

# **Middle School Program of Studies 2017 - 2018**



## **Daniel Morgan Middle School**

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**[dmms.wps.k12.va.us](http://dmms.wps.k12.va.us)**

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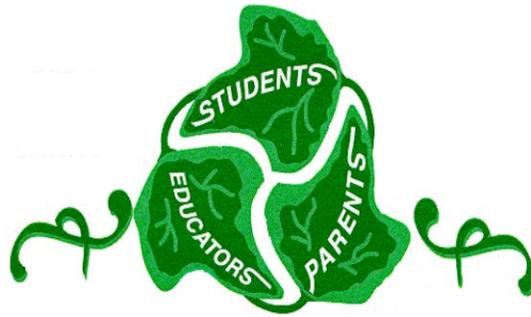
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## THE WINCHESTER PUBLIC SCHOOLS

### *Credo*

***WE BELIEVE*** that to accomplish “Learning For All, Whatever It Takes,” students, parents, and educators must be committed to fulfilling their individual role responsibilities. Each role is unique and critical to effective teaching and learning within our public schools and is necessary to promote consistent and positive development in our students. Further, we believe that positive interactions among us all are essential and must be characterized by:

***M***utual respect and trust



***P***ride in our schools and community



***C***ommitment to high expectations



***A***cceptance of personal and public responsibility



***C***ommitment to quality teaching and learning both in and outside of the classroom



***A***ctive, open, and meaningful communications among all participants



***N***urturing and caring relationships for all



***E***xcellence in our respective roles



***R***eceptiveness to new ideas



***C***onfidence gained from the acquisition of knowledge and skills.

## DMMS Mission

Our mission at Daniel Morgan Middle School is to educate each student in a learning environment that accommodates the unique characteristics of this age group and promotes individual responsibility with a commitment to democratic ideas.

### We believe...

**All** students are capable of learning.

**Students** learn best when academic, emotional, physical, and cultural diversities are honored.

**Students** learn best in an environment that is safe and secure, both physically and emotionally.

**Education** is a shared responsibility of the student, the school, the family, and the community.

**Learning** occurs when students are motivated, challenged, engaged, and encouraged through the use of developmentally appropriate practices in consort with age-appropriate expectations.

A learning community succeeds when the qualities of respect and responsibility are at its center.

*It is the policy of Winchester Public School Board to comply with all applicable state and federal laws regarding nondiscrimination in employment and educational programs and services. Winchester Public Schools do not discriminate illegally on the basis of sex, race, religion, national origin, disability, or age as to employment or educational programs and activities.*



# Introduction

The middle school provides instruction in core content knowledge and skills as well as elective and exploratory experiences appropriate to the developmental needs of early adolescents. In bridging the gap between elementary school and high school, the middle school moves the student from the child-centered, team-teaching, and unit approach of the elementary school to the departmentalized, diversified, and comprehensive instructional program available in the high school.

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

In addition to the core academic courses, all students participate in physical education and health coursework. In some cases in the sixth grade, physical education and health are part of an exploratory rotation. In the sixth or seventh grade, physical education and health classes are sometimes in conjunction with band or orchestra. Family life education is a part of the health curriculum, but parents may complete an “opt-out” form and have their child receive alternate assignments in place of the family life content. Remaining blocks are commonly used to provide additional instruction in English, reading, math, exploratory courses, or elective courses. The exploratory and elective offerings vary among the grades. Information regarding the various offerings is found in the Electives and Exploratory section.

This Middle School Program of Studies provides a list of the courses offered at the middle school along with basic course descriptions. It also contains information about attendance zones, graduation requirements, gifted, EL and special education. Students and their parents are encouraged to read this document carefully and discuss the many opportunities available to them. The academic choices made in middle school impact the course of study in high school. To help students navigate this exciting, but perhaps unfamiliar territory, this document includes a section on *Planning Your Course of Study* with information about the diploma programs at the high school. The guidance counselors welcome the opportunity to assist students through academic counseling. To set up an appointment, please contact the grade level counselor at (540) 667-7171.

To register for courses in the 2017-2018 school year, current students should submit a completed Course Selection Sheet, signed by the parent or guardian, to the current grade-level counselor. New students will submit a course selection sheet at registration.

Every effort has been made to provide accurate information in this edition of the Middle School Program of Studies; however, since the time of publication, curriculum changes may have been made. Please see our website for possible updates.

# Overview of the Academic Program

## Schedule Changes

All schedule changes are subject to class availability, and after the first two weeks of a semester, must be approved by the principal. To request a schedule change before school begins, a student's parent or guardian should contact the grade level guidance counselor. Once classes have begun, requests for schedule changes should be submitted within the first two weeks of a semester to the grade level counselor.

## Report Cards

Each nine weeks students receive report cards. Report cards are issued directly to students to take home for parent or guardian signature with the exception of the final report card which is mailed home. Students are graded on the following scale:

| <b>GRADE</b> | <b>NUMERICAL VALUE</b> |
|--------------|------------------------|
| <b>A</b>     | 100-90                 |
| <b>B</b>     | 80-89                  |
| <b>C</b>     | 70-79                  |
| <b>D</b>     | 60-69                  |
| <b>F</b>     | Below 59               |

## English Learners (EL) Program - General Education Classes

Students who speak English as a second language are tested to determine their level of language proficiency when they enroll in a Winchester City School. The test results and teacher recommendation, when available, determine the appropriate placement of English Learners (EL) students. Placement options for EL students include:

1. Sheltered classrooms (Levels 1 and 2),
2. General education classrooms supported by certified EL teachers,
3. Resource classes which offer students assistance in their core area classes and,
4. Pull out remediation where their progress is monitored and support given.

## Special Education

Daniel Morgan Middle School provides special education services to students who have been determined eligible by meeting the criteria of one or more of the disabling conditions identified by Individuals with Disabilities Education Act (IDEA). The Individualized Education Program (IEP) team considers a continuum of services when planning for students with special education needs. The IEP team consists of parent/guardian, general education teacher, special education teacher, administrator, and related services staff as necessary. Students are encouraged to participate on the IEP team. The varying levels of service include general education classes, inclusion supported general education classes, pull-out remediation, resource classes, and self-contained classes. Students with identified needs may also access related services such as speech therapy, occupational therapy or physical therapy. The least restrictive environment is always considered in determining the amount of specialized instruction a student requires.

### **Academic Assistance**

Academic assistance is provided throughout the school year in a number of ways. Please consult with the grade level teachers to determine which program best fits their needs.

### **Gifted**

The middle school program for gifted education is designed to serve those students who demonstrate a specific academic aptitude. The program is provided primarily through advanced and accelerated courses offered in mathematics as well as through differentiated instruction within the classroom. *The Winchester Public Schools Local Plan for the Education of the Gifted* provides detailed information on referral and identification processes, as well as the services provided for identified students. Eighth graders have the opportunity to accelerate their program of studies by taking high school credit courses in the areas of math, and foreign language. In some cases, extremely gifted students have required an accelerated program of study which includes traveling to the high school for courses. However, this type of service is rare and presents some logistical challenges. Students and their parents are encouraged to contact the principal to learn more about all the gifted services available to middle school students and the opportunities they provide.

### **High School Credit Courses**

Students may earn high school credits at DMMS in foreign language and selected math courses. Students may earn a high school credit for the successful completion of Spanish I, Spanish II, French I, French II, Algebra I, Algebra II, and Geometry. However, these courses are offered only as a one-year course. To receive a verified high school credit in high school level courses, students must receive a passing grade at the end of the year, and pass the SOL test in the Spring. Keyboarding, a Career Technology Education (CTE) course is available for one credit. Students may elect to omit the grades of a high-school credit course taken at DMMS from their transcripts and retake the class in high school.

# Planning a Course of Study (5/6)

## Diploma Programs at John Handley High School

John Handley High school offers two diploma programs to meet the goals of the individual student. The diploma programs are as follows: the Advanced Program of Studies, the Standard Program of Studies, and an Applied Studies for some students as determined by an Individual Education Plan (IEP).

The *Advanced Program of Studies* requires the following:

| Discipline Area                           | Standard Credits<br>Effective with first-time ninth graders in 2011-2012 and beyond | Verified Credits<br>Effective with ninth graders 2000-2001 and beyond |
|---|---|---|
| English                                   | 4   | 2   |
| Mathematics                               | 4   | 2   |
| Laboratory Science                        | 4   | 2   |
| History & Social Sciences ]               | 4   | 2   |
| Foreign Languages                         | 3   |   |
| Health & Physical Education               | 2   |   |
| Fine Arts or Career & Technical Education | 1   |   |
| Economics and Personal Finance            | 1   |   |
| Electives                                 | 3   |   |
| Student Selected Test                     |   | 1   |
| <b>Total</b>                              | <b>26</b>   | <b>9</b>  |

Beginning with students entering ninth grade for the first time in 2013-2014, a student must successfully complete one virtual course, which may be non-credit bearing, to graduate with an Advanced Studies Diploma.

The *Standard Program of Studies* requires the following:

| Discipline Area   | Standard Credits<br>Effective with first-time ninth graders in 2011-2012 and beyond | Verified Credits<br>Effective for first-time ninth graders in 2003-2004 and beyond |
|---|---|--|
| English   | 4   | 2  |
| Mathematics   | 3   | 1  |
| Laboratory Science  | 3   | 1  |
| History & Social Sciences                                   | 3   | 1  |
| Health & Physical Education                                 | 2   |  |
| Fine Arts or Career & Technical Education                   |   |  |
| Foreign Language, Fine Arts or Career & Technical Education | 2   |  |
| Economics and Personal Finance                              | 1   |  |
| Electives   | 4   |  |
| Student Selected Test                                       |   | 1  |
| <b>Total</b>  | <b>22</b>   | <b>6</b>   |

Beginning with students entering ninth grade for the first time in 2013-2014, a student must also

- Earn a board-approved career and technical credential to graduate with a Standard Diploma;
- Successfully complete one virtual course, which may be non-credit bearing.

## Overview of 5<sup>th</sup> Grade Schedule

| <i>Required Courses</i>   |                   |                    |
|---------------------------|-------------------|--------------------|
| <i>Course</i>             | <i>Occurrence</i> | <i>Duration</i>    |
| English 5                 | Daily             | Entire School Year |
| Math 5                    | Daily             | Entire School Year |
| Science                   | Daily             | 1 Semester         |
| Introduction to Geography | Daily             | 1 Semester         |
| Physical Education        | Every Other Day   | Entire School Year |
| Music Exploratory         | Every Other Day   | 9 Weeks            |
| Technology Exploratory    | Every Other Day   | 9 Weeks            |
| Health Exploratory        | Every Other Day   | 9 Weeks            |
| Library Exploratory       | Every Other Day   | 9 Weeks            |

| <i>Elective Courses</i>   |
|---|
| 5 <sup>th</sup> grade students may choose Beginning Band, a year-long course, <b><i>or</i></b> 2 semester electives |

## Overview of 6<sup>th</sup> Grade Schedule

| <i>Required Courses</i>   |                   |                    |
|---------------------------|-------------------|--------------------|
| <i>Course</i>             | <i>Occurrence</i> | <i>Duration</i>    |
| English 6                 | Daily             | Entire School Year |
| Math 6                    | Daily             | Entire School Year |
| Life Science              | Daily             | 1 Semester         |
| US History I              | Daily             | 1 Semester         |
| Physical Education        | Every Other Day   | Entire School Year |
| Keyboarding Exploratory   | Every Other Day   | 18 Weeks           |
| Video & Media Exploratory | Every Other Day   | 9 Weeks            |
| Health Exploratory        | Every Other Day   | 9 Weeks            |

| <i>Elective Courses</i>   |
|---|
| 6 <sup>th</sup> grade students may choose Beginning Band or Intermediate Band, a year-long course, <b><i>or</i></b> 2 electives |

# My Academic Plan (7/8)

## GRADE SEVEN

| <i>Course Title</i>      | <i>Course</i> |
|--------------------------|---------------|
| English .....            | 1             |
| Math .....               | 1             |
| Physical Science.....    | 1             |
| World Area Studies ..... | 1             |

| SEMESTER 1         | SEMESTER 2     |
|--------------------|----------------|
| PE/Health          | PE/Health      |
| Semester Class     | Semester Class |
| or Year-Long Class |                |

**7<sup>th</sup> grade students may select 2 semester classes or 1 year-long class.**

### GRADE SEVEN

#### Semester Classes

Art Investigations  
 Chorus 7  
 Keyboarding Applications  
 Intro to Desktop Publishing & Multimedia  
 Digital Input Technologies I  
 Digital Input Technologies II  
 Team Sports

#### Year-Long Classes

Concert Band  
 Symphonic Band  
 Jazz Band  
 French I\*  
 Spanish I\*  
 Resource – determined by IEP Team or EL Team

\*High School Credit

## GRADE EIGHT

| <i>Course Title</i>       | <i>Course</i> |
|---------------------------|---------------|
| English .....             | 1             |
| Math .....                | 1             |
| Physical Science.....     | 1             |
| Civics and Economics..... | 1             |

| SEMESTER 1         | SEMESTER 2     |
|--------------------|----------------|
| PE/Health          | PE/Health      |
| Semester Class     | Semester Class |
| or Year-Long Class |                |

**8<sup>th</sup> grade students may select 2 semester classes or 1 year-long class.**

### GRADE EIGHT

#### Semester Classes

Art Analysis  
 Chorus 8  
 Keyboarding 8  
 Intro Desktop Publishing & Multimedia  
 Computer Applications I  
 Computer Applications II  
 Team Sports

#### Year-Long Classes

Honors Chorus  
 Symphonic Band  
 Concert Band  
 Jazz Band  
 French I\*  
 French II\*  
 Spanish I\*  
 Spanish II\*

Resource – determined by IEP Team or EL Team

\*High School Credit

# English

## **English 5**

Comprehension of fiction and non-fiction continues to be a focus in fifth grade. Instruction emphasizes fluency, accuracy, context clues, root words, suffixes, prefixes and reference resources. Students discuss character development, plot, poetic devices, and author's choice of vocabulary and style. Students also identify cause-and-effect, compare-and-contrast, and new information gained from reading. Teachers extend comprehension and note-taking skills to other forms of reading material such as charts, maps, and graphs. Students use before, during, and after reading strategies, such as predicting, summarizing, visualizing, clarifying, and questioning throughout the curriculum. They use the writing process to create writings for a variety of purposes. In doing so, they use precise, descriptive language and sentence variety to reveal the author's voice and to create clear, well-organized pieces. Students also edit for correct grammar, capitalization, spelling, punctuation, and sentence structure. In addition, fifth grade students use technology to access information to aid in writing. In the area of communication skills, fifth graders practice active listening, drawing conclusions, and share responses in all subject areas. They continue to develop effective nonverbal skills such as maintaining eye contact with listeners and using appropriate gestures, facial expressions, and posture to communicate. Fifth grade students also demonstrate their communication skills by making planned oral presentations in their English classes. Students will take the Grade 5 English Standards of Learning Test.

## **English 6**

The English 6 curriculum requires students to present personal opinions and understand differing points of view, to distinguish between fact and opinion, and to analyze the effectiveness of group communication skills. Sixth grade students experience a variety of fiction and non-fiction literature and read independently for appreciation and curriculum. Students used the writing process to develop ideas through revisiting and refining their work. Teachers provide them with numerous opportunities to compose narratives, write descriptions and explanations, develop persuasive topics, and explore other genre. There is a strong emphasis on the correct use of grammar and punctuation in all areas of communication. The curriculum introduces resources of information and work processing skills which the students apply in writing assignments. Sixth graders receive assignments that include the instruction in and application of Media Literacy skills. In addition, they develop strategies for online assessments that involve the use of technology enhanced test items. Classwork and homework assignments include practice exercises, as well as thought-provoking experiences, that are designed to challenge the students' thinking. Upon assessment and evaluation, teachers engage students in both intervention and extension experiences based on individual needs and progress. Students will take the Grade 6 English Standards of Learning Test.

## **English 7**

The English 7 curriculum continues to place emphasis on oral language skills, reading comprehension skills, and writing skills. In the area of oral language development, students become more knowledgeable of the effects of verbal and nonverbal behaviors in oral communications. They develop knowledge of the impact of media on public opinion. The English 7 curriculum emphasizes the development of reading comprehension skills through experience and appreciation of variety of fiction, non-fiction, and poetry. Building vocabulary and figurative language skills is also a priority. In addition to reading and oral language students develop narrative expository and persuasive writing pieces written according to Standards of Learning standards. Refining written composition skills with special attention to word choice, organization, style, and grammar is a main focus. Teachers assess individual needs based on common assessments and classroom evaluations. Based on these assessments, teachers then provide intervention or enrichment activities for the students. Activities and assignments, whether completed in the classroom or at home, help to reinforce skills taught in class as required by the Virginia Standards of Learning and also provide a challenging atmosphere for learning. Students will take the Grade 7 English Standards of Learning Test.

## **English 8**

The English 8 curriculum stresses oral language, reading, writing, and research skills. Teachers design instruction to ensure success on both the reading and writing SOL tests. Various writing activities focus on and develop the following traits: ideas, organization, voice, word choice, sentence fluency, conventions, and presentation. Students write narrative, descriptive, expository/informational, and persuasive essays using all steps of the writing process. They also apply their knowledge of appropriate reference materials to produce a research product. Students keep a writing portfolio as a source for documenting development of their writing skills. Through our reading program, students explore various genres of literature including short stories, novels, nonfiction, drama, poetry, and mass media. As they read these forms of literature, students demonstrate an understanding of symbols, figurative language, inferences, and literary elements. They use context clues, text structure and connotations to determine the meaning of unknown words. Independent reading and responses that demonstrate reading comprehension are an integral part of daily instruction. Students will take the Grade 8 English Standards of Learning Test.

# Mathematics

## **Math 5**

The Math 5 curriculum places emphasis on number sense with whole numbers, fractions, and decimals. This focus includes concepts of prime and composite numbers, identifying even and odd numbers, and solving problems using order of operations for positive whole numbers. Students will develop proficiency in the use of fractions and decimals to solve problems. Students will collect, display, and analyze data in a variety of ways and solve probability problems, using a sample space or tree diagram. Students also will solve problems involving volume, area, and perimeter. Students will be introduced to variable expressions and open sentences, and will model one-step linear equations in one variable, using addition and subtraction. Students will investigate and recognize the distributive property. All of these skills assist in the development of the algebraic concepts needed for success in the middle grades.

Problem solving has been integrated throughout the six content strands. Instruction in the process of problem solving is integrated early and continuously into each student's mathematics education to develop a wide range of skills and strategies for solving a variety of problem types. Students will take the Math 5 Standards of Learning Test.

## **Math 5 Advanced**

This advanced course covers the Math 5 Standards of Learning by digging deeper into the 5<sup>th</sup> Grade curriculum, putting emphasis on project based learning and covering parts of the Math 6 Standards of Learning.

Instructional Technology (calculators/computers), 21<sup>st</sup> Century skills (Communication, Critical Thinking, Collaboration, Creativity, and Citizenship) and the Math Process Goals (Problem Solving, Communication, Reasoning, Connections, and Representations) will be embedded into the curriculum. Students will take the Math 5 Standards of Learning Test.

## **Math 6**

The Math 6 curriculum begins the transition from the emphasis placed on whole number arithmetic in the elementary grades and Math A to foundations of algebra. The standards emphasize rational numbers. Students will use ratios to compare data sets; recognize decimals, fractions, and percentages as ratios; solve single-step and multistep problems, using rational numbers; and gain a foundation in the understanding of integers. Students will solve linear equations and use algebraic terminology. Students will solve problems involving area, perimeter, and surface area, work with  $\pi$  (pi), and focus on the relationships among the properties of quadrilaterals. In addition, students will focus on applications of probability and statistics.

Problem solving has been integrated throughout the six content strands. Instruction in the process of problem solving is integrated early and continuously into each student's mathematics education to develop a wide range of skills and strategies for solving a variety of problem types. Students will take the Math 6 Standards of Learning Test.

### **Math 6 Advanced**

This advanced course covers the Math 6 Standards of Learning by digging deeper into the 6<sup>th</sup> grade curriculum, putting emphasis on project based learning and covering parts of the Math 7 Standards of Learning.

Instructional Technology (calculators/computers), 21<sup>st</sup> Century skills (Communication, Critical Thinking, Collaboration, Creativity, and Citizenship) and the Math Process Goals (Problem Solving, Communication, Reasoning, Connections, and Representations) will be embedded into the curriculum. Students will take the Math 6 Standards of Learning.

### **Math 7**

The Math 7 curriculum continues to emphasize the foundations of algebra. Topics in Math 7 include proportional reasoning, integer computation, solving two-step linear equations, and recognizing different representations for relationships. Students will apply the properties of real numbers in solving equations, solve inequalities, and use data analysis techniques to make inferences, conjectures, and predictions.

Problem solving has been integrated throughout the six content strands. Instruction in the process of problem solving is integrated early and continuously into each student's mathematics education to develop a wide range of skills and strategies for solving a variety of problem types. Students will take the Math 7 Standards of Learning Test.

### **Math 7 Advanced**

This advanced course covers parts of the Math Standards of Learning and all of the Math 8 Standards of Learning that would be crucial for a student's success in Algebra. This curriculum has students dig deeper into the 7<sup>th</sup> and 8<sup>th</sup> grade curriculum while putting emphasis on project based learning.

Instructional Technology (calculators/computers), 21<sup>st</sup> Century skills (Communication, Critical Thinking, Collaboration, Creativity, and Citizenship) and the Math Process Goals (Problem Solving, Communication, Reasoning, Connections, and Representations) will be embedded into the curriculum. Students will take the Math 7 Standards of Learning test.

### **Math 8**

The Math 8 curriculum is intended to serve two purposes. First, the Math 8 contains content that reviews or extends concepts and skills learned in previous grades. Second, the course contains new content that prepares students for more abstract concepts in Algebra and Geometry. The Math 8 standards provide students additional instruction and time to acquire the concepts and skills necessary for success in Algebra I. Students will gain proficiency in computation with rational numbers and will use proportions to solve a variety of problems. New concepts include solving multistep equations and inequalities, graphing linear equations, visualizing three-dimensional shapes represented in two-dimensional drawings, and applying transformations to geometric shapes in the coordinate plane. Students will verify and apply the Pythagorean Theorem and represent relations and functions, using tables, graphs, and rules.

Problem solving has been integrated throughout the six content strands. Instruction in the process of problem solving is integrated early and continuously into each student's mathematics education to develop a wide range of skills and strategies for solving a variety of problem types. Students will take the Math 8 Standards of Learning Test.

**Math 7/8 (Accelerated)**

The Math 7/8 curriculum is a combination of the Math 7 and Math 8 curriculum and is a direct extension of the Math 5 and Math 6 curriculum. In addition to the given standards, emphasis is put on problem solving and collaboration. Students work in a fast paced environment applying each new standard that they learn. Due to the pace and rigor of the course, students must meet selected criteria to be enrolled. Students will take the Math 8 Standards of Learning Test.

**Algebra 1****(SC 02052)****JHHS Course No. 003130**

This course formalizes and extends the mathematics that students learned in the middle grades. Each critical area deepens and extends understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend, and students engage in methods for analyzing, solving, and using quadratic functions. These critical areas include: analyze and explain the process of solving an equation; develop fluency writing, interpreting, and translating between various forms of linear equations and inequalities; using the laws of exponents to create and solve simple exponential equations; learn function notation; explore many examples of functions, including sequences; interpret functions given graphically, numerically, symbolically, and verbally, and translate between representations; build on previous understanding of integer exponents to consider exponential functions; interpret arithmetic sequences as linear functions and geometric sequences as exponential functions; use graphical representations and knowledge of the context to make judgments about the appropriateness of linear models; create and solve equations, inequalities, and systems of equations involving quadratic expressions; compare the key characteristics of quadratic functions to those of linear and exponential functions; identify the real solutions of a quadratic equation as the zeros of a related quadratic function. Students will take the Algebra 1 EOC Standards of Learning Test. Students need a passing course credit as well as a passing EOC score to receive a Verified Graduation Credit.

**Geometry****(SC 02072)****JHHS Course No. 003143**

The course includes, among other things, properties of geometric figures, trigonometric relationships, and reasoning to justify conclusions. Methods of justification will include paragraph proofs, two-column proofs, indirect proofs, coordinate proofs, algebraic methods, and verbal arguments. A gradual development of formal proof will be encouraged. Inductive and intuitive approaches to proof as well as deductive axiomatic methods should be used.

The Geometry curriculum includes emphasis on two- and three-dimensional reasoning skills, coordinate and transformational geometry, and the use of geometric models to solve problems. A variety of applications and some general problem-solving techniques, including algebraic skills, should be used to implement these standards. Calculators, computers, graphing utilities (graphing calculators or computer graphing simulators), dynamic geometry software, and other appropriate technology tools will be used to assist in teaching and learning. Any technology that will enhance student learning should be used. Students will take the Geometry EOC Standards of Learning Test. Students need a passing course credit as well as a passing EOC score to receive a Verified Graduation Credit.

**Algebra II / Trigonometry****(SC 02106)****JHHS Course No. 003136**

Building on their work with linear, quadratic, and exponential functions, students extend their repertoire of functions to include polynomial, rational, and radical functions. Students work to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and exponential equations using the properties of logarithms. Students develop the structural similarities between the system of polynomials and the system of integers. Students connect multiplication and division of polynomials with multiplication of multi-digit integers and with long division of integers. Students identify zeros of polynomials; including complex zeros of quadratic polynomials. A central theme of this unit is that the arithmetic of rational expressions is governed by the same rules as the arithmetic of rational numbers. Students will use the coordinate plane to extend trigonometry to model periodic phenomena. Students will work with exponential functions to include solving exponential equations with logarithms. Students will identify different ways of collecting data—including sample surveys, experiments, and simulations—and the role that randomness and careful design play in the conclusions that can be drawn. Trigonometric topics include relationships, formulas, identities, mathematical modeling with functions (linear, polynomial, exponential, logarithmic, and periodic), discrete mathematics (matrices, paths, circuits, and probability), and data analysis with prediction. Students will take the Algebra II EOC Standards of Learning Test. Middle school students enrolled in Algebra II/Trigonometry will travel to the high school for this course.

# Science

## **Science 5**

The fifth grade science objectives stress the importance of a variety of hands-on investigations to study the life, physical, and earth sciences. Students continue to use science skills to explore the world around them. Science skills from preceding grades, including questioning, using and validating evidence, and systematic experimentation, are reinforced at this level. Students develop a stronger understanding of science concepts by conducting and recording observations. The organization, analysis, and application of data continue to be an important focus of classroom inquiry. Students completing this course take the Grade 5 Science Standards of Learning Test.

## **Life Science**

This course emphasizes a complex understanding of changes, cycles, patterns, and relationships in the living world. Students use the inquiry approach to manipulate variables in experimentation, organize and analyze mathematical data, and summarize conclusions. Students study both the general science sixth grade Standards of Learning and the life science Standards of Learning.

## **Physical Science**

This course covers the same science Standards of Learning as the regular physical science course but moves at a faster pace to allow time for additional opportunities for enrichment of the curriculum and a solid review of previous science Standards of Learning. Students completing this course take the Grade 8 Science Standards of Learning test.

# Social Studies

## **Social Studies 5: Introduction to Geography**

Introduction to Geography is designed to provide students with the fundamental geographical knowledge and skills to be successful in future social studies courses at higher levels. Using an integrated curriculum approach to support reading, writing, math, and science, students will use geographical tools and critical thinking processes to interpret information about places, people, resources, and the environment. Students will understand and apply geographic concepts to make connections more easily in all subjects with a particular emphasis on the content from US I and US II which are taught in 6th grade and 7th grade respectively.

## **Social Studies 6: US I**

This course covers the history of the United States from pre Columbian times until 1865. [Students will use skills for historical and geographical analysis to explore the early history of the United States and understand ideas and events that strengthened the union. Students will continue to learn fundamental concepts in civics, economics, and geography as they study United States history in chronological sequence and learn about change and learn about change and continuity in our history. They also will study documents and speeches that laid the foundation for American ideals and institutions and will examine the everyday life of people at different times in the country's history through the use of primary and secondary sources.](#) Students will take a performance based Mastery of Key Concepts.

## **Social Studies 7: US II**

This course covers the history of the United States from 1865 to the present. ~~This course covers the history of the United States from 1865 to the present.~~ [Students will continue to use skills for historical and geographical analysis as they examine American history since 1865. Students should continue to learn fundamental concepts in civics, economics, and geography within the context of United States history. Political, economic, and social challenges facing the nation reunited after civil war will be examined chronologically as students develop an understanding of how the American experience shaped the world's political and economic landscapes.](#) —Students are required to take a division assessment to ensure competency.

## **World Area Studies -- will not be offered after the 2017-2018 school year**

World Studies is a course designed to lead students through an examination of how human beings have come to understand the Earth and how we have adapted to the planet. Units of study will include looking at the world in spatial document terms (geographic tools, mental maps and spatial organization), how humans define places and regions (physical and man-made characteristics), the physical systems of the Earth (processes that shape the Earth's surface and the ecosystems found there), how humans have created systems to adapt to and flourish on the Earth's surface (human migration, population distribution, economic interdependence, patterns of human settlement, cooperation and conflict), how humans modify the physical environment and use resources (consequences of human modification, impact of physical systems, resource distribution), and the uses of geography to interpret the past and present and plan for the future. The course is based on materials found in *Geography for Life-National Geography Standards 1994*. This was produced by the Geography Education Standards Project and was published by National Geographic Research & Education. Students will be working on-line using materials and units found at the National Geographic web-site *Xpeditions*. They will also be using other resources such as *Mapping the World by Heart* and *Material World*.

## **Civics & Economics**

This course covers the Constitutions of the United States and Virginia, as well as the structure and functions of government institutions at the national, state, and local levels. Students also study the basic principles, structure, and operation of the American economy. Students take the Civics/Economics Standards of Learning test.

# Physical Education & Health

## **Physical Education & Health 5**

Basic skills such as running, throwing, catching, kicking, and jumping are taught. Students have opportunities to develop these skills during the following units: Softball, Basketball, Floor Hockey, Flag Football, Soccer, Volleyball, Bocce Ball, Scooters, Relays, Jump Rope, Fitness Conditioning, Leisure Games, Badminton, and Frisbee. The daily warm-up routine focuses on cardiovascular endurance, strength, and flexibility. Emphasis is on improving physical fitness, skill development, knowledge of sports and participation. Students are not required to dress out but must have on tennis shoes with laces for safety reasons. Fifth graders will have health for 10 days throughout the school year built into their physical education class. Topics to be presented include: Peer Pressure, Refusal Strategies, Tobacco, Alcohol, Nutrition, and Hygiene.

## **Physical Education & Health 6**

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

## **Physical Education & Health 7**

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

## **Physical Education & Health 8**

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

# Electives and Exploratory

Winchester Public Schools' middle school offers a wide array of elective offerings based on course enrollment. In support of the middle school philosophy DMMS offers both elective and exploratory offerings. Electives are courses that have choice in which students "elect" to take a specific one. Exploratory rotations are courses students are scheduled into in addition to the core courses which afford students the opportunities to explore their interests and talents.

Specialized electives and enrichment opportunities provide students with differentiated instruction and an advanced curriculum to address students' unique intellectual gifts and talents.

Electives and exploratory courses are offered in the areas of foreign language, cultural arts, technology and career-technology, and enrichment of the core subjects and are subject to change based on interest inventories, scheduling constraints, and staffing availability.

Some of our current offerings in grades 5 through 8 include courses such as:

- Chorus 5 through 8
- Honor Chorus
- Art
- Desktop Publishing, Multimedia, & Web Technologies
- World Travelers
- Introduction to Team Sports
- Computer Science Class
- Computer Applications
- Make it Your Business
- Digital Input Technologies
- Materials and Processes Technology
- Technology Exploration
- \*Beginning Band
- \*Concert Band
- \*Jazz Band
- \*Symphonic Band

***\*Students are expected to purchase or rent their own instruments if at all possible; school instruments are limited.*** However, students selected to play baritone and tuba need only buy a mouthpiece. Students selected to play percussion only need to purchase a few pairs of sticks and mallets along with a practice pad.

# World Languages

Students who successfully complete French I or II, or Spanish I or II earn one high school credit per class. Students may begin Level 1 in 7<sup>th</sup> or 8<sup>th</sup> grades. Level II is offered in 8<sup>th</sup> grade to students who have earned a C or above in Level I. The grades that students earn at the middle school will be transferred to the high school. Any language student can choose to continue study in high school through level 5/AP if meeting the subsequent language requirements. For an advanced diploma, a student must complete three full credits of one language or two credits of two foreign languages.

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**French I** [SC 511024102](#) **JHHS Course No. 005110**

This course focuses on language as a means of active communication. A reasonable proficiency in understanding, speaking, reading, and writing French is the primary goal.

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**French II** [SC 512024103](#) **JHHS Course No. 005120**

French II offers a comprehensive review of French I vocabulary and grammar and introduces the student to the next level of proficiency in the three modes of communication: interacting with French speakers; understanding oral and written messages in French; and making oral and written presentations in French. In French II there is an emphasis on speaking, reading writing and listening. These four areas are integrated via technology, poetry, skits, reading stories in the target language, practicing cultural events, and learning francophone music styles.

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**Spanish I** [SC 551024052](#) **JHHS Course No. 005510**

This course focuses on language as a means of active communication. A reasonable proficiency in understanding, speaking, reading, and writing Spanish is the primary goal.

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**Spanish II** [SC5520SC 24053](#) **JHHS Course No. 005520**

Students will continue to develop skills acquired in Spanish I as well as incorporating new grammar concepts and vocabulary in Spanish II. Students who have mastered the vocabulary and are proficient in grammar structures of Spanish I may choose to continue their studies in Spanish II. The seven strands of the Modern [Foreign-World](#) Language Standards of Learnings are incorporated within each unit of study. These are communication, listening and reading, oral and written presentation, cultural perspectives, making connections, linguistic comparisons, and communication across communities. Written communication is stressed, while [scholars-students](#) continue to make oral progress in rehearsed and unrehearsed conversations. This is a fast-paced high school credit class. Each of the eight chapters will be completed in three to four weeks' time. Students must also compose and perform original skits for each chapter. There will be quizzes and chapter tests, as well as a mid-term and final exam.

# **Winchester Public Schools Annual Public Notice**

## **Career and Technical Education**

Winchester Public School Division's Department of Career and Technical Education offers a variety of career and technical programs to all students at the middle and high school levels. The program areas include the following:

- Business and Information Technology
- Career Connections
- Health and Medical Sciences
- Marketing
- Technology Education
- Trade and Industrial Education

Career and Technical Education opportunities are also available for students who are entering the workforce and/or post-secondary education through an articulation agreement with the Lord Fairfax Community College. For more information about Career and Technical Education, call contact the John Handley High School Guidance Department at (540) 662-3471.

## **Prohibition Against Harassment and Retaliation**

The Winchester Public School Board is committed to maintaining an educational environment and workplace that is free from harassment. In accordance with law, the Board prohibits harassment against students, employees, or others on the basis of sex, gender, race, color, national origin, disability, political affiliation, religion, ancestry, age, marital status, genetic information or any other characteristic protected by law or based on a belief that such characteristic exists at school or any school sponsored activity. The Winchester Public School Board is an equal opportunity employer.

It is a violation of this policy for any student or school personnel to harass a student or school personnel based on sex, gender, race, color, national or ethnic origin, disability, religion, ancestry, age, marital status, genetic information or any other characteristic protected by law or based on a belief that such characteristic exists at school or any school sponsored activity. Further it is a violation of this policy for any school personnel to tolerate harassment based on a student's or employee's sex, gender, race, color, national origin, disability, religion, ancestry, age, marital status, genetic information or any other characteristic protected by law or based on a belief that such characteristic exists at school or any school sponsored activity by students, school personnel or third parties participating in, observing or otherwise engaged in school sponsored activities.

For additional information, review the following Winchester School Board Policies and Regulations located on the Winchester Public Schools website:

- JB Equal Educational Opportunities/Nondiscrimination
- GB- Equal Employment Opportunity/Non-Discrimination
- GBA/JFHA Prohibition Against Harassment and Retaliation
- GBA-R1/JFHA-R1 Harassment Complaint Procedure
- GBA-R2/JFHA-R2 – Report of Harassment

Students guilty of harassment may be subject to suspension/restriction. Any person who believes they may have been harassed or has knowledge of conduct/behavior which may constitute discrimination or harassment shall immediately report such conduct/behavior to the compliance officer or any member of the school staff.

The designated Compliance Officer and Alternate Compliance Officer are as follows:

Compliance Officer

Kristen Tuttle

Director of Personnel

Winchester Public Schools

12 N. Washington Street

Winchester, VA 22601

(540) 667-4253

Alternate Compliance Officer

Sarah Kish

Director of Special Education & Related Services

Winchester Public Schools

12 N. Washington Street

Winchester, VA 22601

(540) 667-4253

See Winchester School Board regulations JBA-R Section 504 Non-Discrimination Grievance Procedures and GBA/JFHA-R1 Harassment: Complaint Procedure for more information.

## **Non-Discrimination Notice**

Winchester Public Schools does not discriminate on the basis sex, gender, race, color, national origin, disability, political affiliation, religion, ancestry, age, marital status, veteran status, genetic information or any other characteristic protected by law or based on a belief that such characteristic exists in the education program and activities, or employment. Equal access is provided to the Boy Scouts and other designated youth groups. In addition, arrangements will be made to assure that the lack of English language skills will not be a barrier to admission and participation in our educational programs, including our vocational education programs.

The following individuals have been designated to handle inquiries regarding the non-discrimination policies:

**TITLE IX COORDINATOR**

Kristen Tuttle

Director of Personnel

12 N. Washington Street

Winchester, VA 22601

(540) 667-4253

**SECTION 504 COORDINATOR**

Doug Joyner

Coordinator of Student Services

12 N. Washington Street

Winchester, VA 22601

(540) 667-4253

For further information on notice of non-discrimination, visit see list of OCR enforcement offices for the address and phone number of the office that serves your area, or call 1-800-421-3481.