Mission Statement

Fauquier County Public Schools (FCPS), an innovative learning community, is committed to developing creative, confident, and knowledgeable citizens who are globally-competitive by cultivating the potential of each learner.

The cover for the 2019-2020 Program of Studies was designed by Jocelyn Stanton, an Eighth grade student at Warrenton Middle School.
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Fauquier County middle schools are accredited by the Southern Association of Colleges and Schools, the Virginia State Board of Education, and the Virginia Department of Education.
Introduction

The middle school concept emphasizes a team approach to teaching and learning. In general, students are placed on teams who share the same teachers. This approach provides students with a sense of community to ensure that each child’s academic, social and emotional needs are addressed in a student-friendly environment as students make the transition from elementary school to middle school and from middle school to high school.

The middle school curriculum provides a rigorous, differentiated curriculum that balances the unique needs of young adolescents and the demands of high standards. The middle school teachers encourage students to make interdisciplinary connections among content area subjects and support students in the development of abstract and higher-level thinking skills. Teachers also concentrate on developing lessons and activities that meet early adolescents’ needs by providing them with many opportunities to develop responsibility and independence.

An important component of middle school is the exploratory and elective program that allows students to experience a wide variety of courses in the areas of music and fine arts, world languages, technology, and career readiness. The middle school design is intended to ensure that students meet local and state academic standards, experience academic success, and develop skills to experience success in life and society.

Recent changes to the Standards of Accreditation from the Virginia Board of Education ask our schools to think critically about how we prepare our students to be “life ready.” While many of the changes effect graduation requirements in high school, often referenced as a “Profile of a Graduate,” there are changes that will also have a positive impact on our middle school students. For example, students should have practice in all of their courses demonstrating the “5 Cs” - critical thinking, creative thinking, collaboration, communication and citizenship. We envision that in order to have a place to collect evidence of this type of authentic learning, students will be involved in developing a digital portfolio which allows them to showcase their best work. Additionally, students will have more opportunities in middle school to continue the conversation with their families, counselors, and teachers about what they might be passionate about doing as a future career. As part of Profile of a Graduate, students will participate in curriculum that helps them investigate possible future career paths. We believe allowing further conversations in career investigations with students will enhance their overall middle school experience. We are excited about these changes and the opportunities they will provide all learners.
Middle School Policies

Attendance
School attendance is directly related to academic achievement. Students are expected to attend school all day, every day. Regular school attendance is a cooperative effort, and the School Board expects parents and students to take an active role in accepting the responsibility for good attendance. Parents will be notified when a student has accumulated six absences. When a student accumulates ten absences, a conference with the parent will be requested in order to develop a plan for improving the student’s attendance. After fifteen absences, further action may be taken.

Grading
In grades 3-12, Fauquier County Public Schools uses letter grades on report cards based on the following scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100</td>
<td>A</td>
</tr>
<tr>
<td>80-89</td>
<td>B</td>
</tr>
<tr>
<td>70-79</td>
<td>C</td>
</tr>
<tr>
<td>60-69</td>
<td>D</td>
</tr>
<tr>
<td>59 and below</td>
<td>F</td>
</tr>
</tbody>
</table>

Promotion and Retention
For a student to be promoted from Grade 6 to Grade 7, from Grade 7 to Grade 8, and from Grade 8 to Grade 9, he/she must pass four of the five required subjects (Mathematics, Science, History and Social Science, Language Arts, and Physical Education). A student not meeting these requirements may be retained. The final decision regarding retentions in Grade 6, 7, or 8 rests with the school principal.

Honor Roll
All middle schools have an A/B honor roll, with a special distinction for students will all “A’s.” A student receiving a “C” in any subject cannot be on the honor roll.
Differentiated Learning Programs

**Gifted (Gateways)**
The primary goal of the Fauquier County Gifted (Gateways) program is to provide challenging learning opportunities for students with high academic ability and potential. Students may be found eligible for Gateways services based on classroom performance and standardized assessments. Consideration for Gateways services begins with a referral. Parents may contact the Counseling Office for more information. The following criteria are considered in the Gateways identification process:

- Standardized test scores (ITBS, CogAt, Naglieri, GMRT, etc.)
- Work Samples
- Teacher Recommendation
- Classroom Grades
- Interview

Honors and extended classes are offered as one component of the Gateways program. Honors classes are available for Language Arts and extended classes for Mathematics. In addition, middle school students in the Gateways program are eligible to attend SummerQuest!, a Summer Regional Governor’s school. They may also choose to participate in the John Hopkins CTY Talent Search (http://cty.jhu.edu/talent/) and are provided informational opportunities about enrollment in the Mountain Vista Governor’s School.

**English as a Second Language (ESL) Program**
The mission of the FCPS ESL program is to ensure that each English Learner develops high levels of English proficiency while mastering challenging content area standards of learning. The ESL program provides additional instruction in the English language, and/or content support to English language learners in all the grade levels.

**Special Education**
Special Education services are designed to provide identified students with access to the general education curriculum via an individual education plan (IEP) developed to address the specific educational needs of the student. Instruction is provided in a variety of settings by special education teachers and related services professionals. Students receiving special education services participate in core academic classes and/or alternative curriculum programs depending on the IEP or individual needs. A student receives special education services only if he or she is eligible and only after an IEP team has determined how the student will be served.

**Southeastern Alternative Program**
This program is designed for 8th grade students who struggle with traditional teaching and learning approaches. The Alternative Learning Program is designed to offer a hands-on interactive, project-based approach to instruction and assessment in all core academic areas required for promotion. Interested parents should contact the Counseling Office for information about the application and interview process or to request any additional information.
Course Options

Standard Academic Classes
Most students are served in heterogeneous classes that are differentiated to meet the needs of a range of student abilities and interests.

Honors and Extended Classes
Honors and Extended courses are open to all students who seek increased academic rigor. The goal of Honors and Extended classes is to extend the curriculum in depth and complexity and to meet the needs of a diverse group of learners. Middle school Honors and Extended classes are designed to prepare students for advanced coursework in high school (Honors and Advanced Placement). Students who are identified for Gateways services are strongly encouraged to take these classes. Other students who have demonstrated high achievement, interest, and/or potential in one or more academic areas are also encouraged to enroll in these classes. Honor classes are offered in Language Arts and Extended Mathematics courses are offered at all middle schools.

High School Courses Offered in Middle School
Students who successfully complete the following courses in middle school will receive one credit per course toward a high school diploma:

<table>
<thead>
<tr>
<th>French I</th>
<th>Algebra I</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spanish I</td>
<td>Geometry</td>
</tr>
</tbody>
</table>

French I and Spanish I credits can be applied to the high school diploma requirements for World Languages. Algebra I and/or Geometry can be applied to the high school diploma requirements for mathematics as a verified credit if students pass the corresponding SOL test.

Deleting High School Courses from the Academic Record

High School courses taken in middle school will count toward meeting high school diploma requirements. The grade and credit for high school courses taken in middle school will appear on the high school transcript and will be calculated into a student’s high school Grade Point Average (GPA).

Occasionally, students may not demonstrate a desired degree of success in these courses. In these cases, parents have the option of requesting that the grade be removed from the student’s transcript. However, when a credit-bearing grade is removed from the transcript, the high school credit is forfeited. To exercise this option, parents must request, in writing, that a credit-bearing course taken before entering high school be removed from the child’s high school transcript. Parents are encouraged to contact the Middle School Counseling Office for procedure and deadline requirements. A copy of the application needed to exercise this option can be found on the next page.
Middle School Parent Request to Delete High School Course and Credit from Student’s Transcript

Student Name: ____________________________  Student ID #: ______________________

Middle School: ____________________________  Grade level in June: (please circle one)

7  8

Parent/Guardian Name: _____________________  Daytime Phone #: __________________

Address: ________________________________________________________________________

Unless this request is submitted, the grade and the credit for any high school course taken in middle school will appear on the high school transcript and will be included in the calculation for the high school grade point average.

Please delete the following high school course(s) from my child’s transcript.

I understand that the grade and credit for the course(s) will be forfeited when the course is deleted.

Course Name __________________________________________________

Course Name __________________________________________________

Parent Signature: ____________________________  Date: ______________________________

Student Signature: ____________________________  Date: ______________________________

Counselor Signature: ____________________________  Date: ______________________________

Supervisor Signature: ____________________________  Date: ______________________________

IT Sign-Off Removed: ____________________________  Date: ______________________________

COMPLETE THIS SECTION IF STUDENT IS A RISING 9TH GRADER

As a result of dropping the above course(s), please make the following change(s) to my student’s high school course request.

DROP ____________________________  ADD ____________________________

DROP ____________________________  ADD ____________________________

Student will attend: (please circle one)  FHS  KRHS  LHS

IMPORTANT: Please return this form to the Counseling Office at the student’s middle school no later than Wednesday, June 12, 2019.
# Middle School Course Offerings
## 2019-2020

<table>
<thead>
<tr>
<th>Grade 6</th>
<th>Core and Core Extension Courses</th>
<th>Exploratory Rotation&lt;sup&gt;a&lt;/sup&gt;</th>
<th>Electives</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Language Arts 6</td>
<td>Art 6</td>
<td>Band 6</td>
</tr>
<tr>
<td></td>
<td>Mathematics</td>
<td>Family &amp; Consumer Science I</td>
<td>Chorus 6</td>
</tr>
<tr>
<td></td>
<td>Science 6</td>
<td>Input Technology Basics 6</td>
<td>Orchestra 6</td>
</tr>
<tr>
<td></td>
<td>U.S. History: 1865 to Present</td>
<td>Introduction to Agriscience 6&lt;sup&gt;b&lt;/sup&gt;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Health &amp; Physical Education 6</td>
<td>Introduction to Technology 6</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Academic Focus Seminar 6</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade 7</th>
<th>Core and Core Extension Courses</th>
<th>Exploratory Rotation&lt;sup&gt;a&lt;/sup&gt;</th>
<th>Electives</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Language Arts 7</td>
<td>Art 7</td>
<td>Band 7</td>
</tr>
<tr>
<td></td>
<td>Mathematics</td>
<td>Agriscience Exploration 7&lt;sup&gt;b&lt;/sup&gt;</td>
<td>Chorus 7</td>
</tr>
<tr>
<td></td>
<td>Life Science 7</td>
<td>Family &amp; Consumer Science II</td>
<td>Orchestra 7</td>
</tr>
<tr>
<td></td>
<td>Civics &amp; Economics</td>
<td>Inventions &amp; Innovations 7</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Health &amp; Physical Education 7&lt;sup&gt;c&lt;/sup&gt;</td>
<td>Make It Your Business 7</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Academic Focus Seminar 7&lt;sup&gt;c&lt;/sup&gt;</td>
<td></td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade 8</th>
<th>Core and Core Extension Courses</th>
<th>Electives</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Language Arts 8</td>
<td>Full Year</td>
</tr>
<tr>
<td></td>
<td>Mathematics</td>
<td>Band 8</td>
</tr>
<tr>
<td></td>
<td>Physical Science 8</td>
<td>Chorus 8</td>
</tr>
<tr>
<td></td>
<td>World Geography</td>
<td>Orchestra 8</td>
</tr>
<tr>
<td></td>
<td>Health &amp; Physical Education 8</td>
<td>French 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Spanish 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Academic Support 8&lt;sup&gt;d&lt;/sup&gt;</td>
</tr>
</tbody>
</table>

|        | Half Year                       |           |
|        |                                   | Art 8     |
|        |                                   | Agriscience & Technology 8<sup>b</sup> |
|        |                                   | Digital Applications |
|        |                                   | Family & Consumer Science III   |
|        |                                   | Technological Systems 8         |

<sup>a</sup>Students will take four of the 9 week courses listed.
<sup>b</sup>This course is not offered at all schools.
<sup>c</sup>Students taking both music and world languages will not take this course.
<sup>d</sup>This course may be taken partial year.
The middle school mathematics course offerings provide a rigorous and flexible mathematics program that meets the needs of a wide range of student abilities and provides equity and access to higher-level mathematics courses for all students. Mathematics courses in grades 6-8 include engaging, thoughtful activities that challenge students to reason and make conjectures, think hypothetically, comprehend cause and effect relationships, and discern mathematical connections to the world around them.

Vocabulary is an integral part of instruction and students will have various opportunities to express their understanding of mathematical concepts through oral and written uses of the language of mathematics. Students’ learning is enriched by the use of various models of instruction including manipulatives and technology tools such as scientific and graphing calculators, computers, and virtual instructional software.

For all students, placement in a course is based on multiple factors, including performance, assessments, and teacher recommendations.

*Students who successfully complete Algebra I and/or Geometry in middle school will receive one high school credit per course toward a high school diploma.
SIXTH-GRADe CORE AND CORE EXTENSION COURSES

Language Arts 6 110906
Students will read, demonstrate comprehension, and extend their vocabularies from a variety of both fiction and nonfiction texts, as well as poetry and media messages, for appreciation, information, and evaluation. Students will plan, write, revise, and edit in a variety of modes including narrative, expository, persuasive, and reflective with an emphasis on narrative and reflective writing. Students will compose with attention to central idea, unity, elaboration, and organization.

Learning of grammar concepts occurs within the context of comparing mentor texts with student writing. Sixth-grade students will learn how to be reflective participants in small group and classroom discussions. Planned oral, visual, written, or multimodal presentations will demonstrate each student’s ability to present personal experiences, original ideas, and research products.

Students will take the Grade 6 SOL English: Reading test.

Language Arts 6 Honors 110946
Language Arts 6 Honors is an academically challenging course in which students are required to demonstrate comprehension of increasingly more challenging fiction and nonfiction texts, as well as poetry and media messages. Students will extend understandings through persuasive writing, multimodal presentations, and products adapted for purpose and audience and supported by their research. Students will continue the development of an advanced vocabulary through the examination of rich texts and independent reading. Grammar study occurs within the context of examining a variety of mentor texts including student’s own writing, and students will apply lessons in their own writing. Because of the extensive reading and writing required, a student’s success in the course is linked to his/her sense of responsibility and academic commitment. This course is recommended for students with a Gateways identification and other students who wish to work at an advanced level.

Students will take the Grade 6 SOL English: Reading test.

Math 6 311006
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.

**Students will take the Grade 6 Mathematics SOL test.**

**Math 6 Extended** 311036

*Prerequisite: Successful completion of Math 5/6 and teacher recommendation.*

This is a rigorous and challenging course designed to develop understanding of the Math 6 and select topics from the Math 7 standards. 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. Through the seventh-grade standards included, students will build on the concept of ratios to solve problems involving proportional reasoning. Students will focus on the relationships among the properties of quadrilaterals. Students continue to develop their understanding of solving linear equations and inequalities in one variable by applying the properties of real numbers.

**Students will take the Grade 6 Mathematics SOL test.**

**Math 7 Accelerated** 311146

*Prerequisite: Successful completion of Math 6 and teacher recommendation.*

This is a rigorous, challenging, and fast-paced course which blends the Math 7 standards with those skills needed in preparation of Algebra I. The seventh-grade standards continue to emphasize the foundations of algebra. The standards address the concept of and operations with rational numbers by continuing their study from grade six. Students will build on the concept of ratios to solve problems involving proportional reasoning. Students will solve problems involving volume and surface area and focus on the relationships among the properties of quadrilaterals. Probability is investigated through comparing experimental results to theoretical expectations. Students continue to develop their understanding of solving linear equations and inequalities in one variable by applying the properties of real numbers. Students discern between proportional and non-proportional relationships and begin to develop a concept of slope as rate of change. Through the eighth-grade standards included, students will also explore real numbers and the
subsets of the real number system. Students will represent data, both univariate and bivariate data, and make predictions by observing data patterns. Students build upon the algebraic concepts developed in the standards for grades six and seven mathematics, which include simplifying algebraic expressions, solving multistep equations and inequalities, and graphing linear functions. These standards are vital to providing a solid foundation in Algebra I for students in middle school mathematics.

Students will take the Grade 7 Mathematics SOL test.

U.S. History: 1865 to the Present  235406
In this course, students will use skills of 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 will 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 landscape. The course will also emphasize the skills required for responsible citizenship. Students will be involved in completing a performance assessment.

Science 6  410506
Students will study a variety of scientific topics including the solar system, matter, force, motion, energy, ecosystems, the atmosphere and natural resources. Classes are designed for hands-on activities, unit projects, experimentation, and technology based lessons. The scientific method and investigation are integrated into each unit. Students will develop an understanding of the chronology of scientific discoveries.

Health & Physical Education 6  711006
Physical education classes are designed to enable students to develop the ability to engage in physical activity while building competence, confidence, teamwork, and good sportsmanship. Classes include team and individual sports. There is also an emphasis on developing lifetime fitness goals. In addition, health classes are based on content that include mental health, body systems, growth and development, personal health practices, consumer awareness, nutrition, disease prevention and control, medicines, substance abuse, and safety and first aid.

Academic Focus Seminar 6  006606
The intent of the Academic Focus Seminar is to advance students’ knowledge, understanding, and skills in several or specific content areas. The majority of sixth graders will complete multiple enrichment, units that will include an emphasis on appropriately navigating the digital world, world languages and cultures vocabulary study, academic study skills, mathematics and science reasoning and problem solving, fine arts exploration, focused fiction and non-fiction studies, extended writing practice, and college and career readiness. Other students will receive remediation in reading and/or mathematics through programs targeted for their area of academic
need or will receive academic skill support as specified in their IEP (Individual Educational Plan).

Students will be evaluated in this course on a 4 to 1 scale - 4: exceeds unit expectations; 3: meets unit expectations; 2: minimally meets unit expectations; 1: does not meet unit expectations.

SIXTH-GRADE EXPLORATORY COURSES

Exploratory courses are an integral part of the middle school curriculum. In these courses students are exposed to a variety of learning opportunities, including Art and Career and Technical Education. Through exploratory courses, students often discover new interests and talents, making it easier for them to select courses in which to enroll at the high school level.

Input Technology Basics 6 615006
This course is designed for middle school students to develop and enhance touch skills for entering alphabetic, numeric, and symbol information on a keyboard. Students compose and produce personal, educational, and professional documents using emerging technologies that are used in today’s workplace and in everyday life.

Family & Consumer Sciences I 820606
This course provides a foundation for managing individual, career, family and community roles and responsibilities. Students focus on areas of individual growth such as personal goal achievement, accountability for personal safety and health, financial management, clothing care, food preparation, positive and caring relationships with others, and self-assessment as related to career exploration. Students apply problem-solving and leadership skills as they progress through the course.

Introduction to Foreign Cultures 6
In this class students will explore cultures from around the globe focusing on cultures, traditions, and language. This class serves as an exploration into new cultures and languages. Introductory vocabulary, basic communication skills, and culture will be the focus of this class. (Offered at Cedar Lee Middle School Only).

Introduction to Technology 6 848106
In this STEM course, students study the resources of all technology, including tools, energy, materials, people, time, information, and capital. This also includes the problem solving process and various hands-on activities. Students explore systems of technology, energy and power, information and communication, transportation, manufacturing, and construction. Students relate the impact of technology on society, environment, and culture to future consequences and decisions.

Introduction to Agriscience 6 800906
In this course, students develop an awareness of the relationships between agriculture and science. Major concepts covered in the course include awareness of agriculture, the world of work, agribusiness careers, human relations, and scientific principles applied in agriculture.
Art 6 910306
Visual art 6 emphasizes the exploration of the studio process. Using the elements of art and the principles of design, students will investigate a variety of ideas for creating art. Students will work in both two dimensional and three dimensional media. Each student will be encouraged to demonstrate and record their artistic growth in a sketchbook, as well as maintain a portfolio of their work.

CHORUS 6 926906
Students will learn the basics of choral music and the concepts of music theory by learning the proper use of the vocal instrument. Correct posture, breathing, and diction will be stressed. Basic theory and note reading will be introduced. There will be at least two performances during the school year. All scheduled concerts are required.

Band 6 923006
This course is for students who have little or no experience in playing a wind or percussion instrument. They will learn the parts of the instrument they select as well as its proper care and maintenance. Students will learn the proper playing technique of their instruments, including the correct embouchure, posture, and playing position. While learning to play their chosen instruments, students will learn basic theory (note values, basic musical symbols), fingerings, slide positions, and hand positions needed to perform music on the Grade 1 and 2 levels. Students will learn at least two major scales in the range suitable for their instruments. Students are expected to practice 150 minutes per week and to participate in the spring concert. All scheduled concerts are required.

Orchestra 6 923506
Students will follow a beginning course of instruction on the four stringed instruments of an orchestra (violin, viola, cello, and bass). Each student will choose an instrument based on the student’s desire and the needs of the class in order to attain a balanced instrumentation. Correct technique and posture will be stressed. Basic concepts of theory and note reading will be introduced. At least two performances will take place during the school year. All scheduled concerts are required.
SEVENTH-GRADE CORE AND CORE EXTENSION COURSES

Language Arts 7 111007
Seventh-grade students will continue to develop an appreciation for literature and to acquire widening vocabularies through extensive reading of short and long fiction, nonfiction, poetry, and drama. Students will refine written composition skills in a variety of modes with an emphasis on expository and persuasive writing and with particular attention to word choice, elaboration, organization, usage, and mechanics. In addition, students will write to develop and modify a central idea, tone, and voice to fit the audience and purpose. The learning of grammar concepts occurs within the context of comparing mentor texts with student writing. Seventh-grade students will become adept with selecting appropriate resources for research products, delivering multimodal presentations, and identifying persuasive, rhetorical techniques in the media.

Students will take the Grade 7 English: Reading SOL test.

Language Arts 7 Honors 111047
Language Arts 7 Honors is an academically challenging course in which students are required to demonstrate comprehension of increasingly more challenging fiction and nonfiction texts, as well as poetry, drama, and media messages. Students will extend understandings through persuasive, analytical writing and multimodal presentations and products that are supported by their research. Students will continue the development of an advanced vocabulary including the skillful use of word choice in creating tone and purpose. Learning of more advanced grammar concepts occurs within the context of comparing mentor texts with the student writing. Because of the extensive reading and writing required, a student’s success in the course is linked to his/her sense of responsibility and academic commitment. This course is recommended for students with a Gateways identification and other students who wish to work at an advanced level.

Students will take the Grade 7 English: Reading SOL test.

Math 7 311107
The seventh-grade standards continue to emphasize the foundations of algebra. The standards address the concept of and operations with rational numbers by continuing their study from grade six. Students will build on the concept of ratios to solve problems involving proportional reasoning. Students will solve problems involving volume and surface area and focus on the relationships among the properties of quadrilaterals. Probability is investigated through comparing experimental results to theoretical expectations. Students continue to develop their understanding of solving linear equations and inequalities in one variable by applying the properties of real numbers. Students discern between proportional and non-proportional relationships and begin to develop a concept of slope as rate of change.

Students will take the Grade 7 Mathematics SOL test.
Math 7 Extended 311147
Prerequisite: Successful completion of Math 6 Extended and teacher recommendation.

This is a rigorous and challenging course which blends the remaining Math 7 Curriculum, those standards not included in Math 6 Extended, and the Math 8 standards required for preparation for Algebra 1. Students will build on the concept of ratios to solve problems involving proportional reasoning. Students will solve problems involving volume and surface area. Probability is investigated through comparing experimental results to theoretical expectations. Students discern between proportional and non-proportional relationships and begin to develop a concept of slope as rate of change. The eighth-grade standards continue to build on the concepts needed for success in high school level algebra, geometry, and statistics. Students will explore real numbers and the subsets of the real number system. Proportional reasoning is expounded upon as students solve a variety of problems. Students find the volume and surface area of more complex three-dimensional figures and apply transformations to geometric shapes in the coordinate plane. Students will verify and apply the Pythagorean Theorem creating a foundation for further study of triangular relationships in geometry. Students will represent data, both univariate and bivariate data, and make predictions by observing data patterns. Students build upon the algebraic concepts developed in the standards for grades six and seven mathematics, which include simplifying algebraic expressions, solving multistep equations and inequalities, and graphing linear functions. The grade eight standards are vital to providing a solid foundation in Algebra I for students in middle school mathematics.

Students will take the Grade 8 Mathematics SOL test.

Algebra I 313007
Prerequisite: Successful completion of Math 7 Accelerated and teacher recommendation.

This is a rigorous, challenging, and fast-paced course. The study of Algebra I assists students in generalizing patterns or modeling relevant, practical situations with algebraic models. These standards require students to use algebra as a tool for representing and solving a variety of practical problems. Tables and graphs will be used to interpret algebraic expressions, equations, and inequalities and to analyze behaviors of functions. These standards include a transformational approach to graphing functions and writing equations when given the graph of the equation. Transformational graphing builds a strong connection between algebraic and graphic representations of functions. Graphing utilities (calculators, computers, and other technology tools) will be used to assist in teaching and learning. Graphing utilities facilitate visualizing, analyzing, and understanding algebraic and statistical behaviors and provide a powerful tool for solving and verifying solutions.

Students will take the Algebra I SOL test.
Note: This is a high school credit course. Students will take the Algebra I SOL test. This course counts as a verified credit towards meeting high school graduation requirements. This grade will be averaged in the high school GPA.
Civics & Economics 235707
In this course students will examine the role citizens play in the political, governmental, and economic systems in the United States. Students will examine the constitutions of Virginia and the United States; identify the rights, duties, and responsibilities of citizens; and 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 course will emphasize personal character traits, such as patriotism, respect for the law, and a sense of civic duty, that facilitate thoughtful and effective participation in the civic life of an increasingly diverse democratic society. It will also emphasize the skills required for responsible citizenship. *Students will take the Civics and Economics SOL test.*

Life Science 7 411507
This is a course in which interactions between organisms and their environment are studied through the use of living things, printed materials, laboratory investigations, and computer technology. Students will study the structural and functional organization of living things by examining cells, tissues, organs and systems. They will investigate and understand that organisms reproduce and transmit genetic information to new generations. Concepts include: DNA inheritance, genetic engineering, and historical contributions and significance of discoveries related to genetics. Students develop scientific skills during hands-on experiences. They will group living things according to their characteristics. Students will investigate the impact of man upon the environment and living things. They will illustrate the flow of energy and matter among organisms in food webs and energy pyramids.

Health & Physical Education 7 712007
Physical education classes are designed to enable students to develop the ability to engage in physical activity while building competence, confidence, teamwork, and good sportsmanship. Classes include team and individual sports. There is also an emphasis on developing lifetime fitness goals. In addition, health classes are based on content that include: mental health, body systems, growth and development, personal health practices, consumer awareness, nutrition, disease prevention and control, medicines, and substance abuse.

Academic Focus Seminar 7 006607
This course consists of multiple academic units that will provide enrichment, remediation or support to students based on their needs. Students enrolled in this course will study topics that will enrich and extend their understanding of academic concepts. Enrichment units may include vocabulary study to provide a foundation for SAT preparation, mathematics and science reasoning and problem solving, literature circles, project-based learning, extended writing practice, etc. Other students will receive remediation in reading and/or mathematics through programs targeted for their area of academic need or will receive academic skill support as specified in their
IEP (Individual Educational Plan). Seventh graders who take both music and Introduction to Spanish or French will not take this course.

Students will be evaluated in Academic Focus on a 4 to 1 scale: 4: exceeds unit expectations; 3: meets unit expectations; 2: minimally meets unit expectations; 1: does not meet unit expectations.

### SEVENTH-GRADE EXPLORATORY COURSES

Exploratory courses are an integral part of the middle school curriculum. In these courses students are exposed to a variety of learning opportunities, including Art and Career and Technical Education. Through exploratory courses, students often discover new interests and talents, making it easier for them to select courses in which to enroll at the high school level.

**Make It Your Business** 611207
Students learn business terminology, basic entrepreneurship concepts, and fundamental business operating principles in this course.

**Family & Consumer Sciences II** 826107
In this course, students will begin developing the state-required Academic and Career Plan. Students focus on their individual development, as well as their relationships and roles within their family and community. They learn how to maintain their living and personal environments and to apply nutrition and wellness practices. Students also study managing consumer and family resources, developing financial plans, setting goals, creating a textile project, and exploring careers. Time is also provided for developing leadership skills.

**Inventions & Innovations 7** 845407
In this STEM course, students make models of significant inventions that have advanced society. After studying these developments, they explore contemporary technological problems facing them, their community, or the world and apply systematic procedures to invent new products or innovations as solutions.

**Agriscience Exploration 7** 800907
In this course, students explore science as it relates to agriculture and develop an understanding of human relations, communication, the importance of agriculture to the economy, and key scientific terms and emerging technology related to the field of agriculture.

**Art 7** 910507
Students will continue the exploration, analysis, and investigation of the creative process. Students will apply the elements of art and the principles of design to solve artistic problems using a variety of media. They will work in two dimensions such as painting, drawing and printmaking. In addition, students will create three dimensional sculptures. Each student will maintain a sketchbook and portfolio to document their artistic growth.
SEVENTH-GRADE
ELECTIVE COURSES

Introduction to French 511407
This is an introductory course to the French language and culture. In this course, students will begin to build a foundation for future language study. Introductory vocabulary, basic communication skills, and culture will be the focus of this class. This course is recommended for students who plan to take French 1 for high school credit in the eighth grade.

Introduction to Spanish 550407
This is an introductory course to the Spanish language and culture. In this course, students will begin to build a foundation for future language study. Introductory vocabulary, basic communication skills, and culture will be the focus of this class. This course is recommended for students who plan to take Spanish 1 for high school credit in the eighth grade.

Band 7 923107
Students will refine and develop their playing skills and expand their musical vocabulary. Their repertoire of scales will expand to at least those major scales that contain three sharps and three flats. Students will be able to perform music on a Grades 2 to 3 grade level. Students are required to participate in three concerts a year and are expected to practice at least 150 minutes per week to fully develop their skills and understanding.

Orchestra 7 923607
Students will advance to at least a level of Grade 2. Basic technique stressing correct bowing and good intonation will be taught with a variety of articulations being introduced. At least four performances will take place during the school year. All concerts are required.

Chorus 7 927007
Students will study the basics of middle school choral music through learning the proper use of the vocal instrument. Basic theory and sight-singing skills will be studied. The class will attain at least a Level 2 in sight singing. There will be at least four performances during the school year. All concerts are required.
EIGHTH-GRADE CORE COURSES

Language Arts 8  112008
Students will demonstrate skillful applications of reading, writing, speaking, and listening skills as they move towards being independent learners. Students will continue to develop an appreciation for literature and to acquire widening vocabularies through the study of a variety of literary forms, with particular emphasis on the interpretation and evaluation of novels, poems, a longer dramatic work, as well as nonfiction selections. Students will also explore how literary devices help convey the effect and meaning of literature. Students will write for a variety of purposes with an emphasis on expository and persuasive writing. They will edit and revise for clarity, style, and technical accuracy. Grammar study occurs within the reading of rich texts including student writing, and students will apply lessons in their own writing. Students will apply speaking and listening skills in a variety of contexts, including interviews. 

Students will take the Grade 8 English: Reading and English, Writing SOL tests.

Language Arts 8 Honors  112048
Language Arts 8 Honors is an academically challenging course in which students are required to demonstrate comprehension of increasingly more challenging fiction, nonfiction, drama, and poetry. Students will apply and extend understandings through analytical writing and multimodal presentations and products enhanced by extensive research. Students will continue the development of an advanced vocabulary including the skillful use of word choice in creating tone and purpose in their own writing. Students will learn pre-advanced placement (pre-AP) strategies that will help them analyze and interpret literary and rhetorical devices, as well as defend their own positions using counterclaims, reasons and evidence from credible sources. Rhetorical study will also emphasize the analysis of persuasive techniques in, as well as creation of, media messages. Because of the extensive reading and writing required, a student’s success in the course is linked to his/her sense of responsibility and academic commitment. This course is recommended for students with a Gateways identification and other students who wish to work at an advanced level.

Students will take the Grade 8 English: Reading and English, Writing SOL tests.

Math 8  311208
The eighth-grade standards continue to build on the concepts needed for success in high school level algebra, geometry, and statistics. Students will explore real numbers and the subsets of the real number system. Proportional reasoning is expounded upon as students solve a variety of problems. Students find the volume and surface area of more complex three-dimensional figures and apply transformations to geometric shapes in the coordinate plane. Students will verify and apply the Pythagorean Theorem creating a foundation for further study of triangular relationships in geometry. Students will represent data, both univariate and bivariate data, and make predictions by observing data patterns. Students build upon the algebraic concepts developed in the standards for grades six and seven.
mathematics, which include simplifying algebraic expressions, solving multistep equations and inequalities, and graphing linear functions. The grade eight standards are vital to providing a solid foundation in Algebra I for students in middle school mathematics. 

*Students will take the Grade 8 Mathematics SOL test.*

**Algebra I**

Prerequisite: Successful completion of Math 7 Extended and teacher recommendation.

The study of Algebra I assists students in generalizing patterns or modeling relevant, practical situations with algebraic models. These standards require students to use algebra as a tool for representing and solving a variety of practical problems. Tables and graphs will be used to interpret algebraic expressions, equations, and inequalities and to analyze behaviors of functions. These standards include a transformational approach to graphing functions and writing equations when given the graph of the equation. Transformational graphing builds a strong connection between algebraic and graphic representations of functions. Graphing utilities (calculators, computers, and other technology tools) will be used to assist in teaching and learning. Graphing utilities facilitate visualizing, analyzing, and understanding algebraic and statistical behaviors and provide a powerful tool for solving and verifying solutions.

*Students will take the Algebra I SOL test.*

**NOTE:** This is a high school credit course.

**Geometry**

Prerequisite: Successful completion of Algebra I and teacher recommendation.

The course includes an emphasis on developing reasoning skills through the exploration of geometric relationships including properties of geometric figures, trigonometric relationships, and mathematical proofs. In this course, deductive reasoning and logic are used in direct proofs. Direct proofs are presented in different formats (typically two-column or paragraph) and employ definitions, postulates, theorems, and algebraic justifications including coordinate methods. This set of standards includes emphasis on two- and three-dimensional reasoning skills, coordinate and transformational geometry, and the use of geometric models to solve problems. A variety of applications and some general problem-solving techniques, including algebraic skills, should be used to implement these standards. Graphing utilities (calculators, computers, and other technology tools) and dynamic geometry applications will be used to assist in teaching and learning.

*Students will take the Geometry SOL test.*

**NOTE:** This is a high school credit course.

**The grade will be averaged in the high school GPA.**

The grade will be averaged in the high school GPA.
**World Geography 221008**
The focus of this course is on the study of the world’s peoples, places, and environments, with an emphasis on world regions. The knowledge, skills, and perspectives of the course are centered on the world’s population and cultural characteristics, landforms and climates, economic development, and migration and settlement patterns. Spatial concepts of geography will be used as a framework for studying interactions between humans and their environments. Using geographic resources, students will employ inquiry, research, and technology skills to ask and answer geographic questions. Particular emphasis is placed on students’ understanding and applying geographic concepts and skills to their daily lives. Students participate in a division-wide performance assessment at the conclusion of this course.

**Physical Science 8 412508**
Eighth grade students will study physics and chemistry with a focus on scientific investigation and experimentation. Students will use their research, investigative, and technology skills to conduct experiments and analyze data. They will present findings through written reports and oral presentations. Major areas covered include the organization and use of a periodic table, physical and chemical changes, nuclear reactions, temperature and heat, sound, light, electricity and magnetism, work, force, and motion. **Students will take the Grade 8 Science SOL test.**

**Health & Physical Education 8 720008**
Physical education classes are designed to enable students to develop the ability to engage in physical activity while building competence, confidence, teamwork, and good sportsmanship. Emphasis is placed on individual and team sports and the development of lifetime fitness goals. Health topics include mental health, body systems, growth and development, personal health practices, consumer awareness, nutrition, disease prevention and control, medicines, and substance abuse.

### EIGHTH-GRADE ELECTIVE COURSES

**Elective courses are an integral part of the middle school curriculum. In these courses students are exposed to a variety of learning opportunities, including music and fine arts, world languages, and Career and Technical Education. Through elective courses, students often discover new interests and talents, making it easier for them to select courses in which to enroll at the high school level.**

**Digital Applications 661708**
Students develop and review correct keyboarding techniques, while gaining a basic knowledge of word processing, spreadsheet, database, graphics, and telecommunications applications. Students demonstrate an understanding of computer concepts through application of knowledge.
Family & Consumer Sciences III
This course provides a foundation for managing individual, family, career, and community roles and responsibilities. Students focus on their individual roles in the community, as well as how the community influences individual development. Students develop change management and conflict-resolution skills and examine how global concerns affect communities. In addition, students enhance their knowledge of nutrition and wellness practices and learn how to maximize consumer and family resources.

Technological Systems 8
In this STEM course, students combine resources and techniques to create systems, attaining comprehension of how technological systems work. Students will explore, design, analyze, and evaluate technological systems. By simulating systems and assessing their impacts, students gain insight into how to approach the problems and opportunities of a technological world. They also explore technology-oriented careers.

Agriscience & Technology 8
Through laboratory activities, students apply scientific principles to the field of agriculture, including plants, animals, and ecology/conservation. The course introduces students to biotechnology as it relates to agriculture.

Art 8
This class is for the student who wishes to improve his/her artistic expression, skills and knowledge. Students will make conscious choices in the creation of original works of art. By using a variety of media and processes, students will increase their ability to manipulate the elements of art and the principles of design. Students will be encouraged to apply processes, techniques and skills they have learned to expand their personal artwork. Each student will maintain a sketchbook/portfolio to document the artistic progress. This class is strongly encouraged for those students considering taking fine Arts at the high school level.

Academic Support 8
Academic Support is an elective intended for 8th graders who need intensive remediation in reading and/or mathematics for a portion (quarter/semester) or all of the school year. Students will complete programs targeted for their area of academic need or will receive academic skill support as specified in their IEP (Individual Educational Plan).

NOTE: Students who successfully complete French I or Spanish I in grade 8 will receive credit toward high school graduation. These courses count toward credits in the world language sequence as well as the total number of credits required for graduation. The grade will be averaged into the high school GPA.

French 1
French 1 is designed to give students an introduction to the language and culture through a comprehensive approach designed to develop the fundamental communication
skills of listening, speaking, reading, and writing. Students will explore traditions, dress, food, holidays, and customs in these countries. Students will compare these cultures with their own environment. Students enrolled in a Level I language course are strongly encouraged to enroll in Level II in the Fall of their 9th grade year.

**Spanish I**  
Spanish I is designed to give students an introduction to the language and culture through a comprehensive approach to develop the fundamental communication skills of listening, speaking, reading, and writing. Students will explore traditions, dress, food, holidays, and customs in Spanish-speaking countries. Students will compare these cultures with their own environment. Students enrolled in a Level I world language course are strongly encouraged to enroll in Level II in the Fall of their 9th grade year.

**Band 8**  
Band 8 923108
Students continue to develop and refine their music vocabulary skills, and understanding of musical concepts and terms. They will perform on levels 2-4. Scales knowledge will increase to include four sharps, four flats and no sharps or flats, and the chromatic scale applicable to their instruments. Students are required to participate in at least four performances during the year. Students are expected to practice 150 minutes per week to fully develop their skills and understanding.

**Orchestra 8**  
Orchestra 8 923608
Orchestra students will advance to at least a Grade 3 level. More advanced concepts of music theory and note reading will be studied as well as a wider range of bowing articulations, complex rhythms, and more difficult passage work in rapid notes. At least four performances are required during the school year. Students are expected to practice 150 minutes per week to fully develop their skills and understanding.

**Chorus 8**  
Chorus 8 927008
Students will study more advanced principles of choral literature. Singing in three parts, the introduction of singing in foreign languages, choreography, and a wide range of musical styles will be studied. The class will attain a Level 3 in sight-singing. At least four required performances will take place during the school year.

**Percussion 8**  
Percussion 8 923206
The 8th grade percussion elective is designed to give students with percussionist experience more individualized instruction. Students will work on repertoire being performed by the band, but also percussion specific pieces. This class is designed to focus on building skill, technique, and fluency on all percussion instruments. Students will rehearse in a separate class period than the wind portion of band and are required to participate in at least four concerts during the year. Students are expected to practice during the week in order to fully develop their skills and understanding. **Students who have a passion for percussion will be considered even if there has not been band/music participation in the past. (Cedar Lee Only)**
### Required Courses

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>Advanced Studies Diploma</th>
<th>Standard Diploma</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Standard Units of Credit</td>
<td>Verified Units of Credit</td>
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<tr>
<td><strong>English – 9, 10, 11, and 12</strong></td>
<td>4</td>
<td>2</td>
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<tr>
<td><strong>Mathematics – The Advanced Studies Diploma</strong> requires four credits from at least three different selections from among Algebra I, Geometry, Algebra II, or other mathematics courses above the level of Algebra II. The <strong>Standard Diploma</strong> requires three credits from at least two different selections from among Algebra I; Geometry; Algebra Functions and Data Analysis, Algebra II; or other mathematics courses approved by the Board. <strong>For both Diploma types</strong>, a Computer Science course credit earned may be considered a math course credit.</td>
<td>4</td>
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<tr>
<td><strong>Laboratory Science – The Advanced Studies Diploma</strong> requires at least three different Science disciplines from among: Earth Sciences, Biology, Chemistry, or Physics. The <strong>Standard Diploma</strong> courses shall include at least two different Science Disciplines: Earth Sciences, Biology, Chemistry, or Physics.</td>
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<td><strong>History and Social Sciences</strong> – Courses completed to satisfy this requirement shall include World History I, World History II, Virginia and U.S. History, Virginia and U.S. Government.</td>
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<tr>
<td><strong>World Language – The Advanced Studies Diploma</strong> requires three years of one language or two years each of two languages.</td>
<td>3 or 4</td>
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<td><strong>Health and Physical Education 9 and Health and Physical Education 10</strong> - Health and PE 9 also includes the requirement for training in CPR, First Aid, and the AED.</td>
<td>2</td>
<td>2</td>
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<tr>
<td><strong>Economics and Personal Finance</strong> – This course also meets the requirement for a virtual course with integrated online units. Students will also take the WISE exam.</td>
<td>1</td>
<td>1</td>
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<tr>
<td><strong>Fine Arts or Career and Technical Education (CTE)</strong> – The <strong>Advanced Studies Diploma</strong> requires one credit. A Computer Science credit earned by students may be considered a career and technical credit. The <strong>Standard Diploma</strong> requires credits earned for this requirement shall include one credit in Fine Arts or CTE. <strong>For both Diploma types</strong>, a Computer Science credit earned by students may be considered a career and technical credit.</td>
<td>1</td>
<td>2</td>
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<tr>
<td><strong>Electives</strong> – For <strong>Standard Diploma</strong>, courses to satisfy this requirement shall include at least two sequential electives.</td>
<td>3 or 2</td>
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<tr>
<td><strong>Total Credits Required</strong></td>
<td>26</td>
<td>5</td>
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### Additional Requirements

**Advanced Placement, Honors, or Career and Technical Education Credential** – Students must either (i) complete an AP or Honors course or (ii) earn a CTE Credential.

**Demonstration of the 5 C’s** – Students shall acquire and demonstrate foundational skills in critical thinking, creative thinking, collaboration, communication and citizenship.
## Fauquier County Public Schools
### Academic & Career Planning Guide

<table>
<thead>
<tr>
<th>Student Name and ID:</th>
<th>Anticipated Graduation Date:</th>
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<tbody>
<tr>
<td>School:</td>
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### Diploma Type

<table>
<thead>
<tr>
<th>High School Diploma Goal(s):</th>
<th>Standard</th>
<th>Advanced</th>
<th>Other</th>
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<tbody>
<tr>
<td>Career Goal(s):</td>
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### Diploma Recognitions & Seals

<table>
<thead>
<tr>
<th>Post-Secondary Goal(s):</th>
<th>4-Year College/University</th>
<th>2-Year Community College/Technical Program</th>
<th>Military Branch:</th>
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<tbody>
<tr>
<td>Other:</td>
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### GRADE

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<tr>
<th>GRADE</th>
<th>English</th>
<th>Mathematics</th>
<th>Science</th>
<th>History &amp; SS</th>
<th>Health &amp; PE</th>
<th>World Lang</th>
<th>Electives</th>
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<td><strong>Middle School</strong></td>
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<td><strong>High School</strong></td>
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<td>9</td>
<td>English 9</td>
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<td>World History I</td>
<td>Physical Education 9</td>
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<tr>
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<td>English 10</td>
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<td>World History II</td>
<td>Physical Education 10</td>
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<td>11</td>
<td>English 11</td>
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<td></td>
<td>VA &amp; US History</td>
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<td>12</td>
<td>English 12</td>
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<td>VA &amp; US Government</td>
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<tr>
<td>11-12</td>
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<td></td>
<td>Economics and Personal Finance</td>
<td>(Virtual course requirements embedded in this program)</td>
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</tr>
</tbody>
</table>
Superintendent of Schools
Dr. David Jeck

Associate Superintendent for Instruction
Major Warner

Director of Instruction, History Instructional Supervisor
Dr. Amy Acors

Career and Technical Education Instructional Supervisor
Sarah Frye

English Instructional Supervisor
Steve Payne

Fine Arts and GT Instructional Supervisor
Ladona Gorham

Math Instructional Supervisor
Angie Ashley

Science, Health and P.E. Instructional Supervisor
Nikki Jenkins

World Language Instructional Supervisor
Saralyn Aylor

Director of Instruction Special Education
Randy Corpening

Assessment and Testing Instructional Supervisor
Les Balgavy

Library and Textbook Supervisor
Kim Ritter

Fauquier County Public Schools does not unlawfully discriminate on the basis of gender, race, color, religion, handicapping condition, or national origin in employment or in its educational programs. No person shall be denied access to courses solely because of an impairment that is unrelated to the ability to engage in activities involved in the course or program for which a selection has been made.
Auburn Middle School
7270 Riley Road
Warrenton, VA 20187
Principal: Josh Miller
Assistant Principal: Helen Oriend
(540) 422-7410
FAX: (540) 422-7429
Counseling Phone: (540) 422-7415
Counseling Fax: (540) 422-7428

Cedar Lee Middle School
11138 Marsh Road
Bealeton, VA 22712
Principal: David Lee
Assistant Principal: Leah Shorb
(540) 422-7430
FAX: (540) 422-7449
Counseling Phone: (540) 422-7437
Counseling FAX: (540) 422-7449

Marshall Middle School
4048 Zulla Road
The Plains, VA 20198
Principal: Donna Guzman
Assistant Principal: Kylie Henson
(540) 422-7450
FAX: (540) 422-7469
Counseling Phone: (540) 422-7456
Counseling FAX: (540) 422-7469

Southeastern Alternative School
4484 Catlett Road
Midland, VA 22728
Principal: Michelle Neibauer
Assistant Principal: Mark Marchinetti
(540) 422-7390
FAX: (540) 422-7409
Counseling Phone: (540) 422-7395
Counseling FAX: (540) 422-7409

Taylor Middle School
350 East Shirley Avenue
Warrenton, VA 20186
Principal: Nick Napolitano
Assistant Principal: Whitney Boring
(540) 422-7470
FAX: (540) 422-7489
Counseling Phone: (540) 422-7478
Counseling FAX: (540) 422-7489

Warrenton Middle School
244 Waterloo Street
Warrenton, VA 20186
Principal: Barbara Bannister
Assistant Principal: Karyn Spahr
(540) 422-7490
FAX: (540) 422-7509
Counseling Phone: (540) 422-7497
Counseling FAX: (540) 422-7509