

PAGE COUNTY PUBLIC  
SCHOOLS

# Middle School Program of Studies



**2011-2012**

# MIDDLE SCHOOL PROGRAM OF STUDIES

## TABLE OF CONTENTS

<ul style="list-style-type: none"> <li>• Middle School Plan</li> <li>• Academic Opportunities</li> <li>• Advisory</li> </ul>	<b>3</b>
<ul style="list-style-type: none"> <li>• Activities</li> <li>• Attendance</li> <li>• Block Schedule</li> </ul>	<b>4</b>
<ul style="list-style-type: none"> <li>• Changes/Drops</li> <li>• Counseling Services</li> <li>• Curriculum</li> </ul>	<b>5</b>
<ul style="list-style-type: none"> <li>• Discipline</li> <li>• ELL Services</li> <li>• Electives/ Exploratories</li> </ul>	<b>6</b>
<ul style="list-style-type: none"> <li>• Gifted Services</li> <li>• Grading</li> <li>• Summer School/ Retention</li> <li>• 7 Year Academic/ Career Plan</li> </ul>	<b>7-8</b>
<ul style="list-style-type: none"> <li>• Special Education</li> <li>• Technology</li> <li>• Transfer Students</li> </ul>	<b>9</b>
<b>Program Overview</b>	<b>10</b>
<b>6th Grade Course Descriptions</b>	<b>13</b>
<b>7th Grade Course Descriptions</b>	<b>18</b>
<b>8th Grade Course Descriptions</b>	<b>22</b>

## Message from the Superintendent

The 2010-2011 school year marked the second full year of implementation of middle schools in Page County. Despite huge cuts to our budget by state and local governments, our middle schools continue to thrive. The middle school program detailed in this guide represents a commitment on the part of our citizens and School Board of Page County to move forward in providing the best possible educational experience for young people in our community. We are proud of our success thus far.

Developmentally, the middle years are second only to infancy in terms of the changes and growth that take place. The administration and staffs found in both of our middle schools are committed to supporting our students as they move through this critical time. This program of studies is designed to provide key information to students and their parents so that they can be full partners in the process. We invite you to use it to chart your journey in this exciting part of your school career.

Sincerely,

Dr. Randall W. Thomas

## Message from the Principals

Following another successful year of middle school in Page County, we turn attention to refining the middle school program in an effort to continue to offer a balanced program of studies that considers the social, emotional, and academic well-being of the adolescent students. We remain committed to establishing and nurturing positive relationships to promote success for all students. The program of studies will inform and guide students and parents in the process of planning academic choices and selecting electives for the coming school year.

Scheduling is a very important part of the middle school program. Scheduling options for each grade level are outlined in this document along with course descriptions. Some courses described here are offered contingent upon the number of student requests and the availability of qualified teachers. As you read carefully and consider course selections, please check with the school counselor to see if the courses you are choosing will be offered that year in your building. Please read carefully and select courses with the help of your parents, teachers, and school guidance counselors. Several courses offer high school credit upon successful completion, enabling students to explore their interest at an earlier age and preparing for post-secondary success.

We are appreciative of the community support demonstrated in the past year for middle schools. The great number of individual and group successes is both rewarding and inspiring to the middle school staffs. We are honored to serve our community by offering an appropriate middle school education in a professional and responsive environment. Good luck in the coming year!

Sincerely,

Kelly Lawton and Joanie Hovatter













This guide provides a general overview of the middle school program, outlining the common components of our middle schools. Differences in enrollment and staffing may necessitate variations, although the basic programs are identical.

Both middle schools in Page County take the school division's motto ***We are committed to maximizing every student's potential, Whatever it Takes*** seriously. The administration, faculty and staff that serve our middle school students are committed to forming a personal relationship with each student. We see that relationship as foundational to our charge to challenge all students capable of higher level work, to provide additional assistance to all students as necessary, and to meet the needs of individual school communities whenever possible.

## The Middle School Plan

The Middle School Plan addresses ten key elements that were found in research on effective middle school practice and referenced in our exploration of middle school practices in our region. They are the framework for the Middle School Program of Studies that follows.

### Ten Critical Elements – Organizational Principles

-  **Schedule for Success** – long blocks of uninterrupted instructional time for core classes
-  **Enrich Curriculum Opportunities** – encourage accelerated classes for interested students
-  **Support Struggling Students** – provide personal guidance, remediation, and support
-  **Include Meaningful Exploratory Offerings** – introduce career paths and build study skills
-  **Commit to the Team Approach** – organize core personnel by grade level
-  **Planning Building Usage to Support the Program** – minimize crossover; commit to school within a school organization
-  **Make Parent Involvement a Priority** – utilize transition/advisory activities to involve parents
-  **Implement Discipline as a School-wide Plan** – provide both consequences and positives
-  **Plan Transitions Pro-Actively** – formalize transition for both incoming sixth and ninth graders
-  **Make Technology a Key Component** – expect and support staff utilization of technology

In addition, according to Tony Wagner's book, *The Global Achievement Gap*, there are 7 skills needed for the 21<sup>st</sup> century that we hope to integrate into all facets of our middle schools :

1. Thinking Critically and Problem Solving
2. Collaborating Across Networks
3. Adjusting and Adapting to Change
4. Having Initiative and Entrepreneurial Skills
5. Using Effective Oral and Written Skills
6. Accessing and Analyzing Information
7. Being Curious and Imaginative

## Academic Opportunities for Middle School Students

Middle School students will have the opportunity to select courses that allow them to move more rapidly through the prescribed curriculum. Mathematics offerings offer the first chance for acceleration, beginning in Grade 6. Foreign language study for high school credit is available beginning in Grade 7, and there are three credit-bearing career and technical courses available to 8th graders. All grades will experience a Career and Technical exploration. Teachers and counselors can provide students and their parents with guidance about which courses will best fit their interests, abilities and future academic plans.

## Advisory Period

An advisory period is included as part of the daily schedule of each middle school. The advisory period allows middle grade students an opportunity to connect with an adult in the school setting. This personal relationship provides the students with the support for guidance at a time when they are striving for autonomy and developing decision making skills. The advisory period formalizes the expectation that middle school staff are charged with the task to help the youth in their charge to develop as responsible citizens who treat others with respect and receive respect in return.

## Activities

Middle school students are given the opportunity to participate in academic clubs, student-interest clubs and organized sports. Intramural program opportunities will be explored and developed in response to student interests. (some activities will be scheduled after school hours)

## Attendance

School attendance is directly related to academic achievement and the development of good habits, which are important in the world of work. The middle school curriculum is built around active classroom involvement, and is much more than the completion of an assignment; therefore, a student's presence in the classroom cannot be completely replaced with make-up assignments. Page County Public Schools expects parents and students to take an active role in accepting the responsibility for good attendance.

## Block Schedule

Page County Public School middle schools use modified block schedules. Students attend most classes in extended blocks on alternating days. Below is a schedule for a typical 6th & 8th grader. Please note that schedules vary somewhat from school to school and from grade to grade. Your principal or guidance counselor can provide specific information. **\* 6th & 7th Science and History will meet every day on a semester block. 8th grade academic classes will meet on a semester block. 8th grade electives will meet every other day all year long. 8th Math classes are every day all year long.**

6th GRADE	Day A	Day B
Block 1	Language Arts	Language Arts
Block 2	<b>Science*</b>	<b>Social Studies*</b>
Block 3	Math	Math
Block 4 <i>All year long-every other day</i>	PE/Health/Elective*	Elective/Exploratory * 45 min. periods



8th GRADE	Semester One	Semester Two
Block 1	Math	Math
Block 2	Science	Social Studies
Block 3	Computer Applications	Language Arts
<i>All Year Long Every Other Day</i>	<b>Day A</b>	<b>Day B</b>
Block 4	PE/Health/Elective	Elective/Elective

**Education is the movement between from darkness to light.** Allan Bloom

## Changes and Drops

With serious effort from students, parents, teachers, and the school counselor, courses and electives selected will be the correct ones and any alternatives selected will also be valid options if substitutions need to be made. Once the master schedule is in place, it will be very difficult to make changes without negatively impacting other students and teachers. Therefore, course changes will not be made unless one of the following criteria is evident:

- ☑ Failure or failure to attain a prescribed grade in a prerequisite course
- ☑ Failure to receive the appropriate grade in summer school
- ☑ Prerequisite course has been completed with the appropriate grade in summer school
- ☑ A teacher initiates a change for the benefit of the student

## Counseling Services

The School Counseling Department is dedicated to providing individual, classroom and consultative services to our middle school students. School Counseling services are designed to help the individual student achieve educational, vocational, social, and personal goals that are consistent with interests, needs, and abilities. The program is built upon the belief that each student is unique, capable of making a meaningful contribution to our society and deserves every opportunity to attain self-fulfillment.

The counselors attempt to work closely with students, parents, and teachers. Conferences may be arranged at any time upon request. Counselors will schedule at least one beginning school conference and one individual conference with each student during the year. Other conferences are encouraged and may be initiated by the student, teacher, parent, administrator, or support services personnel.

## Curriculum

The Page County Middle School curriculum provides a transitional experience for the student between the elementary and secondary years by combining core academics with opportunities in career and related arts. The curriculum is based on the following characteristics:

- ✓ a common core of basic skills
- ✓ opportunities for integration
- ✓ physical education and health
- ✓ electives and acceleration opportunities
- ✓ academic support for struggling students



The middle school curriculum includes instruction in the core areas of Language Arts, Mathematics, Science, Social Studies, Physical Education, and Health. Electives include opportunities in Business, Technology, Agriculture, World Language, Performing Arts, Marketing, and Visual Arts.

The Commonwealth of Virginia tests all middle school students in grades 6, 7, and 8 on Standards of Learning (SOL) in English, Mathematics, and Social Studies. The state also tests students in grade 8 on the SOL in science. In addition, students participating in Algebra I or Geometry take an end-of-course SOL tests that may result in high school verified credit.

## Curriculum (con't)

Virginia Standards of Learning Tests

	Grade 6	Grade 7	Grade 8
Reading	X	X	X
Writing			X
Mathematics	X	X	X
History	X	X	X
Science			X

## Discipline

The Page County Code of Conduct serves as the framework for the discipline plans implemented in all schools. The code is based on a philosophy that combines high expectations with flexibility that takes into account realities of brain development as it relates to adolescent behavior. Middle school students are going through more cognitive changes than children in any other stage outside of infancy. The portions of their brains responsible for organization, planning, and emotional control are not fully developed. Organizational issues and overreaction to situations are a developmental reality, not evidence of disobedience. Middle school staff members are aware of these issues and utilize a proactive discipline plan to create a positive learning environment.

## English as a Second or Other Language



The English for Speakers of Other Languages Program is designed to help limited English proficient (LEP) students develop high levels of academic attainment in English and meet the challenging state content and achievement standards that comprise the middle school curriculum. Support is provided within the context of regular classroom instruction and through targeted support delivered by an ESOL specialist.

## Electives/Exploratories

Elective and exploratory classes are an integral and critical part of instruction at the middle school level, providing students with an introduction into the broader curriculum offerings available in high school as well as career and academic opportunities in the post secondary world. The Exploratory Wheel in grade 6 introduces students to a variety of topics that relate to their high school and post secondary careers, including Career Investigations, Technology, Language and other Family Consumer Science skills needed for success in their education. Core Plus and Challenge allow students to receive tutorial support or appropriate differentiation without sacrificing core class time. .



## Gifted Education Services

Middle school students who are intellectually gifted benefit from activities designed to stretch their intellectual growth and support the development of their leadership abilities. A gifted specialist provides enrichment during the elective Challenge program, with cross curricular opportunities to research, think critically, and work cooperatively with other identified students. In addition, acceleration opportunities exist in the area of Mathematics, Foreign Language, and the Career and Related Arts.

## Grading

The following is the grading scale adopted by Page County Public Schools:

Letter Grade	Percentages
A	90-100
B	89-80
C	79-70
D	69-60
F	59-below

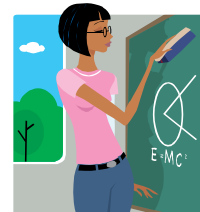
## Media Center

The middle school media centers provide students access to a wide variety of print and electronic materials and resources. Media center specialists provide individual guidance, formal instruction, and appropriate resources to help students become critical thinkers, responsible citizens, and wise consumers of information in the 21st century. Students are encouraged to access a variety of information resources, use information technology efficiently and responsibly, and read for pleasure and personal enrichment.

## Methods of Instruction

Instruction at the middle school level is effective when it capitalizes on the enthusiasm and energy that typify the age group. Teachers are encouraged to thoughtfully select instructional strategies that allow students to connect new concepts with prior knowledge and to synthesize new ideas. Instructional strategies often seen in Page County middle schools include:

- Active teaching and active listening
- CRISS strategies to support reading and listening
- Writing across the curriculum
- Cooperative learning
- Small group instruction
- Hands-on activities



## Parents as Partners

The organizational framework for Page County's middle schools recognizes that parents play a critical role in their children's success. Parents are invited to be active participants in the middle school community through their involvement in PTO/PTA and Advisory committees. In addition, parents are encouraged to play a daily role in their student's success by:

- Promoting daily attendance and minimizing late arrivals and/or early departures
- Encouraging effort and hard work as the keys to academic success
- Providing time and a place for their child to complete assignments and by reviewing assignment agendas and assignments
- Communicating with their child's teacher, counselor, and principal if they have any concerns
- Attending school activities, open houses and parent conferences

## School Nurse

A school nurse is available to students in each Page County middle school. In accordance with Page County School Board policies, the medications. Minor problems are to have the student return to class as judgment of the school nurse, the ents are notified and must arrange nurse works with teachers and stu-



school nurse is required to dispense all handled at school, and every effort is made quickly as possible. If, however, in the student is too ill to remain in school, par-for transportation home. Also, the school dents to reinforce good health habits.

## Summer School/Retention

**Students not passing SOL tests will be required to attend remediation services.** This may include the following: summer school, after-school remediation during the school year or remedial classes during the regular school day. Students refusing to attend any remediation classes may forfeit their right to participate in extra-curricular activities.

## 7-Year Academic and Career Plan



Upon entering the 6th grade, school counselors and advisors will meet with each student to create a 7-Year Academic and Career Plan. This plan begins by listing courses taken in the 7<sup>th</sup> grade and sketching out courses for his/her remaining middle school and high school years. An outline is developed to make certain all graduation requirements will be met and to ensure that students have opportunities to explore different career paths. Counselors will meet with students during second semester to schedule for the following year. Students may have an opportunity at that time to revisit and revise his/her 7-Year Plan to change career or academic goals. Parents and students can search careers, colleges and universities in the state of Virginia. In addition, parents can learn more about financial assistance for college. Parents and students can view this information on the website:

[www.vawizard.org](http://www.vawizard.org)

## Special Education

All schools in Page County are committed to providing all children with opportunities to benefit from a public education. Students experiencing significant difficulty in achieving educational success may be referred to the Student Study Team. This team will collect information regarding the student's specific area(s) of weakness and develop a plan of strategies to be implemented, including additional support through Core Plus classes. If these interventions are not successful and the team suspects that the child has a disability and requires special education services, then the student may be referred for an evaluation to determine if they are eligible to receive the services. A child with a disability must meet criteria established by the Federal Government and the State of Virginia to be eligible for special programs and services.

If a student qualifies for special services as a student with a disability, they are entitled to services designed to provide an appropriate educational program. These programs are discussed and planned by school personnel, parents, and the student. The instruction may be delivered in either a regular or special education classroom. Review of the student's special education plan is conducted at least annually.

## Technology

Technology resources in the middle schools are designed to support student inquiry and analysis, research, and communication. Technology is an integral part of life and work in the 21st century, and staff members are encouraged to integrate its use into their core objectives and instructional delivery. Sophisticated technology in the form of interactive whiteboards, airliners, probes, and responders all have a place in the instructional program at middle school. Students are expected to be responsible members of the school community and abide by guidelines for acceptable internet use.

## Transfer Students (Out-of-county)

### Math recommendations for out-of-county transfer students:

- Students who transfer in from other school districts will be placed in the Math course judged to most appropriate for their level of achievement and individual needs.
- Final course enrollment is determined by the Math department staff and school administration.
- Placement test (ThinkLink Benchmark or SOL Release test)

**Education's purpose is to replace an  
empty mind with an open one.**

**-Malcolm Forbes**

# THE MIDDLE SCHOOL PROGRAM AN OVERVIEW

## 6th Grade Required Core Classes

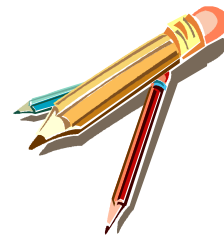
### Grade 6

#### Grade Six Schedule

- English
- Mathematics (*Math 6, Math 6/7 or Pre-Algebra*)
- US History I
- Science
- Health/Physical Education\*
- Exploratory Wheel (*9 week survey courses presented on rotation*)\*
- Elective\*/Elective\*

#### Electives

Art\*  
 Chorus\*  
 Challenge\*  
 Core Plus\*  
 Band\*  
 World Cultures\*  
 CRISS Cross\*  
 Team Sports\*



*\*45 minute course*

*Note: All elective courses are dependent upon student need, staff availability, and funding.*

#### *Rising 6th graders Math Selection Guidelines*

Criteria for Math 6/7	Criteria for Pre-Algebra
At least a 475 in the 5th grade Math SOL test	At least a 500 in the 5th grade Math SOL test
85% or higher Math class average	95% or higher Math class average
Teacher Recommendation*	At least a 70% on the Pre-Assessment test ( <i>ThinkLink Benchmark test or SOL Release test</i> )
	Teacher Recommendation*

- ↪ *\*Teacher recommendation may include review of other test data and student work habits.*
- ↪ *Regrouping of students within a 10 week time frame for best mathematics instruction.*
- ↪ *Final grouping and course enrollment decisions will occur with the Mathematics department and administration.*

# THE MIDDLE SCHOOL PROGRAM AN OVERVIEW

## Grade 7

### Grade Seven Schedule

- English
- Mathematics (*Math 7, Pre-Algebra or Algebra I*)
- US History II
- Life Science
- Health/Physical Education\*
- Elective/Elective
- Elective\*



#### Electives

- Art\*
  - Chorus\*
  - Band\*
  - Core Plus\*
  - Challenge\*
  - Spanish I (*counts as two (2) electives*)
  - Team Sports \*
  - Inventions & Innovations\*
  - Teen Living II\*
  - Yearbook/Photojournalism\*      CRISS Cross II\*
- \*45 minute course*

**Note:** All elective courses are dependent upon student need, staff availability, and funding.

#### *Rising 7th graders Math Selection Guidelines*

Criteria for Pre-Algebra	Criteria for Algebra I
At least a 475 SOL Score in 6th Grade	At least a 500 SOL Score in 6th Grade
Math Class Average for the current year of 85% or higher	Pre-Algebra average for the current year of 90% or higher
Teacher Recommendation*	Teacher Recommendation*
At least a 70% on the Pre-Assessment test ( <i>ThinkLink Benchmark test or SOL Release test</i> )	<b><i>If you do not successfully complete the Pre-Algebra course in the 6th grade with the above criteria, you MUST enroll in the Pre-Algebra course in the 7th grade.</i></b>

- ↗ \*Teacher recommendation may include review of other test data and student work habits.
- ↗ Regrouping of students within a 10 week time frame for best mathematics instruction.
- ↗ Final grouping and course enrollment decisions will occur with the Mathematics department and administration.

7th Grade Required Core Classes

# THE MIDDLE SCHOOL PROGRAM AN OVERVIEW

## 8th Grade Required Core Classes

### Grade 8

#### Grade Eight Schedule

- English
- Mathematics (*Pre-Algebra, Algebra I or Geometry*)
- Civics and Economics
- Physical Science
- Health/Physical Education\*
- Computer Applications
- Elective/Elective
- Elective\*



#### Electives

Art \*  
 Band\*  
 Chorus\*  
 Core Plus\*  
 Challenge\*  
 Spanish I  
 Spanish II  
 Team Sports\*  
 Advanced Art I  
 Humanities  
 Independent Living  
 Yearbook/Photojournalism\*  
 Technology Foundations  
 Foundations of Agriculture Science

*\* 45 minute course*

*Note: All elective courses are dependent upon student need, staff availability, and funding.*

#### *Rising 8th graders Math Selection Guidelines*

Criteria for Algebra I	Criteria for Geometry
At least a 475 in 7th grade Math SOL test	Successful completion of Algebra I with a 85% or better class average
Successful completion of Pre-Algebra with an 85% or better class average	At least a 475 on the Algebra EOC SOL score
Teacher Recommendation*	Teacher Recommendation*
<b>If you do not successfully complete the Algebra I course with the above criteria, you MUST repeat the Algebra I course in the 8th grade.</b>	

- ↗ \*Teacher recommendation may include review of other test data and student work habits.
- ↗ Regrouping of students within a 10 week time frame for best mathematics instruction.
- ↗ Final grouping and course enrollment decisions will occur with the Mathematics department and administration.

# CURRICULUM IN DEPTH



## Sixth Grade

*Sixth grade is a year of transition as students move from elementary to middle school. They learn increasingly complex material as they develop organizational and study skills. Sixth graders take required courses in the following areas: English/Language Arts, Math, Science, Social Studies, Health/Physical Education and Exploratory Wheel (Career Explorations, Technology and Teen Living). In addition, they have the opportunity to take electives Performing and Visual Arts, Physical Education and Research.*

### Course Descriptions

#### **Art**

The Grade Six Visual Arts Standards of Learning are the basis for instruction in this elective. Objectives for visual communication and production, cultural context and Art History, judgment and criticism, and aesthetics are all included in the standards. Students will use the elements of art and the principles of design as a framework to investigate a variety of concepts and to explore various two- and three-dimensional art media. Students will understand the factors that distinguish artistic styles, and will be able to determine how artists convey meaning through the use of forms, media, and symbols.

#### **Band**

The 6<sup>th</sup> Grade Instrumental Music program is based on the Standards of Learning for the Commonwealth of Virginia. The standards are used as guidelines for student development and achievement in the area of instrumental music.

#### ***Consideration for beginning band includes:***

- ♪ Proper care of instrument*
- ♪ Use of technology in relation to instrument*
- ♪ Tone production*
- ♪ Fingerings*
- ♪ Counting, reading, and performance of beginning level music*
- ♪ The use of a standardized method book*



In addition to developing the fundamental music skills as determined by the Virginia Standards of Learning, the Luray and Page Middle School music programs will also promote the holistic development of each student by focusing on citizenship, teamwork, goal setting, discipline, creativity, and self confidence. Band performances are required in the music curriculum. Performance opportunities will be determined by the director.

#### **Challenge**

Challenge focuses on the development of critical thinking and problem-solving skills in all curriculum areas for students who have been identified for services in the Gifted and Talented Program. Units are designed to stretch students in the development of their intellectual gifts and personal talents. Students will be expected to work effectively with others, to write to clarify their thinking and to defend their positions, and to research independently as they approach complex problems embedded in topics from all core areas.

# CURRICULUM IN DEPTH

## Chorus

The 6<sup>th</sup> Grade Choral Music program is based on the Standards of Learning for the Commonwealth of Virginia. The standards are used as guidelines for student development and achievement in the area of choral development.

### **Areas of instruction include:**

- ♪ *Fundamental vocal development*
- ♪ *Traditional notation*
- ♪ *Introduction to ensemble singing.*
- ♪ *Performance*
- ♪ *Creative expression*



In addition to developing the fundamental music skills as determined by the Virginia Standards of Learning, the Luray and Page Middle School music programs will also promote the holistic development of each student by focusing on citizenship, teamwork, goal setting, discipline, creativity, and self confidence. Performances in the choir ensembles will be required in the music curriculum. Performance opportunities will be determined by the director.

## Core Plus

Core Plus allows students to receive additional instructional support and remedial instruction without pulling them out of core academic classes. **Any student that does not pass the English and/or Math SOL will be enrolled in Core Plus.**

## CRISS Cross I: CRISS Strategies across the curriculum

CRISS Cross builds on the elements of effective reading and writing, while providing additional academic support and remedial instruction. Students use a variety of methods to become effective, independent learners and communicators. Upon completion of this course, students will be able to demonstrate improved reading and writing comprehension skills.

## English/Language Arts

Sixth grade English language arts instruction supports students in the development and refinement of their skills in reading, writing, and listening. Students will read a wide variety of fiction, nonfiction, and poetry, including classical pieces and contemporary works. Activities will allow students to refine and apply their public speaking and critical listening skills and to further develop and apply critical reading and reasoning skills across all content areas. Specific topics of study will include the use and meaning of analogies and figurative language and the study of word roots and their affixes. The development of writing skills will include opportunities to draft, revise, and edit narratives, descriptions and explanations. Students will be expected to use writing as a tool for learning academic concepts in all core areas.



# CURRICULUM IN DEPTH

## Sixth Grade

### Grade 6 Exploratory Wheel

The Exploratory Wheel offered in sixth grade is planned to support students in making a successful transition to a new academic setting and to prepare them to make choices in their academic and career planning in the future. **Career Investigations (9070) will assist students in making choices to develop the state mandated career plan. Students will identify their roles as workers, analyze their personal assets, complete a basic exploration of career clusters and select career fields or occupations for further study. Introduction to Technology (8483) Students will study the basic elements of all technology including processes, energy, information, and people. The impacts of technology on society, environment, and culture will be related to future consequences and decisions. Teen Living (8207) provides a foundation for managing individual, family, career, and community roles and responsibilities. Students focus on areas of individual growth such as personal goal achievement, responsibilities within the family, and accountability for personal safety and health. They also explore and practice financial management, clothing maintenance, food preparation, positive and caring relationships with others, and self-assessment as related to career exploration. Language Exploratory provides an introduction to the Spanish culture and language.**



Each of the elements in the wheel are covered in a nine week course of study as part of a year-long exploratory program.

### Mathematics

The 6th grade Mathematics curriculum places continued emphasis on the study of whole numbers, decimals, and rational numbers (fractions). Students will use ratios to compare data sets; make conversions within a given measurement system; classify three-dimensional figures; collect, analyze, display, and interpret data, using a variety of graphical and statistical methods; begin using integers and percents; find the probability of an event; and investigate numerical and geometric patterns. Students will be introduced to algebraic terms and solving algebraic equations in one variable. While learning mathematics, students will be actively engaged, using concrete materials and appropriate technologies.

Students will be given an opportunity to accelerate their study of mathematics, based on their interest, results of benchmark assessments and Standards of Learning Assessments, and teacher recommendations. Acceleration may be to the 6th/7th curriculum, which compacts the study of two full years of instruction into one. For those students with exceptional abilities and insights into mathematical concepts and processes, the study of Pre-Algebra is available.

**The whole purpose of education  
is to turn mirrors into windows.**

-Sydney J. Harris

# CURRICULUM IN DEPTH

## Sixth Grade

### **Physical Education/Health**

Physical Education is an integral part of the education process. Developing and incorporating a physically active lifestyle is an important part of achieving long-term health goals. Physical education classes help students develop motor skills, increase fitness and wellness levels, enhance social skills, and improve academic learning. Physical education content includes fitness and conditioning, fitness planning and lifetime sport activities. Students learn to evaluate their own level of fitness and establish individual goals for improvement.

The Health curriculum focuses on the development of positive health habits and an active lifestyle. As outlined in the Virginia Standards of Learning, health education allows students to apply their health knowledge to improve their own health, demonstrate their ability to identify valid and accurate health information, and demonstrate a variety of health practices that promote safe and healthy communities.

### **Science**

The curriculum at 6th grade is composed of the five concept strands of Force, Motion, and Energy, Matter, Living Systems, Interrelationships in Earth/Space Systems, and Resources, with an additional strand that focuses on Scientific Investigations, Reasoning, and Logic interwoven through all of the others. Topics within those strands include magnetism, types of motion, simple machines, forms of energy, food chains, and the relationship between living organisms and their non-living environment. Experimentation and data analysis are used to help students test the validity of their predictions and conclusions.



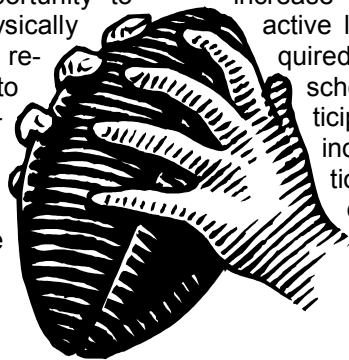
### **Social Studies: US History I**

Students will use skills of historical and geographical analysis to further explore the early history of the United States and understand ideas and events that strengthened the union. The standards for this course relate to the history of the United States from pre-Colombian times until 1865, with an increased focus on the time period from 1607 through 1865. 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 continuity in our history. They also will study documents and speeches that laid the foundation of 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.



### **Team Sports**

Team Sports offers the opportunity to increase elective selections in 6th grade and continue to promote a physically active lifestyle and long-term health and fitness. In addition to the required Physical Education and Health course, students may elect to schedule this course during an elective period. Students will participate in individual fitness as well as team activities, emphasizing individual skills, team building skills and sportsmanship. Expectations for dress and participation will be consistent with the required PE. There will be no health component to this elective course.

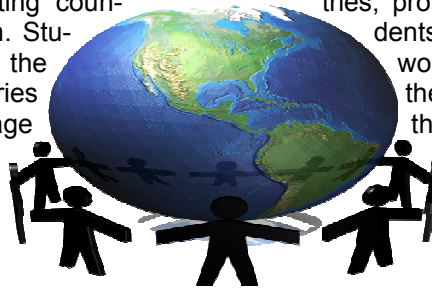


# CURRICULUM IN DEPTH

Sixth Grade

## World Cultures

The 6<sup>th</sup> grade World Cultures course is designed to provide middle school students with the opportunity to broaden their horizons about how people from around the world live, think, and contribute to the world. It invites learners to experience some of the traditions that shape people's lives everywhere. They will have the opportunity to learn about some of the world's most interesting countries, provinces, and states, and the people who inhabit them. Students will gain an appreciation for how children around the world live through the different foods they eat, the stories they listen to, the clothes they wear, the language that they speak, the games that they play, and the art that they make with their own hands. *This class does not offer a foreign language component.*



**The mind is not a vessel  
to be filled, but a fire to  
be ignited**      Plutarch

# CURRICULUM IN DEPTH



*In Seventh grade, students are exposed to increasingly complex material and expanded opportunities in core academics and in the related arts. Students are required to take courses in English/Language Arts, Math, Science, Social Studies, and Health and Physical Education. They have opportunities to accelerate their academic studies through Pre-Algebra and/or Spanish I, and may elect to take a course in Technology, Performing or Visual Arts, Physical Education, Research or Family Consumer Science.*

## Course Descriptions

### Art

Art 7 continues to emphasize exploration, analysis, and investigation of the creative process. Students will develop technical skills that allow them to communicate ideas visually. Students will develop inquiry skills and vocabulary as they explore the meaning of works of art, using analysis of subject matter, themes and symbols.

### Band

The 7<sup>th</sup> Instrumental program is based on the Standards of Learning for the Commonwealth of Virginia. The standards are used as guidelines for student development and achievement in the area of instrumental music. Development of musicianship skills continues at the Intermediate Level.

#### **Consideration for Intermediate Level band includes:**

- ♪ *The use of articulation*
- ♪ *Performance of scales and key signatures*
- ♪ *Performance of music*
- ♪ *Instruction in rhythms, tonality, and beginning ear training*
- ♪ *The description of musical concepts common to music*



In addition to developing the fundamental music skills as determined by the Virginia Standards of Learning, the Luray and Page Middle School music programs will also promote the holistic development of each student by focusing on citizenship, teamwork, goal setting, discipline, creativity, and self confidence. Band performances will be required in the music curriculum. Performance opportunities will be determined by the director.

### Challenge

Challenge focuses on the development of critical thinking and problem-solving skills in all curriculum areas for students who have been identified for services in the Gifted and Talented Program. Units are designed to stretch students in the development of their intellectual gifts and personal talents. Students will be expected to work effectively with others, to write to clarify their thinking and to defend their positions, and to research independently as they approach complex problems embedded in topics from all core areas.

Seventh Grade

# CURRICULUM IN DEPTH

## Seventh Grade

### Chorus

The 7<sup>th</sup> Grade Choral Music program is based on the Standards of Learning for the Commonwealth of Virginia. The standards are used as guidelines for student development and achievement in the area of choral development.

#### **Areas of instruction include:**

- ♪ Continuing development of vocal techniques
- ♪ Ensemble participation
- ♪ Performance
- ♪ Creativity
- ♪ Investigation of level of increased ability
- ♪ Understanding and application of traditional music notation
- ♪ Beginning of sight and ear training



In addition to developing the fundamental music skills as determined by the Virginia Standards of Learning, the Luray and Page Middle School music programs will also promote the holistic development of each student by focusing on citizenship, teamwork, goal setting, discipline, creativity, and self confidence. Performances in the choir ensembles will be required in the music curriculum. Performance opportunities will be determined by the director.

### Core Plus

Core Plus allows students to receive additional instructional support and remedial instruction without pulling them out of core academic classes. **Any student that does not pass the English and/or Math SOL will be enrolled in Core Plus.**

### CRISS Cross II: CRISS Strategies across the curriculum

CRISS Cross II builds on the skills acquired in CRISS Cross I while providing additional academic support and remedial instruction. Students use a variety of methods to become effective, independent learners and communicators. Upon completion of this course, students will be able to demonstrate improved reading and writing comprehension skills.

### English/Language Arts

Seventh grade students will continue to develop oral communication skills and will become more knowledgeable of the effects of verbal and nonverbal behaviors in oral communication. Students will continue to read a wide variety of fiction, nonfiction, and poetry while becoming more independent and analytical. They will also continue to refine written composition skills, with special attention to word choice, organization, style, and grammar. Written explanations will utilize informational writing skills, and persuasive writing will be introduced. Seventh graders will continue vocabulary development through a study of figurative language and continuing study of roots and affixes. Knowledge of the impact of media on public opinion will be introduced. Finally, students in seventh grade will increase proficiency in the use of print and electronic information resources and will learn ways to give credit to reference sources.

### Inventions and Innovations-8464

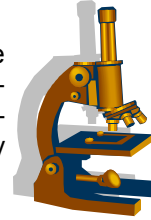
In this course, students will acquire a foundation in technological material, energy, information and apply processes associated with the technological thinker. Challenged by laboratory activities, students create new ideas and innovations, build systems and analyze technological products to learn further how and why technology works. Students will work in groups to build and control systems using engineering design in the development of a technology.



# CURRICULUM IN DEPTH

## **Life Science**

Seventh grade student focus on life sciences. In addition to learning about the cellular structure of organisms and their life processes, they learn how organisms are classified and how they change and relate to each other. In their experiments, they organize and analyze data, manipulate variables and identify sources of error.



## **Mathematics**

The 7th grade Mathematics curriculum is comprised of five instructional strands: numeracy, geometry, measurement, patterns and algebra, and probability and statistics. Students explore proportional reasoning, investigate and use real numbers and operations, apply attributes and properties of geometric figures, and apply formulas for linear measurement, area, and volume. In addition, considerable time is spent in developing, solving, and applying linear equations and inequalities and organizing and analyzing data to make inferences and predictions. Students who have demonstrated mastery of these concepts may opt to take Pre-Algebra, and those who meet the prerequisite requirements may be able to take Algebra I for high school credit.

## **Physical Education/Health**

Physical Education content includes fitness and conditioning, fitness planning and lifetime sport activities. Students learn to evaluate their own level of fitness and establish individual goals for improvement. Activities help students develop motor skills, increase fitness levels, and enhance social skills.

In 7th grade, as in earlier years, the Health curriculum focuses on the development of positive health habits in conjunction with an active lifestyle. Students are given opportunities to demonstrate their ability to identify valid and accurate health information, products and services, and to demonstrate those practices and behaviors that promote safe and healthy communities.

## **Social Studies: US History II - 1865 to the Present**

This course focuses on our nation's history from 1865 until the present and emphasizes the importance of the individual in history as well as the impact of groups on society. Students are asked to analyze key events and movements that have shaped modern America and America's place in the world. Critical thinking and critical writing are used to develop the skills needed for active citizenship as students come to understand how the past influences the present.



Seventh Grade

**Education is not received.  
It is achieved.**

Chinese Proverb

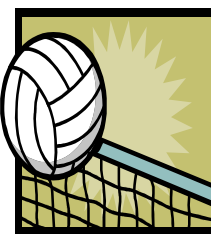
# CURRICULUM IN DEPTH

## Spanish I

Students who have an interest in accelerating their high school course of study and who meet the required prerequisites may elect to take Spanish I. Spanish I introduces students to the Spanish language through a variety of reading, writing, listening, and speaking activities. Students learn how to ask and respond to basic conversational questions in the target language, write and present short dialogues and compositions, and read short selections in the target language. In addition to grammar and vocabulary, the culture of Spanish-speaking countries will also be studied. **Successful completion of this course allows the student to earn a credit towards high school graduation.**

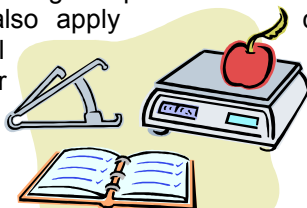
## Team Sports

Team Sports offers the opportunity to increase elective selections in 7<sup>th</sup> grade and continue to promote a physically active lifestyle and long-term health and fitness. In addition to the required Physical Education and Health course, students may elect to schedule this course during an elective period. Students will participate in individual fitness as well as team activities, emphasizing individual skills, team building skills and sportsmanship. Expectations for dress and participation will be consistent with the required PE. There will no health component to this elective course.



## Teen Living II-8263

Teen Living II is one of the middle school courses that provides a foundation for managing individual, family, work and community roles and responsibilities. Students focus on their individual development, as well as, their relationships and roles within the family unit. They learn how to maintain their living and personal environments and to use nutrition and wellness practices. Students also apply consumer and family resources, develop textile, fashion, apparel concepts and explore careers related to Family and Consumer Sciences. Time is also provided for developing early childhood education concepts and leadership skills.



## **NEW!** Yearbook/Photojournalism

Open to 7<sup>th</sup> and 8<sup>th</sup> grade students with a B or better in English OR a teacher recommendation. Students will be responsible for the production of the school yearbook and school newspaper. Students will cover school events through photography and written copy. Class size should be limited in order to promote continuity.

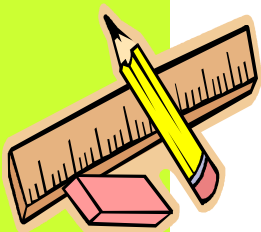


**The object of education is to prepare the young to educate themselves throughout their lives.**

**Robert M. Hutchins**

Seventh Grade

# CURRICULUM IN DEPTH



*In Eighth grade, students begin the transition from middle to high school. The schedule moves away from double blocking to allow students increased opportunities for elective selection. They take required courses in the following areas: English/Language Arts, Math, Science, Social Studies, and Health/Physical Education. They have the opportunity to select from elective courses in the humanities, career and technical education, and visual and performing arts. Several of the electives offer eighth graders an opportunity to earn high school credit.*

## Course Descriptions

### Algebra I

Students in this course will develop a mastery of the structure of the number system, solve linear equations, quadratic equations and inequalities, and solve operations with polynomials, functions, relations, and graphs. The use of graphing calculators will be introduced. Students who pass this course will earn one mathematics credit towards graduation. Students enrolled in this course will be required to take the Algebra I SOL test. **Passing the SOL test and the course earns a verified credit.**

**NEW!** Advanced Art I *Prerequisite: Teacher recommendation & a sample from student portfolio*

This course would be open to 8<sup>th</sup> grade students for **high school credit**. Students would begin to build a portfolio reflective of their interests and style. Students will explore media and create work that focuses on subjects of their personal interest. Class size should be limited. *Counts as two electives*



### Art

Students will acquire art skills that enable them to make conscious choices of media and techniques for expressive purposes. Students will produce works of arts that re developed from preliminary ideas and sketches. They will compare and contrast art from different world cultures and investigate how context can influence meaning. Students will develop their own criteria for making art judgments and develop a personal aesthetic.

### Band

The 8<sup>th</sup> Grade Instrumental program is based on the Standards of Learning for the Commonwealth of Virginia. The standards are used as guidelines for student development and achievement in the area of instrumental music. Development of musicianship skills continues with the band program at eighth grade.

**Consideration for Intermediate Level band includes:**

- ♪ *The use of articulation*
- ♪ *Performance of scales and key signatures*
- ♪ *Performance of music*
- ♪ *Instruction in rhythms, tonality, and beginning ear training*
- ♪ *The description of musical concepts common to music*

In addition to developing the fundamental music skills as determined by the Virginia Standards of Learning, the middle school music programs will also promote the holistic development of each student by focusing on citizenship, teamwork, goal setting, discipline, creativity, and self confidence. Band performances will be required in the music curriculum. Performance opportunities will be determined by the director.



# CURRICULUM IN DEPTH

## Challenge

Challenge focuses on the development of critical thinking and problem-solving skills in all curriculum areas for students who have been identified for services in the Gifted and Talented Program. Units are designed to stretch students in the development of their intellectual gifts and personal talents. Students will be expected to work effectively with others, to write to clarify their thinking and to defend their positions, and to research independently as they approach complex problems embedded in topics from all core areas.

## Chorus

The 8<sup>th</sup> Grade Choral Music program is based on the Standards of Learning for the Commonwealth of Virginia. The standards are used as guidelines for student development and achievement in the area of choral development.

### **Areas of instruction include:**

- ♪ Continuing development of vocal techniques
- ♪ Ensemble participation
- ♪ Performance
- ♪ Creativity
- ♪ Investigation of level of increased ability
- ♪ Understanding and application of traditional music notation
- ♪ Beginning of sight and ear training



In addition to developing the fundamental music skills as determined by the Virginia Standards of Learning, the Luray and Page County Middle School music programs will also promote the holistic development of each student by focusing on citizenship, teamwork, goal setting, discipline, creativity, and self confidence. Performances in the choir ensembles will be required in the music curriculum. Performance opportunities will be determined by the director.

## Computer Applications 6611

Computer Applications ensures that a student has the knowledge and skills required for basic use of computer hardware, software, network and the Internet. Students will develop or review correct keyboarding techniques while they gain a basic knowledge of word processing, spreadsheet, database, graphics, and telecommunications applications. ***This is a high school level course and successful completion will earn a credit towards high school graduation.***

## Core Plus

Core Plus allows students to receive additional instructional support and remedial instruction without pulling them out of core academic classes. ***Any student that does not pass the English and/or Math SOL will be enrolled in Core Plus.***

## English/Language Arts

The English/language arts curriculum will focus on the further development of critical reading and persuasive expression in speaking and writing. Eighth grade students will learn and apply interviewing techniques and will learn to interpret the persuasive strategies using in print and mass media. Student will demonstrate correct use of language, spelling, and mechanics by applying grammatical conventions in writing and speaking. Students will plan, draft, revise, and edit writing, with emphasis on exposition and per-

# CURRICULUM IN DEPTH

## Eighth Grade

suasion. Students are expected to respond critically to literature and to demonstrate critical thinking through their writing in all subject areas. Students will continue to develop an appreciation for literature through a study of a wide variety of selections and will be asked to describe themes or inferred main ideas, interpret cause/effect relationships, and draw conclusions from a variety of literary and informational selections.

### **Foundations of Agricultural Science and Technology 8006**

Students learn the fundamental principles and skills associated with food, animal science, plant science, natural resources, environmental sciences, mechanics, and agricultural technology. Students participate in a variety of classroom and lab activities to explore current and future agricultural sciences and technologies. **Successful completion of this course allows the student to earn a credit towards high school graduation.**



### **Geometry**

This course will include the study of both plane and solid geometry. Measurements, constructions, properties of polygons, and the relationship of points, lines, angles, and planes will be the main topics in plane geometry. Lateral area, surface area, and volume will be the main topics of solid geometry. A variety of real-world applications and the use of related technology will be included in the course. Teachers will use a variety of instructional methods which may include lecture, individual practice, hands-on activities, investigations and experiments. Students who pass this course will earn one mathematics credit towards graduation. Students enrolled in this course will be required to take the Geometry SOL test. **Passing the SOL test and the course earns a verified credit.**

### **Humanities**

Humanities will build and expand on the reading, writing, and speaking processes while exposing students to the stories, the ideas, and the words that help them make sense of their lives and their world. By showing how others have lived and thought about life, the humanities help students decide what is important in their own lives and what they can do to make them better. The class will reinforce all SOL skills in English and Social Studies with a special emphasis on those skills needed for success in Grade 8 Writing. Test taking skills, poetry, research skills, and public speaking are integrated into units of study.

### **Independent Living 8219**

This course allows students to explore successful strategies for living independently by actively participating in practical problem solving focusing on:

- ↪ Relating to others (relationships)
- ↪ Applying financial literacy
- ↪ Managing resources in the areas of apparel, nutrition and wellness and housing
- ↪ Using leadership skills to reach individual goals
- ↪ Planning for careers
- ↪ Making consumer choices in a global environment

**Successful completion of this course allows the student to earn a credit towards high school graduation.**

# CURRICULUM IN DEPTH

## **Mathematics**

The 8th grade Mathematics curriculum uses problem solving, mathematical communication, mathematical reasoning, connections, and representations to integrate understanding across all the mathematical instructional strands of numeracy, geometry, measurement, patterns and algebra, and probability and statistics. At this level students begin to focus more on abstract thinking skills as they develop, investigate, solve, and apply multi-step equations. Students will be expected to collect and graph data using a variety of representations, and analyze the data to make inferences and predictions. Students will use probability to predict and calculate outcomes for data and identify, classify, and apply transformations to geometric figures. Students who have successfully mastered the concepts of Pre-Algebra, and who meet the prerequisite requirements may be able to take Algebra I for high school credit. Those who have successfully completed the criteria in Algebra I in the seventh grade may opt to take another high school mathematical course.

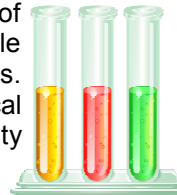
## **Physical Education/Health**

Physical Education is an integral part of the education process. Physical Education classes help students increase fitness and wellness levels, enhance social skills, and prepare for a physically active lifestyle. The content includes fitness and conditioning, fitness planning and lifetime sport activities. Students learn to evaluate their own level of fitness and establish individual goals for improvement.

The Health curriculum continues to focus on the development of positive health habits in conjunction with an active lifestyle. As outlined in the Virginia Standards of Learning, students are given opportunities to demonstrate their ability to identify valid and accurate health information, products and services, and to demonstrate those practices and behaviors that promote safe and healthy communities.

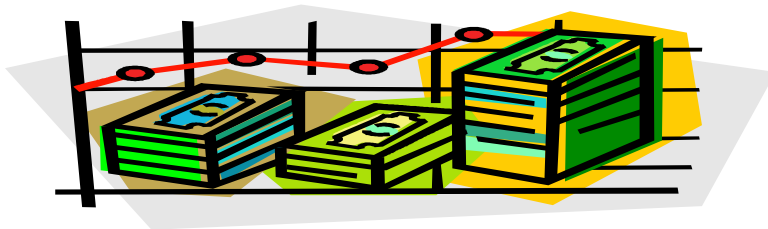
## **Physical Science**

In 8th grade Science, students will develop an in-depth understanding of the nature and structure of matter and the characteristics of energy while exploring how technology applies to physical science principles. Eighth graders will study the periodic table; physical and chemical changes; nuclear reactions; temperature and heat; sound; light; electricity and magnetism; and work, force and motion.



## **Social Studies: Civics and Economics**

Eighth grade students explore the fundamentals of American constitutional government and our economic system. Students continue to develop critical/analytical thinking and writing skills as they prepare to become active and responsible citizens. Students use primary and secondary source documents and simulations to answer important questions about the responsibilities and rights of citizenship. They also seek to understand the impact of the increasingly global and interdependent economy on U.S. interests and their own future.



Eighth Grade

# CURRICULUM IN DEPTH

## Spanish I

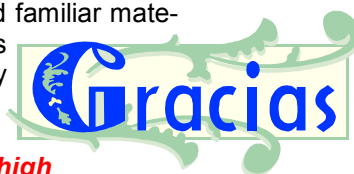
Students who have an interest in accelerating their high school course of study and who meet the required prerequisites may elect to take Spanish I. Spanish I introduces students to the Spanish language through a variety of reading, writing, listening, and speaking activities. Students learn how to ask and respond to basic conversational questions in the target language, write and present short dialogues and compositions, and read short selections in the target language. In addition to grammar and vocabulary, the culture of Spanish-speaking countries will also be studied.

**Successful completion of this course allows the student to earn a credit towards high school graduation.**

## Spanish II

This course is open to those students who have successfully completed Spanish I. Students continue to develop their skills in listening, speaking, reading, and writing with an emphasis on oral communication. Spanish II content explores the basic grammar that composes the language. Students read familiar material and write short guided compositions on topics within their vocabulary and grammatical control. They expand their knowledge of cultural perspectives and practices.

**Successful completion of this course allows the student to earn a credit towards high school graduation.**



## Team Sports

Team Sports offers the opportunity to increase elective selections in 8<sup>th</sup> grade and continue to promote a physically active lifestyle and long-term health and fitness. In addition to the required Physical Education and Health course, students may elect to schedule this course during an elective period. Students will participate in individual fitness as well as team activities, emphasizing individual skills, team building skills and sportsmanship. Expectations for dress and participation will be consistent with the required PE. There will no health component to this elective course.

## Technology Foundations 8403

Students will acquire a foundation in technological design, material processes, problem solving, and energy resources. Laboratory activities engage students in creating new ideas and innovations, building systems, and analyzing technological products. Students will work individually and in small groups to design, build, and test technological products such as robots, computers, consumer products, alternative energy vehicles, and model homes. Students will also develop transferable thinking and problem solving skills that they will use for life and work. **Successful completion of this class will result in the award of a high school credit.**

## Yearbook/Photojournalism

Open to 7<sup>th</sup> and 8<sup>th</sup> grade students with a B or better in English OR a teacher recommendation. Students will be responsible for the production of the school yearbook and school newspaper. Students will cover school events through photography and written copy. Class size should be limited in order to promote continuity.



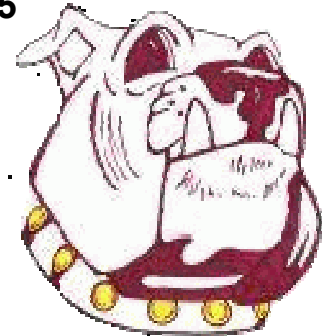
Eighth Grade

PAGE COUNTY PUBLIC SCHOOLS  
MIDDLE SCHOOLS

 **Luray Middle School** 



**14 Luray Avenue  
Luray, Virginia 22835  
(540) 843-2660**



Principal: **Kelly M. Lawton**  
Assistant Principal: **Preston D. Modlin**  
Guidance Counselor: **Stefanie McLeod**



**198 Panther Drive  
Shenandoah, Virginia 22849  
(540) 652-3400**



Principal: **Joanie Hovatter**  
Assistant Principal: **Denise Atkins**  
Guidance Counselor: **Michael Stockwell**