Maury River Middle School

Program of Studies

2024-2025

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This Program of Studies is designed to help parents and students work together with school staff to plan instructional programs for each student. The curriculum is based on the Virginia Standards of Learning requirements as well as individual needs and preferences. Every student has five daily periods of required core courses: English, math, science, social science and physical education. Students have two daily exploratory, elective, or supplemental periods which allow them to extend their learning through various experiences.

Sixth grade students may take up to eight nine-week exploratory courses. Seventh and Eighth grade students may choose up to four semester courses. Semester courses are available in the following areas of study: agriculture, art, family and consumer science, music, business and information technology, and technology education. In addition to these options, students may take band and/or Spanish which are year-long courses. Students must meet specific academic recommendations in order to enroll in a world language. Students may be assigned to a math or reading lab if they fail the reading or math SOL test the previous school year. These lab periods replace elective courses.

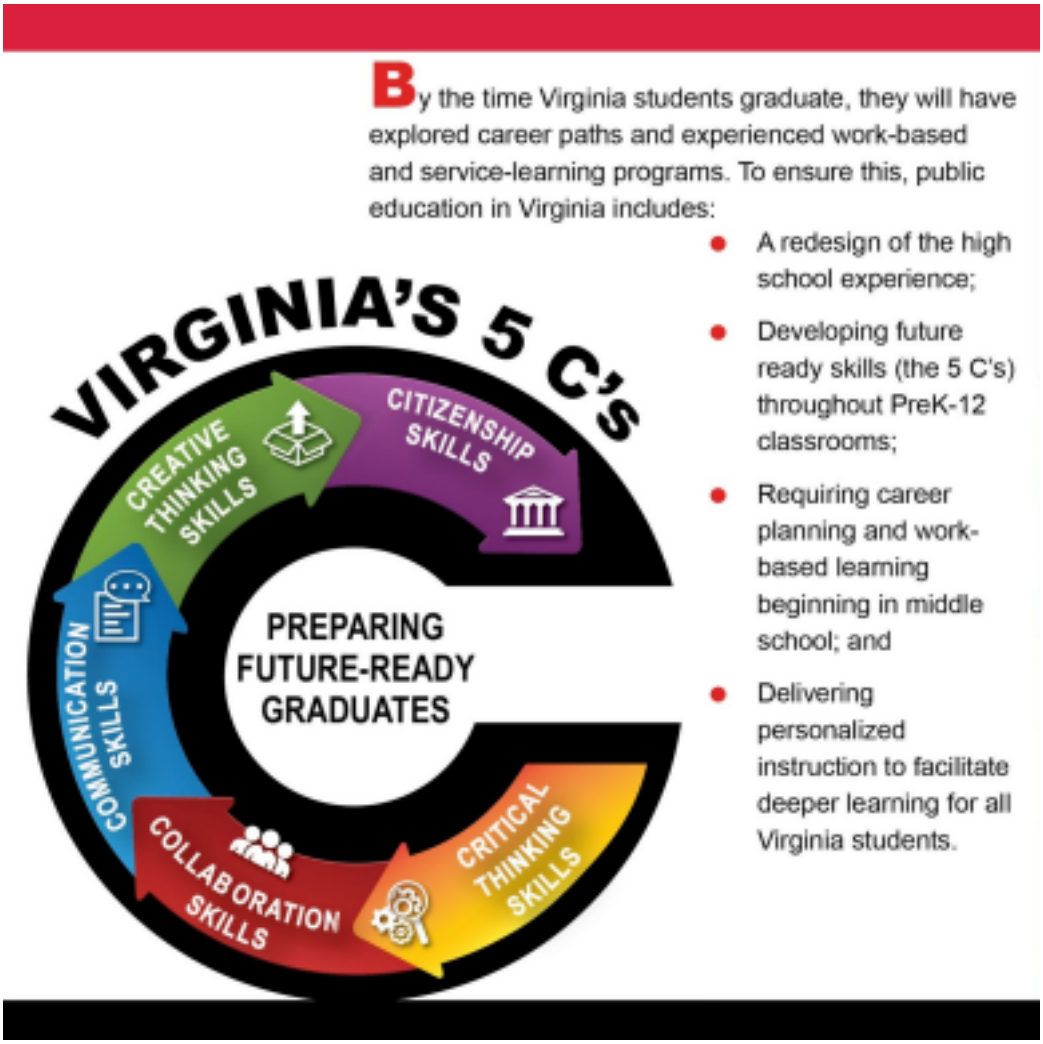
Students may be placed in reading and/or math intervention based on their classroom performance, SOL scores, and teacher recommendations. Students may move between intervention groups throughout the school year as needed.

Scheduling Process

Students should select courses which best suit their abilities and interests. Students register for courses during individual program planning sessions with their school counselor, during which they review their choices and discuss future plans. All students must schedule seven courses, one for each period of the day, and request two alternate courses. Every effort will be made to place students in the elective courses they have requested, but this may not be possible due to schedule conflicts, state mandated caps, and/or insufficient enrollment. **All elective course offerings are subject to change due to student enrollment and staff availability.**

Because student course requests determine the master schedule, **opportunities for schedule changes are limited**. Schedule changes will only be permitted during the first two weeks of first semester and the first two weeks of second semester. These requests will only be granted if there is space in alternate courses; therefore, it is important for students to carefully consider the courses they select in the spring.

The Virginia Department of Education has aligned curriculum and goals to ensure that each student graduates with certain “life ready” skills. These skills are encompassed in the graphic below and are in conjunction with the “5 C’s” graphic on the next page. All of these skills are compiled and referenced when constructing each student’s Academic & Career Plan Portfolio.



Academic and Career Plan Portfolio

Per the Virginia Department of Education website, “Beginning in the elementary school years, students are to explore the different occupations associated with career clusters and select an area or areas of interest. Students will begin the development of an Academic and Career Plan Portfolio (ACPP) in elementary grades to include information about interests, values such as dependability and responsibility, and skills supporting decisions about their future interests and goals." Throughout the process of developing an ACPP during middle school, students will identify their long and short term goals, identify key steps of decision-making processes, and apply those decision-making processes to course selection. Sixth grade students will begin the process by exploring potential careers. As seventh grade students, they will use what they have learned to begin developing their ACP (Academic and Career Plan) document. As students’ goals change and new interests develop, they will make revisions in eighth grade and again in tenth grade.

High School Credit-Bearing Courses

Certain courses taken during middle school allow students to obtain high school credits. If a student passes a credit-bearing course (grade of 60 or higher), he/she will receive the credit on their high school transcript. If there is a corresponding SOL test, and the student passes that test, the student will earn a "verified credit" which will be used in completing graduation requirements. Spanish taken in parts requires the student to complete both Part A and Part B to receive one high school credit for Spanish I.

The numerical grade will be included in the student's high school grade point average (GPA). If the student and parents choose, they may have the grade expunged from the student's high school transcript. If a course is expunged from the record, the student will not receive the high school credit for the course or the SOL verified credit, if applicable. If, however, the student passes the end-of-course SOL test in eighth grade and repeats and passes the course in ninth grade, the verified credit will be awarded retroactively. If the student and the parent(s) wish to expunge the high school credit course from the student's transcript, they must notify the RCHS Counseling Department in writing before the student enters ninth grade. The "Request to Exclude Credit-Bearing Course(s)" form is available in both the MRMS and RCHS counseling offices.

6th Grade Core Courses

English 6

English 6 is an essential core discipline that reinforces and develops the skills of vocabulary, reading, and writing. Vocabulary is explored through word origins and various combinations of root words, prefixes and suffixes. Vocabulary instruction includes words derived from an array of fiction and nonfiction texts. Reading instruction includes strategies of literary devices such as theme, summary, character traits, conflict, point of view, and inference. Reading selections explore the various genres of short stories, autobiographies, folk tales, poetry and other literary forms. Writing skills are practiced in various ways throughout the year. Writing drafts, grammar, mechanics, usage, proofreading and editing are used in the development of the writing piece. The writing process is thoroughly practiced to transform the students' writing from a rough draft to a finished product.

Mathematics 6

Math 6 is a continuation of general studies in the areas of computation, number sense, probability and statistics, measurement, geometry and algebra but with more emphasis on applying these skills to solve multi-step consumer problems. The goal of this course is to promote the development of higher-level critical thinking skills. Students will reach a deeper understanding of concepts using consistent processes and concrete, representational and abstract paradigms.

Mathematics 6/7

Recommendations: final grade of 85+ in previous math course; recommended score of 500 on the Math 5 SOL; teacher recommendation

Students who meet the criteria for placement in this blended course will cover all of the Math 6 SOLs and half of the Math 7 SOLs. This course consists of deeper study in the areas of computation, number sense, probability and statistics, geometry and algebra. Focus areas include proper use of prior knowledge, logic and generalization in routine classroom assignments and project-based activities. Emphasis is placed on student independence in applying skills to solve increasingly more rigorous multi-step practical problems. This course promotes the development of higher-level critical thinking skills through consistent processes and concrete, representational and abstract paradigms. Performance in this class and on the Math 6 SOL and other math assessments determine math placement in seventh grade. Students must maintain set expectations to remain in the course.

Science 6

Students will examine more abstract concepts, providing them with a foundation in the disciplines of science. Students will explore the characteristics of their world, from the Earth's placement in the solar system to the interactions of water, energy, air, and ecosystems on the Earth. Students will continue to develop scientific skills and processes as they pose questions and predict outcomes, plan and conduct investigations, collect and analyze data, construct explanations, and communicate information about the natural world. Students will continue to use the engineering design process to apply their scientific knowledge to solve problems.

U.S. History: 1865 to the Present

This course is the study of American history and is a continuation of fifth grade history. In this class, topics include geography, Reconstruction, immigration, industrialization, the Spanish-American War, the Roaring Twenties, World War I, The Great Depression, World War II, the Cold War, the Civil Rights Movement, and key international and domestic issues in the middle to late 20th century. This introductory United States history course introduces students to the growth and development of our country so they have a greater understanding of how history and government have evolved since 1865.

Health/Physical Education 6

This course is designed to educate students how to be physically active for a lifetime. Students develop knowledge and skills to be proficient in team and individual sports, group and individual activities, as well as the FitnessGram Tests. The tests include push-ups, curl-ups, trunk lift, sit and reach, and Pacer. The tests measure upper body strength, abdominal strength, lower back strength, flexibility, and cardiovascular fitness. Health classes consist of personal health; body structures and function; personal choice; family life education; and tobacco, alcohol, and drug use and abuse prevention.

6th Grade Electives
9-Week Exploratory Courses

Art 6

This beginning art class is designed for students who do not have a strong background in art, but enjoy art and wish to explore and increase their art skills and knowledge. Students will develop their art skills, learn new studio habits, develop critical thinking skills, expand their creativity and experiment with making art across a variety of 2-D and 3-D art mediums.

Career Investigations

This course allows students to explore career options and begin investigating career opportunities. Students assess their roles in society, identify their roles as workers, analyze their personal assets, complete a basic explorations of career clusters, select career pathways or occupations for further study, and create an Academic and Career Plan based on their academic and career interests. This course also helps students identify and demonstrate the workplace skills that employers desire in their future employees.

Family and Consumer Sciences 6

Family and Consumer Sciences Exploratory I prepares students for the demands of 21st century living. This course provides a foundation for managing individual, family, career, and community roles and responsibilities. Students will explore saving and spending practices, clothing care, and food preparation.

Introduction to Agriculture

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.

Keyboarding

This course is designed to introduce middle school students to the basics of computers, keyboarding skills, and potential careers. Students will develop and enhance touch skills for entering information using a keyboard to compose and produce personal, educational, and professional documents.

Introduction to Technology and Engineering

Students use the engineering design process to guide them through various hands-on activities and projects, utilizing safe use of tools, materials, and techniques to solve problems. Students explore their relationship to technology and engineering, and how technology affects the world around them, as well as careers in the fields of technology and engineering. Contextual instruction and student participation in co-curricular career and technical student organization (CTSO) activities will develop leadership, interpersonal, and career skills. High-quality work-based learning (HQWBL) will provide experiential learning opportunities related to students' career goals and/or interests, integrated with instruction, and performed in partnership with local businesses and organizations.

6th Grade Electives
Year-long Courses

Beginning Band

No previous musical experience necessary! Students learn to assemble, hold, and produce a characteristic sound on a band instrument. Music reading is taught as well as a wide variety of musical styles. Every student learns to work together to create a final product and has the opportunity to perform for each other, their peers, and their families.

7th Grade Core Courses

English 7

The student continues to develop oral communication skills and becomes more knowledgeable about the effects of verbal and nonverbal behaviors in oral communication. The student continues to read a wide variety of fiction and nonfiction texts, including poetry, while becoming more independent and analytical. Composition skills continue to be refined with special attention to word choice, organization, style, and grammar. Written explanations utilize information writing skills, and persuasive writing will be introduced. The student continues vocabulary development through figurative language study and ongoing study of roots and affixes. The student understands the elements of media literacy. Increased proficiency in the use of print and electronic information is practiced as the student researches and cites sources. Throughout the course of the year, the student demonstrates correct use of language, spelling, and mechanics by applying grammatical conventions in writing and speaking.

Mathematics 7

The seventh grade standards continue to emphasize the foundations of algebra. The math 7 curriculum is divided into five categories: numbers and number sense, computation and estimation, measurement and geometry, probability and statistics, and patterns, functions and algebra. Evaluating with integers is a primary focus within many of the objectives. Operations of integers can be found in order of operations, solving equations and inequalities, sequences, relations and graphing equations, and word problems. Ratios and proportions are also a focus within many of the objectives. Using proportions can be used to determine sales tax, discounts and tips, finding the missing side of two similar figures, solving for probability events, and word problems involving real-life situations. The content taught in each of these strands supports four goals for all students as they reach for excellence: reasoning mathematically, communicating mathematically, becoming mathematical problem solvers, and making mathematical connections.

Math 7/8

Recommendations: final grade of 85+ in previous Math class and recommended score of 500 or above on the Math 6 SOL test; teacher recommendation.

This course follows the Math 6/7 course and consists of the second ½ of the Math 7 SOLs and Math 8 Standards of Learning. This is a rigorous class with a rigorous pace and academic workload throughout the year. The class focuses on applying higher-order thinking strategies and skills to solve multi-step problems. The student uses critical thinking skills to analyze mathematical concepts and situations, and then applies these skills to real-life situations. Students maintain high benchmark scores throughout the course in order to remain in the class. Students in this course will take the Math 8 SOL. In order to be considered for Algebra I, the student needs to earn a minimum of an 85 yearly average and a recommended score of 425 or above on the Math 8 SOL test.

Physical Science 7

This course focuses on an in-depth understanding of the nature and structure of matter, the characteristics of energy, and the relationship between matter and energy. A wide variety of scientific topics including chemistry, physics, subatomic particles, the organization and use of the periodic table; physical and chemical changes; nuclear reactions; temperature and thermal energy; sound; electromagnetic energy; electricity and magnetism; and work, force, motion, and gravity are covered. Laboratory activities are used to facilitate learning in these content areas. Students learn how physical science relates to the world around them, in addition to an understanding of the nature of science, scientific investigation, the progression of scientific discoveries, and the engineering and technological applications of these discoveries.

Civics and Economics 7

Civics and Economics is an in-depth look at the structures and inner-workings of American government and economic institutions. The focus of this course integrates history, government, economics, and current events, while emphasizing the role citizens play in society. The curriculum helps students understand how their government originated, operates, and drives the nation's economy. Topics include citizenship, fundamental principles of government, founding documents, the political process and the structure of the United States government. Economics instruction introduces students to concepts related to America's role in the global economy.

Health/Physical Education 7

Physical Education is designed to educate students how to be physically active for a lifetime. Students develop knowledge and skills to be proficient in team and individual sports, group and individual activities, as well as the FitnessGram Tests. The tests include push-up, curl-ups, trunk lift, sit and reach, and Pacer. The tests measure upper body strength, abdominal strength, lower back strength, flexibility, and cardiovascular fitness. Health classes consist of personal safety and wellness, nutrition, body systems and diseases, family life education, and tobacco, alcohol, and drug use and abuse prevention.

7th Grade Electives
18-Week Semester Courses

Agriscience Exploration
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 related to the field of agriculture.

Art 7
This beginning art class is designed for students who do not have a strong background in art, but enjoy art and wish to explore and increase their art skills and knowledge. Using the elements of art (color, form, line, shape, space, texture, value) and the principles of design (balance, contrast, emphasis, movement, pattern, proportion, rhythm, unity, variety) as a framework, students investigate a variety of ideas for creating art. Through critical analysis and evaluation, students determine how artists convey meaning through the use of forms, media, and symbols.

Family & Consumer Sciences 7
In FACS II, students build on skills taught in FACS I, although it is not a prerequisite for the course. Students will be expected to demonstrate competency in the four units of study: Life Management, Foods and Nutrition, Sewing, and Career Exploration.

Building Apps
This course is a blend of online and "unplugged" non-computer activities to teach students computational thinking, problem solving, programming concepts and digital citizenship.

Computer Solutions
Students are introduced to the world of business using the computer as a problem-solving tool. Emphasis is placed on using basic touch keyboarding skills to complete a variety of projects incorporating word processing, database, presentation, and spreadsheet software. Basic Internet safety and computer maintenance issues are important components of this course.

Digital Technology Foundations
This course introduces new and emerging input devices (e.g., speech- and handwriting-recognition software, tablets, cloud computing software applications, headsets/microphones, scanners, digital cameras, digital video cameras, mobile devices, keyboards, mice) to prepare students for using tools that are becoming standard in the workplace and everyday life.

Inventions and Innovations

Students apply the engineering design process to plan, build, and communicate inventions or innovations that address contemporary technological problems facing them, their community, and the world. This hands-on course allows students to apply creativity and innovation that emphasizes working in teams and the safe use of technological and engineering tools and equipment. Contextual instruction and student participation in co-curricular career and technical student organization (CTSO) activities will develop leadership, interpersonal, and career skills. High-quality work-based learning (HQWBL) will provide experiential learning opportunities related to students' career goals and/or interests, integrated with instruction, and performed in partnership with local businesses and organizations.

7th Grade Electives

Year-long Courses

Beginning Band 7

No previous musical experience necessary! Students learn to assemble, hold, and produce a characteristic sound on a band instrument. Music reading is taught as well as a wide variety of music styles. Every student learns to work together to create a final product and has the opportunity to perform for each other, their peers, and their families. The goal of this class will be to accelerate the beginning band curriculum in order to allow students to audition into Band 8 in eighth grade and be with their grade-level classmates.

Band 7

Course follows Beginning Band

Students will expand their knowledge of performing with an instrument; this includes learning new rhythms, new musical styles, new scales, and lots of new music! Students learn more about group intonation, musical expression, and setting personal goals. Band 7 also opens the door to exciting opportunities such as honor band auditions and becoming a member of the MRMS Eagle Jazz Band.

Spanish I, Part A ***1 high school credit after completing Spanish 1, Part B***

*Recommendations: 6th grade team recommendation***;** *final English 6 grade of 85+***;** *recommended score of 475 or above on the Reading 6 SOL test*

Spanish IA students will engage in novice low levels of interpersonal speaking and writing, presentational speaking and writing, as well as interpretive reading and listening. The core of the course is grammar study and its use in conversational skills. An overview of Hispanic countries and historical characters are included in the cultural study. Classwork and projects promote communication skills, cultural awareness, and connections with other disciplines. Students are expected to dedicate at least **30 minutes daily** to class preparation. *Students who complete the course with an 80+ and/or a teacher recommendation may continue on to Spanish IB.*

8th Grade Core Courses

English 8

English 8 focuses on the development of students' communication skills, especially through writing, with emphasis on refining strategies in reading, writing, speaking, and listening. Students read from a variety of literary genres and informational texts to further develop their abilities to analyze and interpret text. Word study emphasizes etymology, including knowledge of prefixes, suffixes, and roots. Exposure to periodicals and other contemporary publishing offers worldly exposure. Out of class writing projects including research papers using MLA guidelines are also assigned. This course enhances the students' use and knowledge of language skills focused on reading, reasoning, writing, and comprehension skills.

Mathematics 8

The objective of this course is to help students gain a better appreciation for mathematics and to prepare students for the rigor of Algebra I. Emphasis is placed on mastery of operations with rational numbers, solving real world problems, solving multi-step equations and inequalities, using percents and proportions and understanding probability and statistics. Students use geometry through the application of formulas. Graphing of linear equations and inequalities is included. Students need to have access to a four-function calculator for home use. Note: Rockbridge County High School currently requires a pass advanced on the Math 8 SOL and/or teacher recommendation for enrolling in Algebra I CP.

Algebra I CP ***1 high school credit***

Recommendations: final grade of 90+ in previous Math class and recommended score of 500 or above on the Math 7 SOL test or a score of 425 or above on the Math 8 SOL test; teacher recommendation The focus of this course is on building connections between concrete mathematics and abstract concepts. This course includes the study of real numbers, development of algebraic vocabulary, identification of properties of numbers and operations, simplification of numerical and algebraic expressions, solutions of equations and inequalities, and exploration of graphing techniques. Emphasis is placed on the development of skills in factoring polynomials, simplification of rational expressions, and working with radicals. Students will acquire proficiency in coordinate graphing, solving systems of equations, working with relations and functions, and solving quadratic equations.

Earth Science ***1 high school credit***

Earth Science provides the foundation for most of the science courses offered. This course examines Earth's features and processes and its placement in the universe. Emphasis is placed on the constant changes that Earth undergoes, and how those changes affect landforms, rock structures, and life itself. The class provides instruction in the areas of astronomy, meteorology, geology, ecology, and oceanography through laboratory experiences, group activities, projects, and writing assignments.

World Geography ***1 high school credit***

Students will study 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 peoples and their 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 will be placed on students understanding and applying geographic concepts and skills to their daily lives.

Health/Physical Education 8

Physical Education is designed to educate students how to be physically active for a lifetime. Students develop knowledge and skills to be proficient in team and individual sports, group and individual activities, as well as the FitnessGram Tests. The tests include push-up, curl-ups, trunk lift, sit and reach, and Pacer. The tests measure upper body strength, abdominal strength, lower back strength, flexibility, and cardiovascular fitness. Health classes teach environmental health, body systems, safety with first aid and CPR, nutrition and the toxic food environment, family life education, and tobacco, alcohol, and drug use and abuse prevention.

8th Grade Electives
18-Week Semester Courses

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

Art 8: Foundations

This course focuses on the application and synthesis of previously learned concepts and more complex technical skills as students manipulate the elements of art (color, form, line, shape, space, texture, value) and the principles of design (balance, contrast, emphasis, movement, pattern, proportion, rhythm, unity, variety) in the art-making process. Students make conscious choices of media, processes, and techniques for expressive purposes in the creation of original works of art. They debate the purposes of art, formulate reasoned responses to meaningful art questions, develop their own criteria for making art judgments, and develop a personal philosophy of art. Students make connections between their prior art experiences and other fields of knowledge.

Individual Development ***½ high school credit***

Students enrolled in this course focus on encouraging personal potential of self and others throughout the lifespan; enhancing positive views of self and others; managing stressful situations; formulating a plan to achieve career goals; forming healthy, caring relationships with family members and peers; managing conflict; choosing responsible ways to express oneself; and developing leadership skills and understanding its importance to individuals, families, and society. Critical thinking and practical problem solving within the areas of individual, mental, emotional, and physical health are emphasized. Please note that cooking and sewing are NOT areas of study in this class. Students who enroll in this course should be prepared to work above grade level. A high level of class participation is expected.

Digital Applications

This course is designed for secondary school students to develop real-life, outcome-driven approach skills for digital citizenship, basic computer operations, keyboarding, application software (word processing, spreadsheets, multimedia applications, databases), and career exploration. This course promotes skills that can be applied across the curriculum and offers preparation relevant to 21st century skills and postsecondary education.

Introduction to Leadership ***½ high school credit***

This course equips students with individual and group leadership skills. Course content includes leadership principles, officer training, parliamentary law, public speaking, effective communication, positive public relations skills, and techniques of organizing and conducting group meetings and activities. Students are encouraged to be active members of a community or school organization.

Technological Systems

Students will explore, design, analyze, and evaluate technological systems. Students will learn about these systems, as well as complete a variety of design challenges that will develop their critical thinking and problem-solving skills. Programs of study and projects will include (projects subject to change based on availability): Transportations systems (CO_2 Dragster), Construction systems (Balsa Wood Bridge), Manufacturing systems (T-Shirt Manufacturing), Energy and Power systems (Tic-Tac-Toe Game).

Financial Literacy

Covering 9 core ideas for middle school, this course will help students build core personal finance skills and learn real-world strategies they can apply to everyday life experiences. Through engaging resources and activities, students will practice these skills so they can get started on the right track to effectively manage their personal finances.

The Financial Literacy course focuses on preparing students to meet the challenges of managing one's personal and family resources in the 21st century. Essential foundations of financial planning include the application of knowledge, skills, and ethical values when making consumer and financial decisions. The curriculum examines income and careers, money management, credit and debt management, planning, saving and investing, consumerism, civic financial responsibility, and risk management and insurance. These standards outline the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance.

Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers. The goals of the program are to provide students with learning experiences to do the following:

- Build confidence to make financial decisions related to managing personal financial resources, building earning capability, protecting assets, and adapting to unexpected events;
- Apply sound foundational financial decision making principles through the many stages of life;
- Exhibit mindful money management behaviors that benefit themselves and their families;
- Gain knowledge of the importance of financial responsibility, money management, and smart decision making to ensure overall financial being; and
- Build a foundation for the skills necessary to successfully navigate the financial responsibilities that exist in life.

High School Marching Band ***½ high school credit***

Band director recommendation required. 8th graders are invited to join the award winning Marching Wildcat band at RCHS. This is a high commitment group that typically holds at least a week of bandcamp over the summer and practices almost every day after school until November. For more information or to request recommendation for this ensemble please talk with Mr. Schucker. This course earns high school credit.

8th Grade Electives
Year-long Courses

Band 8

Course follows Band 7 or Beginning Band 7

Students continue expanding their musicianship and instrumental skills. More individual home practicing is expected as students are performing more challenging music. Students learn music theory, explore music through technology, and develop critical thinking skills. A goal for this year is to prepare students for the transition to high school band.

Spanish I, Part B ***1 high school credit***

Recommendations: Spanish 1, Part A with an 80+ and/or a teacher recommendation. Spanish IB students will continue to engage in novice low levels of interpersonal speaking and writing, presentational speaking and writing, as well as interpretive reading and listening. The core of the course is grammar study and its use in conversational skills. An overview of Hispanic countries and historical characters are included in the cultural study. Classwork and projects promote communication skills, cultural awareness, and connections with other disciplines. Students are expected to dedicate at least **30 minutes daily** to class preparation. *Students who complete the course with an 80+ and/or a teacher recommendation may continue on to Spanish II.*

Spanish I ***1 high school credit***

Recommendations: 7th grade team recommendation; final grade of 85+ in previous English course; recommended score of 475 or better on the Reading 7 SOL test

Grade Level: 8

Spanish I students will engage in novice low levels of interpersonal speaking and writing, presentational speaking and writing, as well as interpretive reading and listening. The core of the course is grammar study and its use in conversational skills. An overview of Hispanic countries and historical characters are included in the cultural study. Classwork and projects promote communication skills, cultural awareness, and connections with other disciplines. Students are expected to dedicate at least **30 minutes daily** to class preparation. *Students who complete the course with an 80+ and/or a teacher recommendation may continue on to Spanish II.*

Special Education

The Special Education Department at Maury River Middle School offers a variety of services to students who are found eligible for special education services under the Individuals with Disabilities Education Act. Each student's Individualized Education Plan (IEP) is developed annually with their parent(s). The IEP is a fluid document that can be changed.

The following services and classes are offered:

- **Academic Support** – Support is available to students in regular education courses as deemed appropriate by the IEP Team. This support can assist students with classroom assignments and work completion as well as with accommodations necessary for school success.

- **Specially Designed Intervention** - Instruction provided for students who haven't passed grade level standardized tests.

- **Life Skills Program** - This course of study is appropriate after a determination by the IEP team that the grade level Virginia Standards of Learning is not appropriate for the student even with the use of modifications, adaptations, supplemental aids and services. These courses will provide students real world application of skills in the areas of mathematics, reading, science, social studies, vocational education, and daily living skills leading to future independent work and life skills.

- **Transition Services**: Provided to all students who are served by the special education program as part of the IEP. Beginning at age 14 (or earlier, if appropriate), students begin considering Post-Secondary Employment, Post-Secondary Education, Post-Secondary Training, and Independent Living in order to ensure that their high school experience prepares them for adulthood.

Reading Specially Designed Instruction

Prerequisite: based on Individualized Education Plan (IEP)

Grades: 6, 7, 8

The class is required for students who are eligible for the Audio accommodation on the Reading SOL. The class utilizes a research-based program focused on a multi-sensory approach to decoding and encoding words phonetically. Students make progress with skills in reading and reading comprehension in this class.

Math Specially Designed Instruction

Prerequisite: based on Individualized Education Plan (IEP)

Grades: 6, 7, 8

This class is an intervention program for students who struggle with math skills. The class utilizes a highly-engaging, research-proven, teacher-led math intervention approach that is built on state math standards.