

# Galax Middle School

## Program of Study



**PRIDE IN MYSELF**

**PRIDE IN MY SCHOOL**

**PRIDE IN MY COMMUNITY**

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## **Introduction**

Dear Parents and Students:

The Galax Middle School Program of Studies is designed to serve as a guide for our students and their families during the development of their plan of study. In this program you will find a complete listing of course offerings, descriptions, graduation requirements, and academic policies that GMS utilizes for grades 6,7, and 8.

Students in the middle level grades have a great opportunity to build a strong academic foundation while exploring a wide range of curricular options to better prepare them for their high school experience. With these opportunities, students will begin to discover areas of interest and begin to pursue goals leading to success in high school and beyond.

We encourage parents to participate in the scheduling process of your student. Feel free to contact the School Counseling Department, Grade Level Chairs, and Administration to help you answer any questions or concerns you may have. Thank you for your continued support of Galax City Public Schools. We look forward to doing everything we can to make your child's middle school experience rewarding and life changing.

Sincerely,

Justin P. Iroler  
Principal  
[justiniorler@galaxschools.us](mailto:justiniorler@galaxschools.us)

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# **Galax Middle School Policies**

## **Promotion/Retention Policy**

Regulations for promotion, retention, and remediation of middle school students will be the same as for elementary students. In addition, the promotion policy of Galax Middle School requires that a student must pass four subjects, two of which must be language arts and mathematics, in order to be promoted to the next grade. Specialties/P.E. will not be considered as a basis for promotion. A student who fails two subjects in a given grade will be reviewed for retention.

## **Summer School**

A student who fails math or language arts class for the year is required to attend and successfully pass the failed subject(s) in summer school. A student who fails all of the SOL tests that he or she takes will be required to attend summer school. 100% attendance is mandatory for promotion to the next grade. Only absences verified by a doctor or court excuse will be considered.

## **Grading System**

### **Middle and High School**

A (93-100) Excellent

B (85-92) Above Average

C (77-84) Average

D (70-76) Below Average

F (Below 70) Unsatisfactory

INC – Incomplete

NE – No effort on exams

EXP – Exempt from exams

WF – Withdrawn and failed

Report Cards are given out by the homeroom teacher at the end of each nine weeks. The cards should be returned to the homeroom teacher, signed by the parent, within two days. Mid-nine weeks progress reports also go home to keep communication of student progress ongoing. Please contact your teacher if you have concerns.

## **Honor Roll**

To recognize students with above average achievement, two honor roll groups will be maintained.

1. All "A" Honor Roll (grades 2-12) the student must receive "A's" in all classes.
2. All "A and B" Honor Roll (grades 2-12) the student must receive only grades of "A and B."

In determining our honor roll students, grades from specialist classes will not be included due to the number of times the classes meet during a marking period. In addition, handwriting grades will not be used in determining honor roll. Honor roll eligibility is determined when report cards are issued.

# Differentiated Learning Programs

## **Gifted**

Our gifted program at Galax Middle School is called GATE: Gateway to Deeper Learning. GATE serves GMS students identified as gifted learners. GMS GATE students will receive pull out services with Gifted Resource Teacher, Mrs. Justice, twice each month. During the pull out classes, students will work building a growth mindset, creative and critical thinking skills as well as career exploration and enrichment to core topics.

In addition to pull out services, students will receive differentiated instruction in core classrooms to address their instructional needs as gifted learners. For more information about GATE, please contact Mrs. Justice at [lynnjustice@galaxschools.us](mailto:lynnjustice@galaxschools.us).

## **English for Multilingual Learners**

GMS provides in class and pull out services for multilingual students as a way to improve, support and provide the social and academic vocabulary needed to be successful in school and life. Services are provided in class and as a pull out service in a smaller group environment to support students at their levels.

### **Newcomer English for Multilingual Learners pull out services and in class support**

*Grade Level: 6-8*

*Requirements: Identified by ACCESS or WIDA SCREENER Test as an EL level 1.0-1.9*

The purpose of the Newcomer English for Multilingual Learners pull out services at GMS is to help beginning level English Language Learners to communicate socially and academically in English as quickly as possible through EL education and to help those students become successful in their school programs. Instruction will also strive to help those students adjust culturally to life in the United States.

### **English II for Multilingual Learners in class support**

*Grade Level: 6-8*

*Requirements: Identified by ACCESS or WIDA SCREENER Test as an EL level 2.0-2.9*

The purpose of the English II for Multilingual Learners class at GMS is to continue to instruct English Language Learners in the English language by concentrating on content vocabulary study. Greater emphasis is placed on reading and writing skills. Also content area classes are closely monitored and content area instruction is scaffolded and reinforced.

### **English Support for Multilingual Learners in class support**

*Grade Level: 6-8*

*Requirements: Identified by ACCESS or WIDA SCREENER Test as an EL level 3.0 to 4.3*

In this advanced level of English language acquisition students will receive instruction in the regular classroom by the English teacher and EL teacher. The main focus will be on content vocabulary and academic language structures. Emphasis will be on reading and writing to support learning in content areas.

### **English Language Monitoring**

*Grade level: 6-8*

*Requirements: Identified by ACCESS Test as an EL level 4.4 or above*

The English language monitoring program is for students who have scored a 4.5 or higher on their ACCESS test. Students are monitored for four years to ensure their success in the classroom. Students are provided with language support as needed during this time.

### **Special Education**

Students who access Special Education Services: Special education provides specially designed instruction to address the unique needs of students eligible to receive special education services and supports. Special Education and Related Services (Speech, Occupational Therapy, Physical Therapy) are provided as outlined in each student's Individualized Education Program (IEP). An IEP outlines required services, accommodations and/or modifications and placement of identified students with disabilities. These services ensure a student's access to the general education curriculum across a continuum of educational environments. Galax City Public Schools values special education as an integral part of the total collaborative education system where diversity is valued and all students are encouraged towards independence. GCPS staff are empowered to meet the educational needs of all students through shared responsibility. Our inclusive approach aligns with the belief that all students are fully accepted members of their school community.

### **Section 504**

Section 504 of the Rehabilitation Act of 1973 (Section 504) is a civil rights law that prohibits discrimination on the basis of disability in any program or activity receiving federal financial assistance from the U.S. Department of Education. Galax City Public Schools has specific responsibilities related to the provision of a "free appropriate public education" (FAPE) to school-age individuals with disabilities under Section 504. The ultimate goal of a Section 504 Plan is to provide any student with a disability equal opportunity for academic success and a meaningful educational experience.

A Section 504 Plan requires classroom teachers and other school staff to provide accommodations and/or services necessary for Section 504 eligible students to participate in and benefit from public education programs and activities. Accommodations may provide support for physical, instructional, or

social/emotional needs. If your child has been diagnosed with a disability, or is suspected of having a disability, contact your child's teacher or other GMS staff about the process to determine Section 504 eligibility and the development of an individualized plan.

**High School Credit Courses**

Students who successfully complete the following courses in middle school will receive one standard high school credit per course towards their high school diploma:

<b>World Geography*</b>	<b>Algebra I*</b>	<b>Spanish I</b>
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World Geography can be applied to the high school diploma requirements for History. Algebra I can be applied to the high school diploma requirements for Mathematics.

\*Students can receive verified credits (credits for passing the correlated SOL test) while in the 8th grade. Students who pass the World Geography and/or Algebra I SOL test will receive a verified credit(s) towards graduation requirements.

## Galax Middle School Course Offerings

<b>Grade 6</b>	<b>Core Courses</b>	<b>Exploratory Rotations<sup>1</sup></b>	<b>Electives (year long)</b>
	English 6 Math 6 US History 1865 to Present Science 6 Physical Education 6	PLTW - Flight and Space Art 6 Foreign Language Exploratory 6	Band Chorus

<b>Grade 7</b>	<b>Core Courses</b>	<b>Exploratory Rotations<sup>1</sup></b>	<b>Electives (year long)</b>
	English 7 Math 7 Civics & Economics Life Science 7 Physical Education 7	PLTW - Design & Modeling Art 7 Foreign Language Exploratory 7	Band Chorus Advanced Art

<b>Grade 8</b>	<b>Core Courses</b>	<b>Exploratory Rotations<sup>2</sup></b>	<b>Electives (year long)</b>
	English 8 Honors English 8 Math 8 Algebra I World Geography Physical Science 8 Health/PE 8	Art 8 Agriscience & Technology	Band Chorus Spanish I Advanced Art

<sup>1</sup> Students will rotate through all three exploratory courses. Students will spend 12 weeks in each course.

<sup>2</sup> Students will rotate through both exploratory courses. Students will spend 1 semester in each course.



## **Grade 6 Courses**

### **English 6**

In sixth grade, there is an emphasis on reading comprehension by comparing fiction and nonfiction texts. In fiction texts, students will identify elements of narrative structure including identifying themes and analyzing figurative language. There is an increased emphasis on nonfiction reading by creating objective summaries and drawing inferences using textual evidence. The sixth grade student will begin the study of word origins and continue vocabulary development. The student will also plan, draft, revise, and edit writing in a variety of forms with an emphasis on narrative and reflective writing. The student will deliver multimodal presentations individually and in collaborative groups. The student will also interpret information presented in diverse media formats. The student will find, evaluate, and select appropriate resources for a research product and cite both primary and secondary sources. The meaning and consequences of plagiarism will be stressed.

### **Mathematics 6**

The sixth-grade standards provide a transition from the emphasis placed on whole number arithmetic in the elementary grades to foundations of algebra. The standards include a focus on rational numbers and operations involving rational numbers. Students will use ratios to compare data sets; recognize decimals, fractions, and percents as ratios; solve single-step and multistep problems, using positive rational numbers; and gain a foundation in the understanding of and operations with integers. Students will solve problems involving area and perimeter, and begin to graph in a coordinate plane. In addition, students will build on the concept of graphical representation of data developed in the elementary grades and develop concepts regarding measures of center. Students will solve linear equations and inequalities in one variable, and use algebraic terminology. Students will represent proportional relationships using two variables as a precursor to the development of the concept of linear functions. The use of appropriate technology and the interpretation of the results from applying technology tools must be an integral part of learning, and assessment. While learning mathematics, students will be actively engaged, using concrete materials and appropriate technologies to facilitate problem solving.

### **US History 1865 to Present**

Students will continue to use skills for historical and geographical analysis as they examine American history since 1865. The standards for this course relate to the history of the United States from the Reconstruction era to the present. 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 the civil war will be examined chronologically as students develop an understanding of how the American experience shaped the world's political and economic landscapes. The study of history must emphasize the intellectual skills required for responsible citizenship. Students will practice these skills as they extend their understanding of the essential knowledge defined by all of the standards for history and social science.

### **Science 6**

The sixth-grade standards continue to emphasize data analysis and experimentation. Methods are studied for testing the validity of predictions and conclusions. Scientific methodology, focusing on precision in

stating hypotheses and defining dependent and independent variables, is strongly reinforced. The concept of change is explored through the study of transformations of energy and matter. The standards present an integrated focus on the role of the sun's energy in the Earth's systems, on water in the environment, on air and atmosphere, and on basic chemistry concepts. A more detailed understanding of the solar system and space exploration becomes a focus of instruction. Natural resource management, its relation to public policy, and cost/benefit tradeoffs in conservation policies are introduced. The sixth-grade standards continue to focus on student growth in understanding the nature of science. This scientific view defines the idea that explanations of nature are developed and tested using observation, experimentation, models, evidence, and systematic processes. The nature of science includes the concepts that scientific explanations are based on logical thinking; are subject to rules of evidence; are consistent with observational, inferential, and experimental evidence; are open to rational critique; and are subject to refinement and change with the addition of new scientific evidence. The nature of science includes the concept that science can provide explanations about nature, can predict potential consequences of actions, but cannot be used to answer all questions.

### **Health and Physical Education 6**

Students in grade six combine fundamental skills into more complex movement forms in modified game, dance, and recreational activities. Cooperative and competitive small-group games are appropriate, emphasis being on developing skills and tactical understanding. Students use feedback to initiate and maintain practice to improve skill performance. Students assess their health-related fitness status and set reasonable and appropriate goals for development, maintenance, and improvement. Social interaction becomes more complex as peer pressure becomes increasingly pronounced, impacting individual performance. Students solve problems and make responsible decisions as they work together. They identify and seek opportunities to participate in regular physical activity at school and outside the school environment.

### **Exploratory Rotation**

#### **Intro to Flight and Space**

The exciting world of aerospace comes alive through the Flight and Space (FS) unit. Students become engineers as they design, prototype, and test models to learn about the science of flight and what it takes to travel and live in space. They solve real-world aviation and space challenges and plan a mission to Mars.

#### **Art 6**

GMS Art encourages students to develop creative and critical thinking skills through five specific content strands: creative process; critical thinking and communication; history, culture, and citizenship; innovation in the arts; and technique and application. Students are challenged to make unique artwork and to analyze and communicate their views on artwork of their own, their peers, and contemporary and historical artists.

### **Foreign Language Exploratory 6**

Students will be exposed to the Spanish language and culture to gain a better understanding of its connections to English and to deepen their development of cultural competence. By the end of this course, students will be able to introduce themselves in the target language, ask and answer questions in the target language, describe themselves and others in the target language, use the alphabet and numbers in the target language, and use their native language to communicate with others about the target culture.

## **Electives**

### **Beginning Band**

Beginning Band offers first-time instruction on woodwind, brass, and percussion instruments with a focus on the skills necessary for long-term student success. No experience necessary--we will teach you! Fundamentals stressed include proper posture and playing position, development of characteristic tone quality, and training in music literacy. As the band works as a team, group effort and cooperation are necessary for a successful program. Band is a skilled effort in which each student is expected to show technical and musical growth throughout the course. This group will perform in the Winter and Spring Band Concerts.

### **Chorus**

Students in chorus are exposed to a varied selection of vocal repertoire, including classical, popular, rock, world languages, and traditional forms. The chorus will present several concerts throughout the year and attendance is required for all performances and rehearsals. Students enrolling in chorus should have a passion for singing and a desire to learn more about the art of vocal music.

## **Grade 7 Courses**

### **English 7**

The seventh-grade student will continue to develop oral communication skills and will become more knowledgeable of the effects of verbal and nonverbal behaviors in oral communication. A wide variety of fiction, nonfiction, and poetry will be read by the student, while becoming more independent and analytical. Written composition skills will be refined, with special attention to word choice, organization, style, and grammar. Informational writing skills will be utilized, and persuasive writing will be introduced. Vocabulary development will continue through studies of figurative language, roots, and affixes. The student will also demonstrate correct use of language, spelling, and mechanics by applying grammatical conventions in writing and speaking. Knowledge of the impact of media on public opinion will be introduced. Increased proficiency in the use of print and electronic information resources, as well as, learn ways to give credit to reference sources.

### **Mathematics 7**

The content of the seventh-grade mathematics standards emphasizes students becoming mathematical problem solvers, communicating mathematically, reasoning mathematically, making mathematical connections, and using mathematical representations to model and interpret practical situations. Practical situations include real-world problems and problems that model real-world situations. Students will apply mathematical concepts and skills and the relationships among them to solve problem situations of varying complexities. Students also will recognize and create problems from real-world data and situations within and outside mathematics and then apply appropriate strategies to determine acceptable solutions. To accomplish this goal, students will develop a repertoire of skills and strategies for solving a variety of problems. Students will communicate thinking and reasoning using the language of mathematics, including specialized vocabulary and symbolic notation, to express mathematical ideas with precision. Topics in grade seven include integers and rational numbers, solving two-step linear equations and two-step inequalities, geometric relationships, algebra functions, probability, and proportional reasoning.

### **Civics and Economics**

Standards for Civics and Economics examine the roles citizens play in the political, governmental, and economic systems in the United States. Students will examine the constitutions of Virginia and the United States, will identify the rights, duties, and responsibilities of citizens, and will describe the structure and operation of government at the local, state, and national levels. Students will investigate the process by which decisions are made in the American market economy and explain the government's role in it. The standards identify personal character traits, such as patriotism, respect for the law, willingness to perform public service, and a sense of civic duty, that facilitate thoughtful and effective active participation in the civic life of an increasingly diverse democratic society. Civic education also must emphasize the intellectual and practical skills required for responsible citizenship. Students will practice these skills both inside and outside the classroom as they extend their understanding of the essential knowledge defined by the standards for Civics and Economics.

### **Life Science 7**

The Life Science standards emphasize a more complex understanding of change, cycles, patterns, and relationships in the living world. Students build on basic principles related to these concepts by exploring the cellular organization and the classification of organisms; the dynamic relationships among organisms, populations, communities, and ecosystems; and change as a result of the transmission of genetic information from generation to generation. Students build on scientific investigation skills by independently identifying questions and planning investigations. Students evaluate the usefulness and limits of models and support their conclusions using evidence. Mathematics, computational thinking, and experience in the engineering design process gain importance as students advance in their scientific thinking.

### **Health and Physical Education 7**

In grade seven, students continue to develop competence in modified versions of various game/sport, rhythmic, and recreational activities. They vary movement during dynamic and changing game situations. Recreational pursuits become an additional curriculum option, broadening lifelong physical activity options. The ability to analyze skill performance through observing and understanding critical elements (small, isolated parts of the whole skill or movement) is increasingly apparent, as is the application of basic scientific principles of movement and personal fitness. Students relate the importance of physical activity to health, focusing particularly on obesity and stress. They create plans for improving personal fitness. Students continue to develop responsible personal and social behaviors by demonstrating decision-making skills, conflict-resolution skills, appropriate etiquette, and respect for others. Students achieve and maintain personal fitness standards and set reasonable and appropriate goals for improvement or maintenance of health-related fitness.

## **Exploratory Rotation**

### **Design and Modeling**

Design and Modeling (DM) provides students opportunities to apply the design process to creatively solve problems. Students are introduced to the unit problem in the first activity and are asked to make connections to the problem throughout the lessons in the unit. Students learn and utilize methods for communicating design ideas through sketches, solid models, and mathematical models. Students will understand how models can be simulated to represent an authentic situation and generate data for further analysis and observations. Students work in teams to identify design requirements, research the topic, and engage stakeholders. Teams design a toy or game for a child with cerebral palsy, fabricate and test it, and make necessary modifications to optimize the design solution.

## **Art 7**

GMS Art encourages students to develop creative and critical thinking skills through five specific content strands: creative process; critical thinking and communication; history, culture, and citizenship; innovation in the arts; and technique and application. Students are challenged to make unique artwork and to analyze and communicate their views on artwork of their own, their peers, and contemporary and historical artists.

## **Foreign Language Exploratory 7**

Students will be exposed to the Spanish language and culture to gain a better understanding of it's connections to English and to deepen their development of cultural competence. By the end of this course, students will be able to introduce themselves in the target language, ask and answer questions in the target language, describe themselves and others in the target language, use the alphabet and numbers in the target language, and use their native language to communicate with others about the target culture.

## **Electives**

### **Intermediate Band**

*Prerequisite: Completion of Beginning Band OR by audition (See Mrs. Anders for audition requirements.)*

The Intermediate Band is for students who already have an understanding of basic music reading, instrument assembly and maintenance, correct playing position and sound tone production. Instruction offers continued focus on the refinement of tone quality, technique, aural skills and music literacy. Similarly, select students may have the opportunity to transition to instruments that may not have been offered in previous school experiences. As the band works as a team, group effort and cooperation are necessary for a successful program. Band is a skilled effort in which each student is expected to show technical and musical growth throughout the course. This group will perform in the Winter and Spring Band Concerts.

### **Chorus**

Students in chorus are exposed to a varied selection of vocal repertoire, including classical, popular, rock, world languages, and traditional forms. The chorus will present several concerts throughout the year and attendance is required for all performances and rehearsals. Students enrolling in chorus should have a passion for singing and a desire to learn more about the art of vocal music.

### **Advanced Art**

*Prerequisite - Previous successful performance in art class and course application are required for consideration for this course*

GMS Advanced Art encourages students to develop creative and critical thinking skills through five specific content strands: creative process; critical thinking and communication; history, culture, and citizenship; innovation in the arts; and technique and application. Students are challenged to make unique

artwork and to analyze and communicate their views on artwork of their own, their peers, and contemporary and historical artists. Advanced Art students, by having art for the entire school year, will have opportunities to do more comprehensive projects, collaborative work, and more student choice driven designs.

## **Grade 8 Courses**

### **English 8**

English 8 includes both a reading and writing curriculum. This course highlights oral language, literature, writing, and vocabulary development. Emphasis will be placed on reading a variety of literary genres for factual/interpretive comprehension and writing in a variety of forms such as expository and persuasive. Particular attention will be paid to composition and reading culminating in the administration of the reading and writing SOL tests in the spring semester.

### **Honors English 8**

*Prerequisite: Previous English performance and assessment results will determine placement*

Honors English 8 is a more rigorous and challenging version of English 8, consisting of both an advanced reading and writing curriculum. This course highlights oral language, literature, writing, and vocabulary development. Honors English 8 allows students to utilize their creative thinking and problem-solving skills on an elevated level. Emphasis will be placed on reading a variety of literary genres for factual/interpretive comprehension and writing in a variety of forms such as expository and persuasive. Particular attention will be paid to composition and reading culminating in the administration of the reading and writing SOL tests in the spring semester.

### **Math 8**

Math 8 is a traditional course that builds on the Math 7 curriculum in order to prepare students for more abstract concepts in Algebra and Geometry, such as computation with rational numbers, proportions, solving multi-step equations and inequalities, graphing linear equations, visualizing 3-D shapes represented in 2-D, applying transformations to geometric shapes and an in-depth study of the Pythagorean Theorem.

### **Honors Algebra I**

*Prerequisite: Previous Math performance and assessment results will determine placement*

Algebra I is a traditional course that requires the student to use algebra as a tool for representing and solving a variety of practical problems, to use tables and graphs, to interpret algebraic expressions, equations, and inequalities, and analyze behaviors of functions using appropriate tools. Students will receive a weighted high school credit for passing this course.

*\*In a weighted class, students will receive one additional point for their grade when final GPAs are calculated for the year.*

### **World Geography**

Students will gain the abilities to interpret maps and apply map skills. The curriculum will focus on four main areas in geography - physical geography, cultural geography, economic geography, and population geography. Students will apply the knowledge acquired in those fields to specific regions around the world. Students will gain a better understanding of the world around them by examining the physical, regional and cultural landscapes of the United States and Canada, Latin America, The Middle East, Saharan Africa, South and Southeast Asia, Europe, Russia and Central Asia, and Antarctica and the Pacific Islands. These objectives will be accomplished through the use of maps, classroom instruction, interactive activities, group projects, and simulations.



### **Physical Science 8**

Physical Science stresses an understanding of the nature and structure of matter and the characteristics of energy. Major areas covered by the standards include the periodic table; physical and chemical changes; nuclear reactions; temperature and heat; sound; light; electricity and magnetism; and work, force, and motion.

### **Health and Physical Education 8**

Students in grade eight PE will demonstrate the ability to assume responsibility for guiding their own learning as they apply their knowledge and abilities to participate in a variety of activities. Students are able to set goals, track progress, and participate in physical activities to improve life-long fitness. A state mandated fitness test will be given each quarter. Students in Health eight have an understanding of the causes of disease, understand how body systems work and will be able to explain the importance of staying drug, tobacco, and alcohol free. Students begin to relate short and long term consequences of health choices along with the importance of proper nutrition.

### **Exploratory Rotations**

#### **Agriscience and Technology**

Through classroom instruction and hands-on laboratory activities, students will explore the fields of agriculture, food, and natural resources (AFNR), to include: global agriculture; new and emerging technologies; agricultural mechanics; and careers in agribusiness; animal systems; environmental services; food products and processing; natural resources systems; plant systems; and power, structural, and technical systems.

#### **Art 8**

GMS Art encourages students to develop creative and critical thinking skills through five specific content strands: creative process; critical thinking and communication; history, culture, and citizenship; innovation in the arts; and technique and application. Students are challenged to make unique artwork and to analyze and communicate their views on artwork of their own, their peers, and contemporary and historical artists.

## **Electives**

### **Advanced Band**

*Prerequisite: Completion of Intermediate Band OR by audition (See Mrs. Anders for audition requirements.)*

The Advanced Band is for students who have had at least 2 years of band instruction and have an understanding of basic music reading, instrument assembly and maintenance, correct playing position and sound tone production. Instruction offers continued focus on the refinement of tone quality, technique, aural skills and music literacy, and also concentrates on advanced technical and expressive skills in an ensemble-focused setting. As the band works as a team, group effort and cooperation are necessary for a successful program. Band is a skilled effort in which each student is expected to show technical and musical growth throughout the course. This group will perform in the Winter and Spring Concerts.

### **Chorus**

Students in chorus are exposed to a varied selection of vocal repertoire, including classical, popular, rock, world languages, and traditional forms. The chorus will present several concerts throughout the year and attendance is required for all performances and rehearsals. Students enrolling in chorus should have a passion for singing and a desire to learn more about the art of vocal music.

### **Spanish I**

*Prerequisite: C Average in all classes the previous school year*

The emphasis of Spanish I is on pronunciation, vocabulary development, basic conversational skills, and mastery of simple grammar through lively classroom activities. Students will be introduced to the geography of the Spanish-speaking world, and to various aspects of popular Hispanic culture through their textbook, CDs, DVDs and computer activities.

### **Advanced Art**

*Prerequisite - Previous successful performance in art class and course application are required for consideration for this course*

GMS Advanced Art encourages students to develop creative and critical thinking skills through five specific content strands: creative process; critical thinking and communication; history, culture, and citizenship; innovation in the arts; and technique and application. Students are challenged to make unique artwork and to analyze and communicate their views on artwork of their own, their peers, and contemporary and historical artists. Advanced Art students, by having art for the entire school year, will have opportunities to do more comprehensive projects, collaborative work, and more student choice driven designs.

## High School Graduation Requirements

### **ADVANCED STUDIES DIPLOMA:**

<b>DISCIPLINE AREA</b>	<b>STANDARD CREDIT REQUIREMENT</b>	<b>VERIFIED CREDIT REQUIREMENT</b>
English	4	2
Mathematics <sup>1</sup>	4	1
Laboratory Science <sup>2</sup>	4	1
History & Social Science <sup>3</sup>	4	1
World Language <sup>4</sup>	3	
Health & Physical Education	2	
Fine Arts or Career & Tech Education <sup>5</sup>	1	
Economics & Personal Finance	1	
Electives <sup>6</sup>	3	
Student Select Test		
<b>Total</b>	<b>26</b>	<b>5</b>

\*Students must also complete either an Advanced Placement, honors, IB course OR earn a career and technical education credential approved by the board.

\*Students must successfully complete one virtual course.

\*Students must be trained in emergency first aid, CPR and the use of AED, including hands-on practice of the skills necessary to perform cardiopulmonary resuscitation.

\*Student must acquire and demonstrate foundational skills in critical thinking, creative thinking, collaboration, communication, and citizenship in accordance with the Profile of a Virginia Graduate approved by the board.

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<sup>1</sup> Courses completed to satisfy this requirement shall include at least three different course selections from among: Algebra I, Geometry, Algebra II, or other mathematics courses above the level of Algebra II. The Board shall approve courses to satisfy this requirement. Per the SOQ, a computer science course credit earned by students may be considered a mathematics course credit.

<sup>2</sup> Courses completed to satisfy this requirement shall include course selections from at least three different science disciplines from among: earth sciences, biology, chemistry, or physics or completion of the sequence of science courses required for the International Baccalaureate Diploma and shall include interdisciplinary courses that incorporate Standards of Learning content from multiple academic areas. The board shall approve additional courses to satisfy this requirement. Per the SOQ, a computer science course credit earned by students may be considered a science course credit.

<sup>3</sup> Courses completed to satisfy this requirement shall include U.S. and Virginia History, U.S. and Virginia Government, and two courses in either world history or geography or both. The Board shall approve courses to satisfy this requirement.

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

<sup>5</sup> Per the SOQ, a computer science course credit earned by students may be considered a career and technical credit.

<sup>6</sup> Courses to satisfy this requirement shall include at least two sequential electives as required by the Standards of Quality.

## **STANDARD DIPLOMA:**

<b>DISCIPLINE AREA</b>	<b>STANDARD CREDIT REQUIREMENT</b>	<b>VERIFIED CREDIT REQUIREMENT</b>
English	4	2
Mathematics <sup>7</sup>	3	1
Laboratory Science <sup>8</sup>	3	1
History & Social Science <sup>9</sup>	3	1
Health & Physical Education	2	
World Language, Fine Arts or CTE <sup>10</sup>	2	
Economics & Personal Finance	1	
Electives <sup>11</sup>	4	
Student Select Test		
<b>Total</b>	<b>22</b>	<b>5</b>

\*Students must also complete either an Advanced Placement, honors, IB course OR earn a career and technical education credential approved by the board.

\*Students must successfully complete one virtual course.

\*Students must be trained in emergency first aid, CPR and the use of AED, including hands-on practice of the skills necessary to perform cardiopulmonary resuscitation.

\*Student must acquire and demonstrate foundational skills in critical thinking, creative thinking, collaboration, communication, and citizenship in accordance with the Profile of a Virginia Graduate approved by the board.

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<sup>7</sup> Courses completed to satisfy this requirement shall include at least two different course selections from among: Algebra I; Geometry; Algebra, Functions and Data Analysis; Algebra II, or other mathematics courses approved by the board to satisfy this requirement. Per the SOQ, a computer science course credit earned by students may be considered a mathematics course credit.

<sup>8</sup> Courses completed to satisfy this requirement shall include course selections from at least two different science disciplines; earth sciences, biology, chemistry or physics or completion of the sequence of science courses required for the International Baccalaureate Diploma and shall include interdisciplinary courses that incorporate Standards of Learning content from multiple academic areas. The board shall approve courses to satisfy this requirement. Per the SOQ, a computer science course credit earned by students may be considered a science course credit.

<sup>9</sup> Courses completed to satisfy this requirement shall include U.S. and Virginia History, U.S. and Virginia Government, and one course in either world history or geography or both. The Board shall approve courses to satisfy this requirement.

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

<sup>10</sup> Per SOQ, credits earned for this requirement shall include one credit in fine or performing arts or career and technical education. Per the SOQ, a computer science course credit earned by students may be considered a career and technical course credit.

<sup>11</sup> Courses to satisfy this requirement shall include at least two sequential electives as required by the Standards of Quality.

