfy the standard diploma requirements. The career and technical education credential, when required, could include the successful completion of an industry certification, a state licensure examination, a national occupational competency assessment, the Armed Services Vocational Aptitude Battery (ASVAB), or the Virginia workplace readiness assessment.

<sup>7</sup> Students are required to be trained in emergency first aid, cardiopulmonary resuscitation, and the use of automated external defibrillators, including hands-on practice of the skills necessary to perform cardiopulmonary resuscitation.

<sup>8</sup> Students shall successfully complete one virtual course, which may be a non-credit-bearing course, or may be a course required to earn this diploma that is offered online.

<sup>9</sup> Students shall acquire and demonstrate foundational skills in critical thinking, creative thinking, collaboration, communication, and citizenship in accordance with the Profile of a Virginia Graduate approved by the Board.

## **Advanced Academic Programs**

Fairfax County Public Schools Advanced Academic Programs seek to provide academic rigor to all students who are interested in challenging learning experiences designed to meet the unique learning profile of a broad range of advanced learners. Through a continuum of opportunities, students engage in complex subject matter, preparing them for more challenging and rigorous classes as they advance in grade level.

Advanced Academic courses at the middle school consist of Honors classes and the Level IV Center program. Honors classes, aligned with national standards for gifted and talented education, are open to all students. The goal of Honors classes is to provide extensions to the Program of Studies that add depth and complexity. Resources, units, and lessons are designed to nurture and develop advanced academic potential in all learners. The extensions in Honors classes encourage students to think conceptually; to make connections across time, place, and subject; to perform as a practitioner or scholar in a discipline; and to self-assess and reflect on their learning and the learning process.

At the middle school level, Fairfax County offers open enrollment in Honors social studies, English, science, and mathematics. Students who have demonstrated high achievement, interest, and/or potential in one or more academic areas and seek academic rigor may enroll in Honors classes.

Students eligible for full time Level IV center placement have the option to take full honors at their local middle school.

Advanced Academic courses in high school are open to all students. Students have the opportunity to enroll in honors courses as underclassmen and continue in Advanced Placement (AP), International Baccalaureate (IB), concurrent enrollment, and dual enrollment courses. AP and IB courses are advanced-level courses with external exams. Students who take AP and IB courses are strongly encouraged to complete the examinations. Students may earn college credits based on the results of their examinations (AP or IB) or course grade (concurrent and dual enrollment). Student transfer applications may be submitted for an AP or IB program if the base school does not offer the desired program of study. For more information on the transfer process, please visit the web site at: <https://www.fcps.edu/registration/advanced-academics-identification-and-placement/high-school>.

The Advanced Academic program responds to the requirement of the Virginia Board of Education that each local school division plan and implement an instructional program for gifted and talented students at all levels K-12. Courses designated as honors, Level IV, IB or AP fulfill this requirement. Differentiated curricula and teaching strategies which stress critical thinking skills, creativity, and problem solving are integrated into the content of all advanced academic course offerings. The available sequence of courses in each of the academic disciplines, which progress from honors to AP and IB, provides a continuous and balanced advanced academic program.

## **International Baccalaureate Middle Years Program**

The International Baccalaureate Middle Years Program (IBMYP) is designed for students in grades 6-10 and includes all students in IBMYP schools. The program helps students develop the knowledge, understanding, attitudes, and skills necessary to participate actively and responsibly in a rapidly changing world. The IBMYP curriculum framework supports and enhances the FCPS curriculum through concept-based learning with a focus on developing Approaches to Learning skills: communication, organization, self-management, thinking, and research. IBMYP schools develop students' intercultural awareness and provide a holistic learning experience for all. Students in IBMYP engage in English, social studies, mathematics, science, world language, fine arts (visual and performing), health and physical education, and design courses. The IBMYP is available at the following middle and high schools: Annandale HS, Poe MS, Holmes MS, Justice HS, Glasgow MS, South Lakes HS, Hughes MS, Mount Vernon HS, Whitman MS, Lewis HS, Key MS, Edison HS, Twain MS, and Robinson SS.

In partnership with feeder middle schools, Annandale, Edison, Justice, Lewis, Mount Vernon, Robinson, and South Lakes High Schools implement the IB Middle Years Program (IBMYP) in 9th and 10th grades. Students may choose to work toward the FCPS MYP certificate at authorized high schools, which requires enrollment in at least two consecutive years of a world language courses, successful completion of a Personal Project in 10th grade, and completion of service-learning requirements and reflections. Further information about the IBMYP may be obtained by contacting the school counselor or IB coordinator at the participating school.

## Advanced Placement in High School

Centreville, Chantilly, Fairfax, Falls Church, Hayfield, Herndon, Lake Braddock, Langley, Madison, McLean, Oakton, South County, West Potomac, West Springfield, Westfield, and Woodson High Schools offer the Advanced Placement (AP) program. Individual AP courses are also offered at other high schools. All students enrolled in an AP course are strongly encouraged to complete the end-of-course AP exam. Students may receive college credit and/or placement based upon their exam grades. The AP program is offered in English, social studies, mathematics, science, world languages, and fine arts. AP courses are offered as open enrollment to all students committed to rigorous academic work. Students taking at least three AP exams, with at least a score of 3 on each, are recognized by the College Board as AP Scholars. Further information about the AP program may be obtained by contacting the school counselor or AP coordinator at the participating school.

## International Baccalaureate in High School

Annandale, Edison, Justice, Lewis, Marshall, Mount Vernon, Robinson, and South Lakes High Schools offer the International Baccalaureate Diploma Program (IBDP). Students may enroll as a course student or an IB Diploma candidate. As a course student, students may choose one or more IBDP courses in areas of academic strength and interest. IB courses are offered in English, social studies, mathematics, science, world languages, and fine arts, and are offered as open enrollment to all students committed to rigorous academic work.

IB Diploma candidates must select at least one subject from each of six IB subject groups, including English, world languages, mathematics, science, social studies, and arts or an elective. Students take at least three and not more than four of these subjects at higher level (HL) and the others at standard level (SL). All students enrolled in an IB course are strongly encouraged to complete the end-of-course IB exams. In addition, IB Diploma candidates must complete a Creativity Activity Service (CAS) project, take the Theory of Knowledge (TOK) course and complete the required assessments, and write a 4000-word Extended Essay on a topic of their choice. IB course students who take one or more IB courses and the associated exam(s) receive recognition for each IB exam with a score of 4 or better. IB course and IB Diploma students who complete the associated assessments and exams may receive college credit and/or placement based upon their course choices and exam scores. Further information about the IBDP may be obtained by contacting the school counselor or IB coordinator at the participating school.

## International Baccalaureate Career-related Program

Mount Vernon and South Lakes High Schools offer the IB Career-related Program (IBCP). The IBCP is offered as open enrollment to all students committed to rigorous academic work. To earn the IB Career-related Program Certificate, students must complete a two-year CTE course sequence, take two IBDP courses and the associated exams, and demonstrate world language development. IBCP candidates must also complete service learning, take the Personal and Professional Skills course, and complete a Reflective Project related to their career-related field of study. Further information about the IBCP may be obtained by contacting the school counselor or IB coordinator at the participating school.

## Thomas Jefferson High School for Science and Technology

The Thomas Jefferson High School for Science and Technology (TJHSST) is a unique Fairfax County public school offering a comprehensive college preparatory program emphasizing the sciences, mathematics, and technology. As the Governor's School for Science and Technology in Northern Virginia, the school serves students selected in a competitive process who intend to pursue college preparation in the sciences, engineering, or related fields. Students may obtain information about application procedures and deadlines from the School Counseling Office of their local schools or by calling the TJHSST Office of Admissions at 571-423-3770 or: [TJHSST Admissions](https://www.fcps.edu/registration/thomas-jefferson-admissions) (<https://www.fcps.edu/registration/thomas-jefferson-admissions>).

## Expunging High School Courses Taken in Middle School

In accordance with the Virginia Board of Education regulations, [FCPS Regulation 2408](https://go.boarddocs.com/vsba/fairfax/Board.nsf/files/BGKJ7X4BCB1F/$file/R2408.3.pdf) ([https://go.boarddocs.com/vsba/fairfax/Board.nsf/files/BGKJ7X4BCB1F/\\$file/R2408.3.pdf](https://go.boarddocs.com/vsba/fairfax/Board.nsf/files/BGKJ7X4BCB1F/$file/R2408.3.pdf)) permits parents of students who take a high school credit-bearing course in middle school to request that the grade be omitted from the student's high school transcript and the student not earn high school credit for the course. **Parents must make this request in writing no later than the end of the first nine weeks of the school year following completion of the course.** The form to make this request, along with the process for making the request, is available at: [Request to Expunge High School Courses Taken in Middle School](https://www.fcps.edu/sites/default/files/media/forms/is104.pdf) (<https://www.fcps.edu/sites/default/files/media/forms/is104.pdf>) or through their student's school counselor. Parents are strongly advised to discuss this decision with their student's school counselor and the impact of expunging a course on desired high school diploma type and standard and verified credit requirements.



## Grade Point Average

Middle schools do not calculate a grade-point average. High school grade point average (GPA) is calculated on the basis of **all courses for which high school credit has been earned or attempted, including repeated courses previously passed**. In order for a repeat course to raise a GPA, the student's grade must be higher than the one originally given. All classes appearing on the high school transcript including high school classes taken in summer school, middle school, elementary school, or online are included when calculating GPA.

Algebra 1 Honors, Geometry Honors, and Algebra 2 Honors receive an additional 0.5 weight added to the final grade upon successful completion of the course. Successful completion is defined as completing the course with a passing grade. For example, a final grade of "A" in an honors class shall receive 4.5 quality points.

High school credit bearing courses dropped during the school year will not be counted in the grade point average (GPA) except when a final grade of "F" is received: (a) for courses dropped during the fourth grading period of a full-year course, or (b) for courses dropped during the second grading period of a semester course. A student's GPA is determined by dividing the total number of quality points earned by the number of courses included in the transcript. The grade point average is reported to three decimal places (thousandths). Fairfax County Public Schools does not rank its students.

## Grading System

| Letter Grade | 100 Point Scale | Quality Point Assigned | Letter Grade | 100 Point Scale | Quality Point Assigned | Letter Grade | 100 Point Scale | Quality Point Assigned |
|--------------|-----------------|------------------------|--------------|-----------------|------------------------|--------------|-----------------|------------------------|
| A            | (93-100)        | 4.0                    | B-           | (80-82)         | 2.7                    | D+           | (67-69)         | 1.3                    |
| A-           | (90-92)         | 3.7                    | C+           | (77-79)         | 2.3                    | D            | (63-66)         | 1.0                    |
| B+           | (87-89)         | 3.3                    | C            | (73-76)         | 2.0                    | F            | (60-62)         | 0.7                    |
| B            | (83-86)         | 3.0                    | C-           | (70-72)         | 1.7                    | F            | (50-59)         | 0.0                    |

## Online Courses

FCPS Online Campus is a program designed to provide students with an online option for earning high school credits toward graduation. This program supports the Governor's "Early College Scholars" program by providing advanced courses to students.

Students registered in any Fairfax County Public School are eligible to apply to take a course through the FCPS Online Campus. These courses are for students who have scheduling conflicts, transportation issues, or have special needs requiring web-based instruction. Tuition will be charged when a student is already scheduled to receive seven credits during the academic year or when a student enrolls in an FCPS online summer course. Students must meet all course requirements to enroll in an FCPS online course. Students interested in enrolling in an FCPS Online Campus course should consult their school counselor for information regarding the registration process. For more information go to [Online Campus](https://www.fcps.edu/academics/academic-overview/online-campus): (<https://www.fcps.edu/academics/academic-overview/online-campus>).

The following courses are currently available online for middle school students:

Geometry, Geometry Honors, Algebra 2, Algebra 2 Honors, Precalculus, Precalculus Honors, American Sign Language 1, Arabic 1, Arabic 2, Chinese 1, Chinese 2, Korean 1, Korean 2, Spanish 1, Spanish 2

## Postsecondary Planning

Each high school in Fairfax County Public Schools (FCPS) provides a sequential postsecondary planning program that focuses on the acquisition of knowledge, skills, and self-understanding necessary to achieve postsecondary goals. As part of this planning, students develop an Academic and Career Plan (ACP). This plan provides opportunities for students to identify strengths and interests, explore college and career options, and develop postsecondary goals. Students are advised regarding opportunities for postsecondary education, paying for post-secondary education, and employment prior to high school graduation. For more information, visit [the FCPS Academic and Career Plan website](https://www.fcps.edu/academics/graduation-requirements-and-course-planning/academic-career-plan) (<https://www.fcps.edu/academics/graduation-requirements-and-course-planning/academic-career-plan>) To assist in the process, information and resources are provided through the school counseling program and are available online. Additionally, each high school has a staffed College and Career Center with current college and career resource materials. To support students in best preparing for postsecondary education and training opportunities, the



[Postsecondary Opportunities for High School Students webpage](https://www.doe.virginia.gov/parents-students/for-students/postsecondary-opportunities-for-high-school-students) (<https://www.doe.virginia.gov/parents-students/for-students/postsecondary-opportunities-for-high-school-students>) contains information for students on preparing, applying, and paying for post-secondary education, as well as information on degrees and labor-market career projections.

In middle school, students will become aware of and explore various academic and career opportunities as an important part of developing their own Academic and Career Plan. Participating in Service Learning and Work-based Learning activities encourages growth of valuable, transferable skills that will contribute to lifelong learning and postsecondary success. These career-connected activities engage students in authentic opportunities for goal setting and continuous reflection on their progress.

## **Service Learning**

Connecting classrooms with the community provides a sense of civic responsibility by encouraging students to assess their impact on the community and their roles as ethical and global citizens. Service Learning promotes career exploration through authentic, career-connected experiences. Students and teachers collaborate with local leaders to address community needs, resulting in service to the community and the development of social, emotional, and academic skills. Opportunities may involve direct service, indirect service, or advocacy.

## **Work-Based Learning**

Work-based learning is a coordinated educational strategy that provides students with a continuum of career-connected experiences to support their postsecondary goals and prepare them for education and employment beyond high school. Students act both independently and collaboratively in engaging learning opportunities that connect classroom learning to the world of work through partnership with local businesses or organizations. Work-based learning experiences reinforce the importance of classroom learning, offer the opportunity to explore potential career pathways and practice and demonstrate workplace readiness skills that align to FCPS Portrait of a Graduate. Work-based learning can help prepare students in all grade levels for an economy that demands that workers have a strong academic background, career knowledge and skills, are adaptable to change, and are prepared for lifelong learning.

## **Promotion Policy**

To qualify for promotion as outlined in [Regulation 2410](https://go.boarddocs.com/vsba/fairfax/Board.nsf/files/B6PK8S50744B/$file/R2410.pdf) ([https://go.boarddocs.com/vsba/fairfax/Board.nsf/files/B6PK8S50744B/\\$file/R2410.pdf](https://go.boarddocs.com/vsba/fairfax/Board.nsf/files/B6PK8S50744B/$file/R2410.pdf)), 7th and 8th grade middle school students must demonstrate knowledge and competency based upon identified standards of achievement in the four core areas of language arts, mathematics, science, and social studies. To guarantee promotion, students must demonstrate proficiency in the foundational knowledge and skills in each of the four core subject areas and earn a passing final grade based on grade level expectations.

Students normally shall progress annually from level to level. Exceptions may be made when, in the judgment of professional staff members, such exceptions are in the best educational interests of the students involved. Retention of students shall occur only after prior notification and explanation to the student's parents and/or guardians; however, the decision shall rest with the base school principal.

To be placed in grade 9, the student must be promoted from the 8th grade.

## **Student Fees**

Courses that require a student fee for consumable materials have been designated in this catalog. The schedule of division wide student fees to be charged for any elective course can be found in [Notice 5922](https://go.boarddocs.com/vsba/fairfax/Board.nsf/files/D72L4254A9D4/$file/N5922%20FY25.pdf). ([https://go.boarddocs.com/vsba/fairfax/Board.nsf/files/D72L4254A9D4/\\$file/N5922%20FY25.pdf](https://go.boarddocs.com/vsba/fairfax/Board.nsf/files/D72L4254A9D4/$file/N5922%20FY25.pdf)). Students eligible for the federal Free and Reduced-Price meals program may have course and test fees reduced or waived. For more information, see your school counselor.

## **Withdrawal Policy**

For the first grading period only, a student has five days after the date on which report cards are sent home in which to drop a course without having a grade recorded. After this period of time and before the fourth quarter, courses dropped are recorded with a WP (withdrawn passing) or WF (withdrawn failing). Courses dropped after the start of the fourth quarter will be recorded as a WP or "F" (failure). Courses dropped are not counted in the grade point average except when an "F" is received for the course. Middle schools do not calculate grade-point averages; however, if a high school credit course is taken by a middle school student, courses dropped are not counted in the high school grade-point average except when an "F" is received for the course, as outlined above. Unless the principal approves an exception, a student may not withdraw during the final quarter of a course if he or she is passing the course.

If a student drops a course during the:

| Quarter     | Action  |
|-------------|---|
| 1st quarter | No penalty—nothing is recorded.   |
| 2nd quarter | WP (withdrawn passing) or WF (withdrawn failing) is recorded.<br>Exception: For semester courses a WP or F for failure is recorded. |
| 3rd quarter | WP or WF is recorded.   |
| 4th quarter | WP or F for failure is recorded.  |

## Pass-Fail

The Fairfax County School Board [Regulation 2436](#) ([https://go.boarddocs.com/vsba/fairfax/Board.nsf/files/CFFPEW645212/\\$file/R2436.pdf](https://go.boarddocs.com/vsba/fairfax/Board.nsf/files/CFFPEW645212/$file/R2436.pdf)) permits students to take certain courses on a pass-fail basis. For middle school students, this may be applied only to high school world language credits or ESOL courses that count towards high school world language credits. Any student wishing to take a course as pass-fail shall indicate this by completing a [Request for Pass-Fail Status form](#) (<https://www.fcps.edu/sites/default/files/media/forms/se119.pdf>) requiring parent and/or guardian approval and returning it to designated school personnel on or before the 22nd school day or by the first half of the first grading period subsequent to entering the course. Students in schools using a semester block schedule must return the parent approval form to the designated school personnel on or before the 11th school day or by the first half of the first grading period subsequent to entering the course. This decision may not be reversed. If a student drops a class being taken on a pass-fail basis and transfers to a new high school credit bearing class, the student shall have ten school days to make a decision as to whether the new class will be taken on a pass-fail basis. This decision may not be reversed.

Grades are determined as follows:

- "P" for an A, A-, B+, B, B-, C+, C, C-, D+, D, or D- which will receive credit but will not count in grade-point average.
- "F" for an F which will receive no credit but will be counted in grade-point average.

## World Languages Credit Exam

The World Languages Credit Exam is given each fall to students who wish to demonstrate written proficiency in one of thirty languages: American Sign Language, Amharic, Arabic, Bengali/Bangla, Chinese/Mandarin, Farsi/Persian, French, German, Greek, Hindi, Hebrew, Italian, Japanese, Korean, Nepali, Pashto, Portuguese, Punjabi, Russian, Sanskrit/Sanskritam, Somali, Spanish, Tagalog/Pilipino, Tamil, Telugu, Tigrinya, Turkish, Twi, Urdu, or Vietnamese. Students who are successful on the exam may earn up to three passing world languages credits which may be used to fulfill the world languages requirements/electives of the Advanced Studies or Standard Diplomas. Exam credits may also fulfill the Virginia Department of Education's Seal of Biliteracy.

In addition, middle school students in grades 7-8 enrolled in ELD courses (5710-5730) may receive elective credits toward high school graduation requirements for a Standard or Advanced Studies Diploma, up to two world languages credits toward high school graduation requirements towards the Advanced Studies Diploma, or a combination of these options. High school students enrolled in ELD 5720 and 5730 courses may be awarded elective credits toward high school graduation requirements for a Standard or Advanced Studies Diploma, up to four world languages credits toward high school graduation requirements for fulfilling the world languages requirements towards the Advanced Studies Diploma, or a combination of these options.

For more information on the exam, go to: [World Languages Credit Exam](#) (<https://www.fcps.edu/academics/high-school-academics-9-12/world-languages/credit-exam-world-languages>) or contact the World Languages Team at 571-423-4602.

## 2025-2026 Stone MS

Courses listed are base courses.

### CTE (BUSINESS & INFORMATION TECHNOLOGY)

**Computer Solutions** (660932)  
Grade: 7, 8 Credit: non-credit

Computer Solutions uses project-based learning to teach practical computer skills that can be applied to all courses across the curriculum. Instruction includes units in proper keyboarding technique, computer components, operating systems, file management, presentation tools, spreadsheets and charting, data analytics, word processing, integrated projects, internet research tools, digital citizenship, and Internet safety. This is achieved through a variety of projects and activities designed to engage all learners. Contextual instruction and student participation in co-curricular career and technical student organization (CTSO) activities will develop leadership, interpersonal, and career skills.

**Coding & Innov Tech** (616032)  
Grade: 7, 8 Credit: non-credit

Prerequisite: Computer Solutions or equivalent skills

Coding and Innovative Technologies introduces students to coding and emerging technology through hands-on projects. Students will learn introductory coding concepts including HTML, CSS and JavaScript through a variety of interactive web sites. In addition, students will actively use technology to complete small group or individual projects. Students become confident in their ability to program and are prepared to use tools that are becoming standard in the workplace and in everyday life. Contextual instruction and student participation in co-curricular career and technical student organization (CTSO) activities will develop leadership, interpersonal, and career skills.

**Coding & Innov Tech 2** (616062)  
Grade: 7, 8 Credit: non-credit

Prerequisite: Coding and Innovative Technologies

Coding and Innovative Technologies 2 building on the foundation knowledge gained in Coding & Innovative Technologies. CIT 2 allows students to further develop their coding skills through hands-on projects. Students will build upon the JavaScript concepts learned in CIT 1 and develop basic coding skills in Python through a variety of interactive web sites. In addition, students will actively use technology to complete small group or individual projects. Students become confident in their ability to program and are prepared to use tools that are becoming standard in the workplace and in everyday life. Contextual instruction and student participation in co-curricular career and technical student organization (CTSO) activities will develop leadership, interpersonal, and career skills.

### CTE (FAMILY & CONSUMER SCIENCES)

**Family & Consumer Sci 1** (826332)  
Grade: 7, 8 Credit: non-credit

Family & Consumer Science 1 emphasizes personal responsibility for the demands of multiple life roles through hands-on, project-based instruction. Students learn how to maintain their living environments

and to demonstrate nutrition and wellness practices. Instruction is also provided in childcare and leadership skills. Contextual instruction and student participation in co-curricular career and technical student organization (CTSO) activities will develop leadership, interpersonal, and career skills. High-quality work-based learning (HQWBL) will provide experiential learning opportunities related to students' career goals and/or interests, integrated with instruction, and performed in partnership with local businesses and organizations.

**This course requires a student materials fee as listed in FCPS Notice 5922.**

**Family & Consumer Sci 2** (824432)  
Grade: 7, 8 Credit: non-credit

Family & Consumer Science 2 provides a foundation in life skills through project-based instruction. Students focus on building better lives, becoming career-ready, building stronger families to enable them to make meaningful contributions in their communities. Students enrich their knowledge of textiles, nutrition and wellness practices and maximize consumer and family resources. The course provides students with leadership service in action and career exploration that will assist students in high school course selection. Contextual instruction and student participation in co-curricular career and technical student organization (CTSO) activities will develop leadership, interpersonal, and career skills. High-quality work-based learning (HQWBL) will provide experiential learning opportunities related to students' career goals and/or interests, integrated with instruction, and performed in partnership with local businesses and organizations.

**This course requires a student materials fee as listed in FCPS Notice 5922.**

### CTE (TECHNOLOGY AND ENGINEERING EDUCATION)

**Engr 1 Design & Model** (846432)  
Grade: 7, 8 Credit: non-credit

(Level 1 Course)

Engineering 1 Design & Modeling students apply the engineering design process to solve real world problems and understand the influence of creativity and innovation in their lives. This course challenges students to develop higher order problem solving skills by stimulating creativity in a hands-on learning environment. Academic subject disciplines such as applied physics, algebra, and geometry powerfully come alive as students design, build, and test modern structure and vehicle prototypes. Students acquire 21st Century Skills like communication and team problem solving, through the mastery of engineering concepts such as CAD and mechanical advantage. Contextual instruction and student participation in co-curricular career and technical student organization (CTSO) activities will develop leadership, interpersonal, and career skills. High-quality work-based learning (HQWBL) will provide experiential learning opportunities related to students' career goals and/or interests, integrated with instruction, and performed in partnership with local businesses and organizations.

**This course requires a student materials fee as listed in FCPS Notice 5922.**

## **Engr 2 Sim & Fab**

Grade: 7, 8

(846332)

Credit: non-credit

Prerequisite: Engineering 1 - Design and Modeling (846432)

### **(Level 2 Course)**

Engineering 2 Simulation & Fabrication students will experience how science, technology, engineering, and mathematics interact to create our technological society. By active participation in research, design, fabrication, and prototype testing, students will explore various topics in Technology, such as structural engineering and transportation systems. Students will develop problem solving strategies and workplace skills that will be useful in 21st century careers. This course is a dynamic approach to many academic subject areas to include mathematics and science by physically demonstrating these concepts in real world applications with a focus on critical thinking skills and problem solving. Contextual instruction and student participation in co-curricular career and technical student organization (CTSO) activities will develop leadership, interpersonal, and career skills. High-quality work-based learning (HQWBL) will provide experiential learning opportunities related to students' career goals and/or interests, integrated with instruction, and performed in partnership with local businesses and organizations.

**This course requires a student materials fee as listed in FCPS Notice 5922.**

## **ENGLISH**

### **English 7**

Grade: 7

(111000)

Credit: non-credit

English 7 students read and study a variety of texts, building on an understanding of reading as a process that includes analysis and interpretation. Language study includes building vocabulary, learning about grammar, and spelling. Through varied and frequent writing assignments, students build on their understanding of writing as a process that includes drafting, revising, editing, proofreading, and publishing. They use writing to develop ideas and learn new concepts. Students also learn discussion skills, research skills, and oral communication skills, and learn to adapt speaking and listening to the audience, topic, purpose, and situation. Reading and writing competencies addressed in the Virginia Standards of Learning are incorporated into the course objectives.

**Students are required to complete one or more VDOE approved assessments if required for federal accountability or for use as a verified credit (high school credit courses only).**

### **English 7 HN**

Grade: 7

(111036)

Credit: non-credit

English 7 HN extends the standard program of studies. As students read and study a variety of texts, building on an understanding of reading as a process that includes analyzing and interpreting the text, they make connections across time, place, and subject; perform as a practitioner or scholar in a discipline; and self-assess and reflect on their learning and the learning process. Instruction is enriched and extended through research-based practices designed to engage and challenge advanced learners (e.g., problem-based learning, research, and investigations).

**Students are required to complete one or more VDOE approved assessments if required for federal accountability or for use as a verified credit (high school credit courses only).**

### **English 8**

Grade: 8

(112000)

Credit: non-credit

English 8 students read and study a variety of texts, building on an understanding of reading as a process that includes analysis and interpretation. Language study includes building vocabulary, learning

about grammar, and spelling. Through varied and frequent writing assignments, students build on their understanding of writing as a process that includes drafting, revising, editing, proofreading, and publishing. Students practice a variety of writing forms including informational/technical and essay writing. All students learn research skills and adapt speaking and writing skills to the audience, topic, purpose, and situation. Reading and writing competencies addressed in the Virginia Standards of Learning are incorporated into the course objectives.

**Students are required to complete one or more VDOE approved assessments if required for federal accountability or for use as a verified credit (high school credit courses only).**

### **English 8 HN**

Grade: 8

(112036)

Credit: non-credit

English 8 HN extends the standard program of studies for English 8. As students read and study a variety of texts, building on an understanding of reading as a process that includes analyzing and interpreting the text, they make connections across time, place and subject; perform as a practitioner or scholar in a discipline; and self-assess and reflect on their learning and the learning process. Instruction is enriched and extended through research-based practices designed to engage and challenge advanced learners (e.g., problem-based learning, research, and investigations).

**Students are required to complete one or more VDOE approved assessments if required for federal accountability or for use as a verified credit (high school credit courses only).**

### **LAP Literacy Acc Part**

Grade: 7, 8

(110867)

Credit: non-credit

LAP Literacy Acc Part intervention course is designed to meet the needs of students whose literacy is below grade level expectations. This is a blended learning course that addresses individual student needs through a combination of direct teacher instruction using high-interest texts, choice reading, and individualized software. It can be accessed by both seventh and eighth graders from ESOL, general, and special education populations. Depending on their progress, some students might be in the course for two years.

### **Yearbook/Panther News**

Grade: 7, 8

(116159)

Credit: non-credit

Literary Arts/Journal Newspaper students learn basic publication and journalism skills focusing on writing articles and designing layouts for a newspaper, yearbook, and literary magazine.

## **ENGLISH FOR SPEAKERS OF OTHER LANGUAGES**

### **Academic Language**

Grade: 7, 8

(573061)

Credit: one

**•573061-General •573066-(Opt. Grade 6) •573063-(Opt. Grade 7) •573065-(Opt. Grade 8)**

English language development (ELD) is direct language instruction in the 2 modes of communication: the interpretive mode (listening, reading, and viewing) and the expressive mode (writing, speaking, and representing). ELD is standards-based instruction aligned to the 5 WIDA ELD Standards, and academic content is used as the context for language learning. Teachers use the WIDA Proficiency Level Descriptors to set individualized goals for language development, monitor students' progress toward those goals, and plan for meaningful instruction. This course is designed for students at the advanced levels of English language discourse.

### Academic Language 7

Grade: 7

(573063)

Credit: one

English language development (ELD) is direct language instruction in the 2 modes of communication: the interpretive mode (listening, reading, and viewing) and the expressive mode (writing, speaking, and representing). ELD is standards-based instruction aligned to the 5 WIDA ELD Standards, and academic content is used as the context for language learning. Teachers use the WIDA Proficiency Level Descriptors to set individualized goals for language development, monitor students' progress toward those goals, and plan for meaningful instruction. This course is designed for students at the advanced levels of English language discourse.

### Academic Language 8

Grade: 8

(573065)

Credit: one

English language development (ELD) is direct language instruction in the 2 modes of communication: the interpretive mode (listening, reading, and viewing) and the expressive mode (writing, speaking, and representing). ELD is standards-based instruction aligned to the 5 WIDA ELD Standards, and academic content is used as the context for language learning. Teachers use the WIDA Proficiency Level Descriptors to set individualized goals for language development, monitor students' progress toward those goals, and plan for meaningful instruction. This course is designed for students at the advanced levels of English language discourse.

### Beginning ELD 7

Grade: 7

(571064)

Credit: one

English language development (ELD) is direct language instruction in the 2 modes of communication: the interpretive mode (listening, reading, and viewing) and the expressive mode (writing, speaking, and representing). ELD is standards-based instruction aligned to the 5 WIDA ELD Standards that targets language development at the word/phrase, sentence, and discourse levels of language. The WIDA Proficiency Level Descriptors are used to set individualized goals for language development, monitor students' progress toward those goals, and plan for meaningful instruction. This course is designed for students at the beginning levels of English language discourse. This course is designed for students at the beginning levels of English language discourse.

### Beginning ELD 8

Grade: 8

(571066)

Credit: one

English language development (ELD) is direct language instruction in the 2 modes of communication: the interpretive mode (listening, reading, and viewing) and the expressive mode (writing, speaking, and representing). ELD is standards-based instruction aligned to the 5 WIDA ELD Standards that targets language development at the word/phrase, sentence, and discourse levels of language. The WIDA Proficiency Level Descriptors are used to set individualized goals for language development, monitor students' progress toward those goals, and plan for meaningful instruction. This course is designed for students at the beginning levels of English language discourse. This course is designed for students at the beginning levels of English language discourse.

### Civics 8 for MLs

Grade: 8

(571218)

Credit: non-credit

#### **Recently Arrived ELs (WIDA ELP Level 1 & 2)**

Civics 8 for MLs is designed for Recently Arrived MLs (WIDA ELP level 1 & 2) to provide content embedded ELD aligned with the Civics Standards of Learning. This course extends the standard program of studies for Honors Civics and Economics in grade 8 which is designed to prepare students to be responsible, productive citizens in a democratic republic and an interconnected world. As they gain an

understanding of the concepts and processes of democratic government and the American economic system the students will think conceptually; make connections across time, place and subject areas; perform as a practitioner or scholar in a discipline; and self-assess and reflect on their learning and the learning process. Students enrolled in the Honors course will have learning opportunities that enhance independent work habits.

**Students are required to complete one or more VDOE approved assessments if required for federal accountability or for use as a verified credit (high school credit courses only).**

### Developing ELD 7

Grade: 7

(572064)

Credit: one

English language development (ELD) is direct language instruction in the 2 modes of communication: the interpretive mode (listening, reading, and viewing) and the expressive mode (writing, speaking, and representing). ELD is standards-based instruction aligned to the 5 WIDA ELD Standards that targets language development at the word/phrase, sentence, and discourse levels of language. The WIDA Proficiency Level Descriptors are used to set individualized goals for language development, monitor students' progress toward those goals, and plan for meaningful instruction. This course is designed for students at the beginning levels of English language discourse. This course is designed for students at the developing levels of English language discourse.

### Developing ELD 8

Grade: 8

(572065)

Credit: one

English language development (ELD) is direct language instruction in the 2 modes of communication: the interpretive mode (listening, reading, and viewing) and the expressive mode (writing, speaking, and representing). ELD is standards-based instruction aligned to the 5 WIDA ELD Standards that targets language development at the word/phrase, sentence, and discourse levels of language. The WIDA Proficiency Level Descriptors are used to set individualized goals for language development, monitor students' progress toward those goals, and plan for meaningful instruction. This course is designed for students at the beginning levels of English language discourse. This course is designed for students at the developing levels of English language discourse.

### English 7 for MLs

Grade: 7

(571063)

Credit: non-credit

#### **WIDA ELP LEVEL 1&2**

English 7 for MLs is designed for beginning Multilingual learners to develop content understandings and English language proficiency simultaneously. Students read and analyze a variety of linguistically appropriate literary and nonfiction texts, exploring the characteristics of different forms and the techniques authors use to achieve their intended purpose. Language study extends students' vocabulary through learning about connotations, denotations, word origins, and structures. Students apply their understanding of grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing to varied and frequent writing assignments. Through narrative, expository, and persuasive writings, students build on their understanding of writing as a process of prewriting, drafting, revising, and publishing. In the research process, students find, evaluate, and select appropriate sources to access information to create a research product. They also develop communication skills through listening to and practicing oral presentations. This course is aligned to the WIDA English language development standards and the English 7 Standards of Learning.

**Students are required to complete one or more VDOE approved assessments if required for federal accountability or for use as a verified credit (high school credit courses only).**

### English 8 for MLs

Grade: 8

(571065)

Credit: non-credit

#### **WIDA ELP LEVEL 1&2**

English 8 for MLs is designed for beginning Multilingual learners to develop content understandings and English language proficiency simultaneously. Students read and analyze a variety of linguistically appropriate literary and nonfiction texts, exploring the characteristics of different forms and the techniques authors use to achieve their intended purpose. Language study extends students' vocabulary through learning about connotations, denotations, word origins, and structures. Students apply their understanding of grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing to varied and frequent writing assignments. Through narrative, expository, and persuasive writings, students build on their understanding of writing as a process of prewriting, drafting, revising, and publishing. In the research process, students find, evaluate, and select appropriate sources to access information to create a research product. They also develop communication skills through listening to and practicing oral presentations. This course is aligned to the WIDA English language development standards and the English 8 Standards of Learning.

**Students are required to complete one or more VDOE approved assessments if required for federal accountability or for use as a verified credit (high school credit courses only).**

### Numeracy Foundations 7

(571300)

Grade: 7

Credit: non-credit

Corequisite: Students must also be enrolled in 571392.

#### **Recently arrived MLs (ELP level 1 & 2) with SLIFE Status Double blocked course 571300 paired with 571392**

Numeracy Foundations 7 is designed for Recently Arrived MLs at ELP levels 1 and 2 with a SLIFE status and numeracy needs. Numeracy Foundations focuses on the essential learning of whole number topics such as number words and numerals, structuring numbers, base-ten place value, addition and subtraction, and equalities. Learning opportunities for students should be based on individualized need and may the following topics: counting and patterns, place value, operations, fractions, and whole number computation. This is the first block in a double block course.

**Students are required to complete one or more VDOE approved assessments if required for federal accountability or for use as a verified credit (high school credit courses only).**

### Numeracy Foundations 8

(571390)

Grade: 8

Credit: non-credit

Corequisite: Students must also be enrolled in 571393.

#### **Recently Arrived MLs (ELP level 1 & 2) with SLIFE Status Double blocked course 571390 paired with 571393**

Numeracy Foundations 8 is designed for Recently Arrived MLs at ELP levels 1 and 2 with a SLIFE status and numeracy needs. Numeracy Foundations focuses on the essential learning of whole number topics such as number words and numerals, structuring numbers, base-ten place value, addition and subtraction, and equalities. Learning opportunities for students should be based on individualized need and may the following topics: counting and patterns, place value, operations, fractions, and whole number computation. This is the first block in a double block course.

**Students are required to complete one or more VDOE approved assessments if required for federal accountability or for use as a verified credit (high school credit courses only).**

### FOCUS Science 7

Grade: 7

(571412)

Credit: non-credit

#### **Recently Arrived ELs (ELP level 1 & 2)**

Focus Science 7 is the science course for recently arrived students who are WIDA ELP Level 1 & 2. It is designed to develop the academic language of science through scaffolded grade level labs. Students explore the scientific process along with key vocabulary and concepts through Life and Physical Science.

### FOCUS Science 8

Grade: 8

(571413)

Credit: non-credit

#### **Recently Arrived ELs (ELP level 1 & 2)**

Focus Science 8 is the science course for recently arrived students who are WIDA ELP Level 1 & 2. It is designed to develop the academic language of science through scaffolded grade level labs. Students explore the scientific process along with key vocabulary and concepts through Life and Physical Science.

**Students are required to complete one or more VDOE approved assessments if required for federal accountability or for use as a verified credit (high school credit courses only).**

### Newcomer ELD

Grade: 7, 8

(571062)

Credit: one

#### **Recently Arrived English Learners (ELP 1 & 2)**

English language development (ELD) is direct language instruction in the 2 modes of communication: the interpretive mode (listening, reading, and viewing) and the expressive mode (writing, speaking, and representing). ELD is standards-based instruction aligned to the 5 WIDA ELD Standards, and academic content is used as the context for language learning. The WIDA Proficiency Level Descriptors are used to set individualized goals for language development, monitor students' progress toward those goals, and plan for meaningful instruction. This course is designed for newcomer students at the beginning levels of English language discourse.

### History 7 for MLs

Grade: 7

(571217)

Credit: non-credit

#### **Recently Arrived ELs (WIDA ELP LEVEL 1 & 2)**

History 7 for MLs is designed for Recently Arrived ELs (WIDA ELP level 1 & 2) to provide content embedded ELD aligned with the grade seven program. The grade seven course provides a survey of the political, economic, and social challenges facing the United States from the Reconstruction Era to present day. Students will use historical thinking skills required for geographic analysis, economic decision making, and responsible citizenship. Students will understand how the role of the American experience influenced world affairs.

### Rational Numbers

Grade: 6, 7, 8

(571340)

Credit: non-credit

#### **Recently Arrived MLs at ELP levels 1 & 2**

Rational Numbers is designed for Recently Arrived MLs at ELP levels 1 and 2 with rational numbers needs. Rational Numbers Concepts focuses on multiplication and division and continues to expand on place value understanding including fractions and decimals, including operations with fractions and decimals. Learning opportunities for students should be based on individualized need and may or may not cover the following topics: integers, decimals, fractions, and ratios. Students must also be enrolled in grade level mathematics.



## FINE ARTS (MUSIC)

### Beginning Band

Grade: 7, 8

(923210)

Credit: non-credit

Prerequisite: none

Beginning Band students develop skills on woodwind, brass, or percussion instruments. Guidance will be given by the instructor in the selection of an instrument. Simple duets, rounds, and other ensemble literature will be performed in class. Students must meet both the school day and outside of the school day participation requirements to receive credit for the course.

**This course requires a student materials fee as listed in FCPS Notice 5922.**

### Intermediate Band

Grade: 7, 8

(923310)

Credit: non-credit

Prerequisite: Successful audition

#### Level 1

Intermediate Band students will continue to develop skills on woodwind, brass, or percussion instruments. A variety of musical styles will be studied through the playing of band literature. Students must meet both the school day and outside of the school day participation requirements to receive credit for the course.

**This course requires a student materials fee as listed in FCPS Notice 5922.**

### Advanced Band

Grade: 7, 8

(923410)

Credit: non-credit

Prerequisite: Successful audition

#### Level 1

Advanced Band students study musical concepts that will be conceptualized through challenging band literature. Students must meet both the school day and outside of the school day participation requirements to receive credit for the course.

**This course requires a student materials fee as listed in FCPS Notice 5922.**

### Intermediate Band

Grade: 7, 8

(923311)

Credit: non-credit

Prerequisite: Successful audition

#### Level 2

Intermediate band students will continue to develop skills on woodwind, brass, or percussion instruments. A variety of musical styles will be studied through the playing of band literature. Students must meet both the school day and outside of the school day participation requirements to receive credit for the course.

**This course requires a student materials fee as listed in FCPS Notice 5922.**

### Percussion Ensemble

Grade: 7, 8

(925010)

Credit: non-credit

Prerequisite: Successful audition

Corequisite: May require membership in another music class.

Percussion Ensemble students study appropriate percussion ensemble literature, techniques, and rehearse various areas of musical composition. Instrumentation of the group is at the discretion of the instructor and is unique to the percussion curriculum. Students must meet both the school day and outside of the school day participation requirements to receive credit for the course.

**This course requires a student materials fee as listed in FCPS Notice 5922.**

### Mixed Ensemble

Grade: 7, 8

(925014)

Credit: non-credit

Prerequisite: Successful audition

Corequisite: May require membership in another music class.

Mixed ensemble students study appropriate ensemble literature, techniques and rehearsal and performance techniques from the various areas of musical composition. Instrumentation of the group is at the discretion of the instructor and is designed to meet specific needs and/or interests of the students. Students must meet both the school day and outside of the school day participation requirements to receive credit for the course.

**This course requires a student materials fee as listed in FCPS Notice 5922.**

### Beginning Orchestra

Grade: 7, 8

(923710)

Credit: non-credit

Prerequisite: none

Beginning Orchestra students develop skills on the violin, viola, cello, and double bass. Guidance will be given by the instructor in the selection of an instrument. Simple duets, rounds, and other literature will be performed in class. Students must meet both the school day and outside of the school day participation requirements to receive credit for the course.

**This course requires a student materials fee as listed in FCPS Notice 5922.**

### Intermediate Orchestra

Grade: 7, 8

(923810)

Credit: non-credit

Prerequisite: Successful audition

#### Level 1

Intermediate Orchestra students will continue to develop skills on violin, viola, cello, and double bass. A variety of musical styles will be studied through the playing of string orchestra literature. Students must meet both the school day and outside of the school day participation requirements to receive credit for this course.

**This course requires a student materials fee as listed in FCPS Notice 5922.**

### Advanced Orchestra

Grade: 7, 8

(923910)

Credit: non-credit

Prerequisite: Successful audition

#### Level 1

Advanced Orchestra students study musical styles that will be conceptualized through challenging string orchestra literature, with an emphasis on upper-level skills. Students must meet both the school day and outside of the school day participation requirements to receive credit for this course.

**This course requires a student materials fee as listed in FCPS Notice 5922.**

**Beginning Chorus**

(926010)

Grade: 7, 8

Credit: non-credit

Prerequisite: none

Beginning Chorus students study proper vocal techniques, music fundamentals, sight reading, unison and two-part singing. Types of performances may include formal and informal concerts which may involve movement choreography. Students must meet both the school day and outside of the school day participation requirements to receive credit for the course.

**This course requires a student materials fee as listed in FCPS Notice 5922.**

**Soprano Alto Chorus**

(926011)

Grade: 6, 7, 8

Credit: non-credit

Prerequisite: none

Soprano/Alto Chorus students develop skills as individual musicians and as members of an ensemble. Emphasis is placed upon vocalization and sight-singing through the use of appropriate choral literature. Students must meet both the school day and outside of the school day participation requirements to receive credit for the course.

**This course requires a student materials fee as listed in FCPS Notice 5922.**

**Intermediate Chorus**

(928510)

Grade: 7, 8

Credit: non-credit

Prerequisite: Beginning Chorus or successful audition

Intermediate Chorus students continue to study correct vocal production and musicianship through the study of appropriate choral literature. Students experience two and/or three-part singing. Students must meet both the school day and outside of the school day participation requirements to receive credit for the course.

**This course requires a student materials fee as listed in FCPS Notice 5922.**

**Advanced Chorus**

(928910)

Grade: 7, 8

Credit: non-credit

Prerequisite: Successful audition

Advanced Chorus students study vocal techniques, music fundamentals, sight reading, three and/or four-part singing. Types of performances may include formal and informal concerts which may involve movement/choreography. Students must meet both the school day and outside of the school day participation requirements to receive credit for the course.

**This course requires a student materials fee as listed in FCPS Notice 5922.**

**Music Partic Lab 1**

(921132)

*Music Technology Class*

Grade: 7, 8

Credit: non-credit

Prerequisite: none

Music Participation Lab 1 students study music through singing, listening, playing instruments, moving, and improvising. Other experiences may include vocal and instrumental ensembles, musical dramatizations, contemporary music, computer music, guitar, piano, and/or recorder.

**This course requires a student materials fee as listed in FCPS Notice 5922.**

**Music Partic Lab 2**

(921332)

Grade: 7, 8

Credit: non-credit

Prerequisite: Successful completion of Music Participation Lab 1 or permission of the instructor

Music Participation Lab 2 students study music through singing, listening, playing instruments, moving, and improvising. This course may be offered as an expansion of Music Participation Lab I. Other experiences may include vocal and instrumental ensembles, musical dramatizations, contemporary music, computer music, guitar, piano, and/or recorder.

**This course requires a student materials fee as listed in FCPS Notice 5922.**

**FINE ARTS (THEATRE ARTS)****Theatre Arts Appr**

(139067)

Grade: 7, 8

Credit: non-credit

Prerequisite: None

Theatre Arts Appreciation is a course where students will be introduced to the basic concepts of performance and collaboration while exploring the role of theatre in their local and global communities. By observing and participating in various performance activities, students will strengthen creativity, confidence, and communication. Students will utilize skills and knowledge acquired to foster an appreciation of theatre.

**This course requires a student materials fee as listed in FCPS Notice 5922.**

**Adv Theatre Arts Appr**

(139569)

Grade: 7, 8

Credit: non-credit

Prerequisite: Theatre Arts Appreciation and/or recommendation of theatre arts teacher.

Advanced Theatre Arts Appreciation is a course where students will build upon concepts acquired in Theatre Arts Appreciation by participating in various theatre activities and performances. Students will deepen their appreciation of theatre by analyzing, applying, and enhancing the skills developed in the introductory course. This course is designed for students who are interested in a further enriched study of theatre arts. Participation in co-curricular theatre performances may be required.

**This course requires a student materials fee as listed in FCPS Notice 5922.**

**FINE ARTS (VISUAL ARTS)****Art Foundations**

(910532)

Grade: 7, 8

Credit: non-credit

Art Foundations provides opportunities to explore a variety of art materials, develop art techniques, and use creative thinking skills to express ideas and viewpoints related to the theme of transformation. Use a variety of problem-solving approaches to explore concepts, analyze, respond to, and produce meaningful drawings, paintings, prints, sculptures, ceramics and crafts in a studio setting. Study artists and their works to gain understanding of the artistic process and learn about art produced at different times and in diverse cultures.

**This course requires a student materials fee as listed in FCPS Notice 5922.**

### Art Extensions

Grade: 7, 8

(911532)

Credit: non-credit

Prerequisite: Art Foundations

Art Extensions provides opportunities to use new materials and techniques, refine artmaking skills, and express ideas related to the theme of relationships. Develop a personal style and attain a high level of quality and craftsmanship in drawing, painting, printmaking, sculpture, ceramics, and crafts. Expand the use of problem-solving approaches to explore concepts, analyze, respond to, and produce innovative and meaningful artworks. Study historical and contemporary artists from different times and diverse cultures and learn to critique personal artworks and the works of others to inform personal artmaking.

**This course requires a student materials fee as listed in FCPS Notice 5922.**

### 3D Art Exploration

Grade: 7, 8

(910632)

Credit: non-credit

Prerequisite: Art Foundations or eighth grade standing

3D Art Exploration is a semester-long course. Construct and form three-dimensional sculptures, ceramic objects, models, and installations that express ideas related to the theme of boundaries. Use a variety of problem-solving approaches to interpret concepts, develop personal style, and refine skills to create meaningful artworks using traditional and non-traditional materials, tools, and processes. Investigate three-dimensional artworks produced by historical and contemporary artists to inform the artmaking process.

**This course requires a student materials fee as listed in FCPS Notice 5922.**

## GENERAL

### Career Investigations

Grade: 7, 8

(906962)

Credit: non-credit

Career Investigations will help students identify and demonstrate the workplace skills that employers desire in their future employees. Students analyze their personal assets; explore career clusters, career pathways, or occupations; and draft an Academic and Career Plan based on their academic and career interests. Contextual instruction and student participation in co-curricular career and technical student organization (CTSO) activities will develop leadership, interpersonal, and career skills. High-quality work-based learning (HQWBL) will provide experiential learning opportunities related to students' career goals and/or interests, integrated with instruction, and performed in partnership with local businesses and organizations.

**This course requires a student materials fee as listed in FCPS Notice 5922.**

### Leadership Development

Grade: 7, 8

(980650)

Credit: non-credit

Leadership Development is a course designed for middle school students who have an interest in initiating, organizing, and participating in school sponsored events to promote service learning, improve school climate, and foster a sense of community among students, teachers, school staff, and parents.

### Strats for Success

Grade: 7, 8

(781992)

Credit: non-credit

Strategies for Success is designed to provide support to a student in core curricular areas and to provide direct instruction in specific

learning strategies, study skills, time management, organization, and self-advocacy skills. While students may receive assistance on core curricular assignments, the course is not designed to serve as a study hall and is meant to support the development of academic habits necessary for academic success. Students may enroll in this course multiple years as appropriate.

## HEALTH and PHYSICAL EDUCATION

### Health & PE 7

Grade: 7

(712033)

Credit: non-credit

Health & PE 7 students strengthen and/or master basic skills developed at the elementary level. Emphasis is on highly organized lead-up activities, modified games, and fitness and wellness activities. Content knowledge includes skilled movement, anatomical basis of movement, personal fitness planning, social and emotional development, and energy balance. Health units include alcohol, tobacco, and other drug use prevention; personal health; mental health and wellness; injury and violence prevention; emotional and social health; and human growth and development.

### Health & PE 8

Grade: 8

(720033)

Credit: non-credit

Health & PE 8 students continue to strengthen and/or master basic skills, participate in wellness activities, and analyze wellness data through fitness planning. Content knowledge includes skilled movement, anatomical basis of movement, personal fitness planning, social and emotional development, and energy balance. Health units include alcohol, tobacco, and other drug use prevention; personal health; mental health and wellness; injury and violence prevention; emotional and social health; and human growth and development.

### Adapted PE

Grade: 6, 7, 8

(770017)

Credit: non-credit

Prerequisite: Student's I.E.P. designates Adapted Health and Physical Education

The adapted health and physical education course is a modified version of the general health and physical education course and is designed for students who have IEPs indicating adapted physical education services in a special education setting. Students strengthen and/or master basic skills developed at the elementary level. Emphasis is on organized lead-up activities, modified games, and fitness and wellness activities. Content areas include, rhythmic activities and dance, physical fitness, wellness-related testing, and application of skills in selected games and sports. Activities are individualized based on the students' present level of performance and identified areas of need and designed to maximize participation. Students will participate in modified health education units required of their grade level.

### Found Yoga for Well

Grade: 8

(720132)

Credit: non-credit

Foundations of Yoga for Wellness students will gain foundational knowledge and skills for lifelong yoga and wellness practices. Students will learn yoga etiquette, develop understanding of basic anatomy through yoga movements, safe sequencing of basic yoga poses, stress management techniques, and the positive impacts of yoga on the body and mind. Students may not take this course in lieu of grade 8 health and physical education requirement.  
*Stone MS - 8th Grade ONLY*

## MATHEMATICS

### Mathematics 7

Grade: 7

(311100)

Credit: non-credit

Prerequisite: Grade 6 mathematics

Mathematics 7 students examine algebra- and geometry-preparatory concepts and skills; strategies for collecting, analyzing, and interpreting data; and number concepts and skills, especially proportional reasoning. Reasoning, problem solving, communication, concept representation, and connections among mathematical ideas are emphasized in a hands-on learning environment. Graphing calculators and computers are integrated with instruction. This course provides students the opportunity to acquire the concepts and skills necessary for success in Algebra 1 or Algebra 1 Honors

**Students are required to complete one or more VDOE approved assessments if required for federal accountability or for use as a verified credit (high school credit courses only).**

### Mathematics 7 HN

Grade: 7

(311136)

Credit: non-credit

Prerequisite: Grade 6 mathematics

The depth and level of understanding in Mathematics 7 Honors is based on Mathematics 8 curriculum and includes extensions and enrichment. Emphasis is placed on mathematical reasoning, non-routine problem solving, and algebraic connections among mathematical ideas. This course provides students the opportunity to acquire the concepts and skills necessary for success in Algebra I or Algebra I Honors.

**Students are required to complete one or more VDOE approved assessments if required for federal accountability or for use as a verified credit (high school credit courses only).**

### Algebra 1

Grade: 8, 9, 10, 11

(313000)

Credit: one

Prerequisite: Mathematics 7 and/or Pre-Algebra

Algebra 1 extends students' knowledge and understanding of the real number system and its properties through the study of variables, expressions, equations, inequalities, and analysis of data derived from real-world phenomena. Topics include linear equations and inequalities, systems of linear equations, relations, functions, polynomials, and statistics. Graphing utilities and other relevant technology tools will be used when appropriate to support instruction, especially to allow students to explore graphical, numerical, and symbolic relationships.

**Students are required to complete one or more VDOE approved assessments if required for federal accountability or for use as a verified credit (high school credit courses only).**

### Algebra 1 HN

Grade: 7, 8, 9  
+0.5

(313036)

Credit: one / weighted

Prerequisite: Mathematics 7 and/or Pre-Algebra. Please note that there are additional placement criteria for students enrolling in this course in the seventh grade. Please contact the school for more information.

The depth and level of understanding expected in Algebra 1 Honors is beyond the scope of Algebra 1. Students are expected to master algebraic mechanics and understand the underlying theory, as well as apply the concepts to real-world situations in a meaningful way. Students extend knowledge and understanding of the real number system and its properties through the study of variables, expressions, equations, inequalities, and the analysis of data from real world phenomena. Emphasis is placed on algebraic connections to arithmetic,

and geometry. Graphing utilities and other relevant technology tools will be used when appropriate to support instruction, especially to allow students to explore graphical, numerical, and symbolic relationships. Topics include linear equations and inequalities, systems of linear equations, relations, functions, polynomials.

**Students are required to complete one or more VDOE approved assessments if required for federal accountability or for use as a verified credit (high school credit courses only).**

### Geometry HN

Grade: 8, 9, 10  
+0.5

(314336)

Credit: one / weighted

Prerequisite: Algebra 1

The depth and level of understanding expected in Geometry Honors is beyond the scope of Geometry. In this course, students develop reasoning skills through the exploration of geometric relationships including properties of geometric figures, trigonometric relationships, and mathematical proofs. In this course, students use various types of reasoning, justification, and methods of direct and indirect proof and interpret and determine the validity of conditional statements. There is an emphasis on two- and three-dimensional reasoning skills, coordinate and transformational geometry, and the use of geometric models to solve problems. Technology tools and dynamic geometry applications will be used to assist in teaching and learning.

**Students are required to complete one or more VDOE approved assessments if required for federal accountability or for use as a verified credit (high school credit courses only).**

### Algebra Readiness 8

Grade: 8

(011010)

Credit: non-credit

The Algebra Readiness Initiative (ARI) provides mathematics intervention resources and services to students in grades 6, 7, and 8 who are at risk of failing the Algebra I end-of-course assessment, as demonstrated by their individual performance on diagnostic tests. The ARI consists of two major components: 1) a diagnostic assessment designed to guide instructional decisions for students that may need intervention services and 2) targeted intervention services for students using a school-based curriculum. Individual schools within Fairfax County Public Schools (FCPS) determine which students should be targeted for diagnostic testing and then subsequently for intervention services.

### Power Mathematics 7

Grade: 7

(011060)

Credit: non-credit

Power Mathematics 7 is designed for students no more than two years below grade level. Using a school-based curriculum, Power Mathematics supports students' current learning in their core mathematics class. A specific focus is on number and number sense, computation and estimation, and pre-teaching content (front loading) to support student learning in the upcoming units of study in the core mathematics class.

## SCIENCE

### Life Science

Grade: 7

(411500)

Credit: non-credit

Life Science builds upon life sciences skills and understanding introduced to students in the upper-elementary grades. 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 generation to generation. Science and engineering practices are integrated throughout the course as students carry out investigations, evaluate the usefulness of models, collect and analyze

data, and formulate evidence-based conclusions.

### Life Science HN

(411536)

Grade: 7

Credit: non-credit

Life Science HN builds upon life sciences skills and understanding introduced to students in the upper-elementary grades. 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 generation to generation. Science and engineering practices are integrated throughout the course as students carry out investigations, evaluate the usefulness of models, collect and analyze data, and formulate evidence-based conclusions. At the Honors level, instruction is enriched and extended through research-based practices that engage and challenge advanced learners. These include problem-based learning, investigative research, complex tasks that require higher-order thinking, interdisciplinary connections, and opportunities for independent investigations.

### Physical Science

(412500)

Grade: 8

Credit: non-credit

Physical Science builds upon physical science skills and understanding introduced to students in the upper-elementary grades. Major areas covered by the standards 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. Science and engineering practices are integrated throughout the course as students carry out investigations, collect and analyze data, and formulate evidence-based conclusions. The end of course test covers content from Grades 6, 7, and 8.

**Students are required to complete one or more VDOE approved assessments if required for federal accountability or for use as a verified credit (high school credit courses only).**

### Physical Science HN

(412536)

Grade: 8

Credit: non-credit

Physical Science HN builds upon physical science skills and understanding introduced to students in the upper-elementary grades. Major areas covered by the standards 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. Science and engineering practices are integrated throughout the course as students carry out investigations, collect and analyze data, and formulate evidence-based conclusions. The end of course test covers content from Grades 6, 7, and 8. At the Honors level, instruction is enriched and extended through research-based practices that engage and challenge advanced learners. These include problem-based learning, investigative research, complex tasks that require higher-order thinking, interdisciplinary connections, and opportunities for independent investigations.

**Students are required to complete one or more VDOE approved assessments if required for federal accountability or for use as a verified credit (high school credit courses only).**

## SOCIAL STUDIES

### US History 7

(235500)

Grade: 7

Credit: non-credit

The grade seven US History course provides a survey of the political, economic, and social challenges facing the United States from the Reconstruction Era to present day. Students will explore the complex relationships within the United States and with the global community. Students will use historical thinking skills required for geographic analysis, economic decision making, and responsible citizenship.

Students will think conceptually; make connections across time, place, and subject areas; and perform as a practitioner or scholar in a discipline.

### US History 7 HN

(235536)

Grade: 7

Credit: non-credit

This course extends the standard program of studies for US History in grade 7, a survey of American history since 1865. Students will explore the complex relationships within the United States and with the global community. Students will think conceptually; make connections across time, place and subject areas; and perform as a practitioner or scholar in a discipline. Students enrolled in the Honors course will have rigorous learning opportunities that enhance independent work habits.

### Civics 8

(235700)

Grade: 8

Credit: non-credit

Civics 8 is designed to prepare students to be responsible, productive citizens in a democratic republic and an interconnected world. Students will gain an understanding of the concepts and processes of democratic government and the American economic system. Students examine the role that citizens play in the political, governmental, and economic systems in the United States. Students will acquire knowledge of the structure and operation of these systems at the national, state and local levels. As they gain an understanding of the concepts and processes of democratic government and the American economic system the students will think conceptually; make connections across time, place and subject areas; perform as a practitioner or scholar in a discipline; and self-assess and reflect on their learning and the learning process. **Students are required to complete one or more VDOE approved assessments if required for federal accountability or for use as a verified credit (high school credit courses only).**

### Civics 8 HN

(235736)

Grade: 8

Credit: non-credit

This course extends the standard program of studies for Honors Civics and Economics in grade 8 which is designed to prepare students to be responsible, productive citizens in a democratic republic and an interconnected world. As they gain an understanding of the concepts and processes of democratic government and the American economic system the students will think conceptually; make connections across time, place and subject areas; perform as a practitioner or scholar in a discipline; and self-assess and reflect on their learning and the learning process. Students enrolled in the Honors course will have rigorous learning opportunities that enhance independent work habits. **Students are required to complete one or more VDOE approved assessments if required for federal accountability or for use as a verified credit (high school credit courses only).**

## SPECIAL EDUCATION

### Adapted PE

(770017)

Grade: 6, 7, 8

Credit: non-credit

Prerequisite: Student's I.E.P. designates Adapted Health and Physical Education

The adapted health and physical education course is a modified version of the general health and physical education course and is designed for students who have IEPs indicating adapted physical education services in a special education setting. Students strengthen and/or master basic skills developed at the elementary level. Emphasis is on organized lead-up activities, modified games, and fitness and wellness activities. Content areas include, rhythmic activities and dance, physical fitness, wellness-related testing, and application of skills in selected games and sports. Activities are individualized based on the students' present level of performance and identified areas of need and designed to maximize participation. Students will participate in modified health education

units required of their grade level.

### **Life Skills**

Grade: 7, 8

(798816)

Credit: non-credit

Designed to prepare students for managing life after graduation with the maximum of independent functioning. Instruction is individualized to meet the needs of the students in the areas of life skills and work skills such as managing personal care, home care, community living, and interpersonal relationships skills needed for successful employment.

### **Personal Development**

Grade: 7, 8

(781540)

Credit: non-credit

Personal Development is designed to provide instruction to enhance personal development and interpersonal skills for students with disabilities. In addition, this course will provide social and/or emotional support in order to progress in the general education curriculum. Students who participate in the course have documented social and/or emotional goals in their Individualized Education Program (IEP) and/or have a Behavior Intervention Plan (BIP). The areas of instruction for this course include peer relations, self-management, academic skills, compliance skills, and assertion skills.

### **Strats for Success**

Grade: 7, 8

(781980)

Credit: non-credit

Strategies for Success is designed to provide support to a student in core curricular areas and to provide direct instruction in specific learning strategies, study skills, time management, organization, and self-advocacy skills. While students may receive assistance on core curricular assignments, the course is not designed to serve as a study hall and is meant to support the development of academic habits necessary for academic success. Students may enroll in this course multiple years as appropriate.

### **Work Aware & Trans**

Grade: 7, 8

(907060)

Credit: non-credit

Prerequisite: Placement must first be determined through the IEP process

This year-long course is designed to assist students as they begin to consider high school and post-secondary options through career awareness and career exploration activities. Students learn and practice appropriate interpersonal/co-worker interactions, explore interests related to career options, and develop work related skills through a variety of work experiences in the school environment.

## **WORLD LANGUAGES**

### **Am Sign Language 1**

Grade: 8

(599000)

Credit: one

Students develop the ability to communicate in American Sign Language about themselves and their immediate environment using simple sentences containing basic language structures. Students begin to explore and study the POS themes of About Me, My Family, My School, Food, and Clothing. For middle school students this credit becomes a part of the high school transcript and is included in the determination of the high school grade point average (GPA) and counts toward fulfilling the world languages requirement of the high school Advanced Studies diploma. It also counts toward the total number of credits required for graduation.

Stone MS - 8th Grade ONLY

### **French 1**

*French 1 - Grades 7 and 8*

Grade: 7, 8

(511000)

Credit: one

French 1 students develop the ability to communicate about themselves and their immediate environment using simple sentences containing basic language structures. This communication is evidenced in all four language skills - listening, speaking, reading, and writing - with emphasis on the ability to communicate orally and in writing. Students begin to explore and study the POS themes of About Me, My Family, My School, Food, and Clothing. For middle school students this credit becomes a part of the high school transcript and is included in the determination of the high school grade point average (GPA) and counts toward fulfilling the world languages requirement of the high school Advanced Studies diploma. It also counts toward the total number of credits required for graduation.

### **French 2**

Grade: 8

(512000)

Credit: one

Prerequisite: French 1 or demonstrated proficiency

French 2 students continue to develop proficiency in all four language skills - listening, speaking, reading, and writing - with emphasis on the ability to communicate orally and in writing. They learn to function in real-life situations using more complex sentences and language structures. They read material on familiar topics and produce short writing samples. Students continue to explore as they study the POS themes of My Activities, My Home Life, Around Town/Travel, Health & Fitness, and Stories.

### **Spanish 1**

*Spanish 1 - Grades 7 and 8*

Grade: 7, 8

(551000)

Credit: one

Spanish 1 students develop the ability to communicate about themselves and their immediate environment using simple sentences containing basic language structures. This communication is evidenced in all four language skills - listening, speaking, reading, and writing - with emphasis on the ability to communicate orally and in writing. Students begin to explore and study the POS themes of About Me, My Family, My School, Food, and Clothing. For middle school students this credit becomes a part of the high school transcript and is included in the determination of the high school grade point average (GPA) and counts toward fulfilling the world languages requirement of the high school Advanced Studies diploma. It also counts toward the total number of credits required for graduation.

### **Spanish 2**

Grade: 8

(552000)

Credit: one

Prerequisite: Spanish 1 or demonstrated proficiency

Spanish 2 students continue to develop proficiency in all four language skills - listening, speaking, reading, and writing - with emphasis on the ability to communicate orally and in writing. They learn to function in real-life situations using more complex sentences and language structures. They read material on familiar topics and produce short writing samples. Students continue to explore as they study the POS themes of My Activities, My Home Life, Around Town/Travel, Health & Fitness, and Stories.



### **Span Heritage Spkrs 1**

(551100)

*Span Heritage Spkrs 1- Grades 7 and 8*

Grade: 7, 8

Credit: one

Prerequisite: Demonstrated proficiency or based on academic advising

This course offers heritage speakers of Spanish the opportunity to strengthen their basic skills in reading and writing Spanish. Students continue to study the influences of the Spanish language and Hispanic culture, historical figures, events, personalities, literature, points of view, etc., and their contributions to the English language and American culture. Middle School: credit becomes a part of the high school transcript, is included in the determination of the high school grade point average (GPA), and counts toward fulfilling the world languages requirements of the high school Advanced Studies diploma. It also counts toward the total number of credits required for graduation.

### **Span Heritage Spkrs 2**

(552100)

Grade: 8

Credit: one

Prerequisite: Spanish for Heritage Speakers 1 or based on academic advising

This course, designed for heritage speakers of Spanish, continues to emphasize the improvement of students' skills in speaking, reading, and writing in Spanish. Students read and critique literary works and make oral presentations. The writing and reading processes are emphasized to ensure growth in both skills. Students continue to study the influences of the Spanish language and Hispanic culture, historical figures, events, personalities, literature, points of view, etc., and their contributions to the English language and American culture. Middle School: credit becomes a part of the high school transcript, is included in the determination of the high school grade point average (GPA), and counts toward fulfilling the world languages requirements of the high school Advanced Studies diploma. It also counts toward the total number of credits required for graduation.

### **Spanish Immersion 1**

(551067)

Grade: 7

Credit: one

Prerequisite: Grade 5 Immersion, Grade 6 Immersion, or demonstrated proficiency

Spanish Immersion 1 serves as a transition from elementary immersion program to the sequential world languages high school program. Students expand their knowledge of the language to include communicating about themselves and their immediate environment. This communication is evidenced in all four language skills: listening, speaking, reading, and writing, with an emphasis on the ability to communicate orally and in writing. The content of this course is aligned with the Level 1 POS themes of About Me, My Family, My School, Food, and Clothing. Credit becomes a part of the high school transcript, is included in the determination of the high school grade point average (GPA) and counts towards fulfilling the world languages requirements of the high school Advanced Studies diploma. It also counts towards the number of credits required for high school graduation.

*\*Students must have been in an Elementary Immersion program.*

### **Spanish Immersion 2**

(552068)

Grade: 8

Credit: one

Prerequisite: Sixth/Seventh Grade Immersion 1 or demonstrated proficiency

Spanish Immersion 2 is designed to meet the needs of the immersion students in regard to their second language development. Students continue their development of language proficiency in all four skills: listening, speaking, reading, and writing. They read material on

familiar topics and produce short writing samples while studying the themes and topics of My Activities, My Home Life, Around Town/Travel, Health & Fitness, and Stories. The content of this course is aligned with the Level 2 POS. Credit becomes part of the high school transcript, is included in the determination of the high school grade point average (GPA) and counts towards fulfilling the world languages requirements of the Advanced Studies diploma. This course counts toward the number of credits required for graduation.

# Stone Middle School

## 2025-2026 SEVENTH GRADE COURSE SELECTION SHEET

**Dear Parent:**

Listed below are the course selections offered to entering 7<sup>th</sup> grade at Stone MS. Your child has indicated his/her selections for next year. Please review the subjects that are checked and confirm that they meet your child's educational plans. Students should rank electives by priority (1-4). Indicate alternative selections in space provided. Classes without sufficient enrollment will not be offered.

Parent Signature: \_\_\_\_\_ Parent Email: \_\_\_\_\_

Comments: \*FY: Full Year Elective Course \*SM: Semester Elective Course \*Pre-Req: Prerequisite required

### ENGLISH

\_\_\_\_\_ 111000 English 7  
 \_\_\_\_\_ 111036 English 7 HN

### SOCIAL STUDIES

\_\_\_\_\_ 235500 US History  
 \_\_\_\_\_ 235536 US History HN

### SCIENCE

\_\_\_\_\_ 411500 Life Science  
 \_\_\_\_\_ 411536 Life Science HN

### MATHEMATICS

\_\_\_\_\_ 311100 Math 7  
 \_\_\_\_\_ 311136 Math 7 HN *\*(Pre-Algebra)*  
 \_\_\_\_\_ 313036 Algebra 1 HN *\*Pre-Req \*HS*

### HEALTH and PHYSICAL EDUCATION

\_\_\_\_\_ 712033/34 Health & PE 7

### SPECIAL EDUCATION

|                              |                                 |
|------------------------------|---------------------------------|
| _____ 71 _____ 81 English    | _____ 770017 Adapted PE         |
| _____ 71 _____ 81 US History | _____ 798816 Life Skills        |
| _____ 71 _____ 81 Science    | _____ 781540 Personal Dev       |
| _____ 71 _____ 81 Math       | _____ 781980 Strats for Success |
|                              | _____ 907060 WAT                |

### ENGLISH FOR SPEAKERS OF OTHER LANGUAGES

|                                  |
|----------------------------------|
| _____ 573061 Academic Language 7 |
| _____ 571065 Beginning ELD 7     |
| _____ 571217 US History for ELD  |
| _____ 572064 Dev ELD 7           |
| _____ 571064 English 7 for Els   |
| _____ 571412 Focus Science       |
| _____ 571300 Numeracy            |

## FULL YEAR ELECTIVES

### WORLD LANGUAGES *(High School Credit/FY)*

\_\_\_\_\_ 511000 French 1  
 \_\_\_\_\_ 551000 Spanish 1  
 \_\_\_\_\_ 551100 Span Heritage Spkrs 1  
 \_\_\_\_\_ 552067 Spanish Immersion 1

### FINE ARTS MUSIC

\_\_\_\_\_ 923210 Beginning Band  
 \_\_\_\_\_ 925010 Percussion Ensemble  
 \_\_\_\_\_ 923710 Beginning Orchestra  
 \_\_\_\_\_ 926010 Beginning Chorus

### GENERAL

\_\_\_\_\_ 110867 LAP Literacy Acc Part  
 \_\_\_\_\_ 980650 Leadership Development *(application required)*  
 \_\_\_\_\_ 116159 Yearbook/Panther News

## SEMESTER ELECTIVES

### CTE FAMILY & CONSUMER SCIENCES

\_\_\_\_\_ 826332 Family & Consumer Sci 1  
 \_\_\_\_\_ 824432 Family & Consumer Sci 2 *\*Pre-Req*

### CTE BUSINESS & INFORMATION TECHNOLOGY

\_\_\_\_\_ 906962 Career Investigations  
 \_\_\_\_\_ 660932 Computer Solutions  
 \_\_\_\_\_ 616032 Coding & Innov Tech

### FINE ARTS VISUAL ARTS

\_\_\_\_\_ 910532 Art Foundations  
 \_\_\_\_\_ 911532 Art Extensions *\*Pre-Req*  
 \_\_\_\_\_ 910632 3D Art Exploration

### CTE TECH AND ENGINEERING EDUCATION

\_\_\_\_\_ 846432 Engr 1 Design & Model  
 \_\_\_\_\_ 846332 Engr 2 Sim & Fab *\*Pre-Req*

### FINE ARTS MUSIC

\_\_\_\_\_ 921132 Music Partic Lab 1  
 \_\_\_\_\_ 921332 Music Partic Lab 2 *\*Pre-Req*

### FINE ARTS THEATRE ARTS

\_\_\_\_\_ 139067 Theatre Arts Appr  
 \_\_\_\_\_ 139569 ADV Theatre Arts Appr

### GENERAL

\_\_\_\_\_ 781992 Strats for Success  
 \_\_\_\_\_ 011066 Power Math 7

### ALTERNATE ELECTIVE CHOICES

1. \_\_\_\_\_ 3. \_\_\_\_\_  
 2. \_\_\_\_\_ 4. \_\_\_\_\_

**Stone Middle School**  
**2025-2026 EIGHTH GRADE COURSE SELECTION SHEET**

**Dear Parent:**

Listed below are the course selections offered to entering 8<sup>th</sup> grade at Stone MS. Your child has indicated his/her selections for next year. Please review the subjects that are checked and confirm that they meet your child's educational plans. Students should rank electives by priority (1-4). Indicate alternative selections in space provided. Classes without sufficient enrollment will not be offered.

Parent Signature: \_\_\_\_\_ Parent Email: \_\_\_\_\_

Comments: \*FY: Full Year Elective Course \*SM: Semester Elective Course \*Pre-Req: Prerequisite required

**ENGLISH**

\_\_\_\_\_ 112000 English 8  
 \_\_\_\_\_ 112036 English 8 HN

**SOCIAL STUDIES**

\_\_\_\_\_ 235700 Civics 8  
 \_\_\_\_\_ 235736 Civics 8 HN

**SCIENCE**

\_\_\_\_\_ 412500 Physical Science  
 \_\_\_\_\_ 412536 Physical Science HN

**MATHEMATICS (High School Credit)**

\_\_\_\_\_ 313000 Algebra 1  
 \_\_\_\_\_ 313036 Algebra 1 HN  
 \_\_\_\_\_ 314336 Geometry HN \*Pre-Req

**HEALTH and PHYSICAL EDUCATION**

\_\_\_\_\_ 720033/34 Health & PE 8

**SPECIAL EDUCATION**

|              |                  |                                 |
|--------------|------------------|---------------------------------|
| _____ 71     | _____ 81 English | _____ 770017 Adapted PE         |
| _____ 71     | _____ 81 Civics  | _____ 798816 Life Skills        |
| _____ 71     | _____ 81 Science | _____ 781540 Personal Dev       |
| _____ 71     | _____ 81 Algebra | _____ 781980 Strats for Success |
| _____ 311200 | PreAlgebra       | _____ 907060 WAT                |

**ENGLISH FOR SPEAKERS OF OTHER LANGUAGES**

|              |                     |
|--------------|---------------------|
| _____ 573065 | Academic Language 8 |
| _____ 571066 | Beginning ELD 8     |
| _____ 571218 | Civics 8 for ELD    |
| _____ 572065 | Dev ELD 8           |
| _____ 571065 | English 8 for Els   |
| _____ 571413 | Focus Science       |
| _____ 571300 | Numeracy            |

**FULL YEAR ELECTIVES**

**WORLD LANGUAGES (High School Credit/FY)**

\_\_\_\_\_ 599000 Am Sign Language 1  
 \_\_\_\_\_ 511000 French 1  
 \_\_\_\_\_ 512000 French 2 \*Pre-Req  
 \_\_\_\_\_ 551000 Spanish 1  
 \_\_\_\_\_ 552000 Spanish 2 \*Pre Req  
 \_\_\_\_\_ 551100 Span Heritage Spkrs 1  
 \_\_\_\_\_ 552100 Span Heritage Spkrs 2 \*Pre Req  
 \_\_\_\_\_ 552069 Spanish Immersion 2

**FINE ARTS MUSIC**

\_\_\_\_\_ 923210 Band  
 \_\_\_\_\_ 925010 Percussion Ensemble  
 \_\_\_\_\_ 923710 Orchestra  
 \_\_\_\_\_ 926010 Chorus

**GENERAL**

\_\_\_\_\_ 110867 LAP Literacy Acc Part  
 \_\_\_\_\_ 980650 Leadership Development (application required)  
 \_\_\_\_\_ 116159 Lit Arts/Journal News

**PHYSICAL EDUCATION**

\_\_\_\_\_ Yoga For Wellness

**ALTERNATE ELECTIVE CHOICES**

1. \_\_\_\_\_ 3. \_\_\_\_\_  
 2. \_\_\_\_\_ 4. \_\_\_\_\_

**SEMESTER ELECTIVES**

**CTE FAMILY & CONSUMER SCIENCES**

\_\_\_\_\_ 826332 Family & Consumer Sci 1  
 \_\_\_\_\_ 824432 Family & Consumer Sci 2 \*Pre-Req  
 \_\_\_\_\_ 8244VV Family & Consumer Sci 3 \*Pre-Req

**CTE BUSINESS & INFORMATION TECHNOLOGY**

\_\_\_\_\_ 906962 Career Investigations  
 \_\_\_\_\_ 660932 Computer Solutions  
 \_\_\_\_\_ 616032 Coding & Innov Tech  
 \_\_\_\_\_ 616062 Coding & Innov Tech 2 \*Pre-Req

**FINE ARTS VISUAL ARTS**

\_\_\_\_\_ 910532 Art Foundations  
 \_\_\_\_\_ 911532 Art Extensions \*Pre-Req  
 \_\_\_\_\_ 910632 3D Art Exploration

**CTE TECH AND ENGINEERING EDUCATION**

\_\_\_\_\_ 846432 Engr 1 Design & Model  
 \_\_\_\_\_ 846332 Engr 2 Sim & Fab \*Pre-Req

**FINE ARTS MUSIC**

\_\_\_\_\_ 921132 Music Partic Lab 1  
 \_\_\_\_\_ 921332 Music Partic Lab 2 \*Pre-Req

**FINE ARTS THEATRE ARTS**

\_\_\_\_\_ 139067 Theatre Arts Appr  
 \_\_\_\_\_ 139569 ADV Theatre Arts Appr \*Pre-Req

**GENERAL**

\_\_\_\_\_ 781992 Strats for Success  
 \_\_\_\_\_ 011010 Algebra Readiness 8