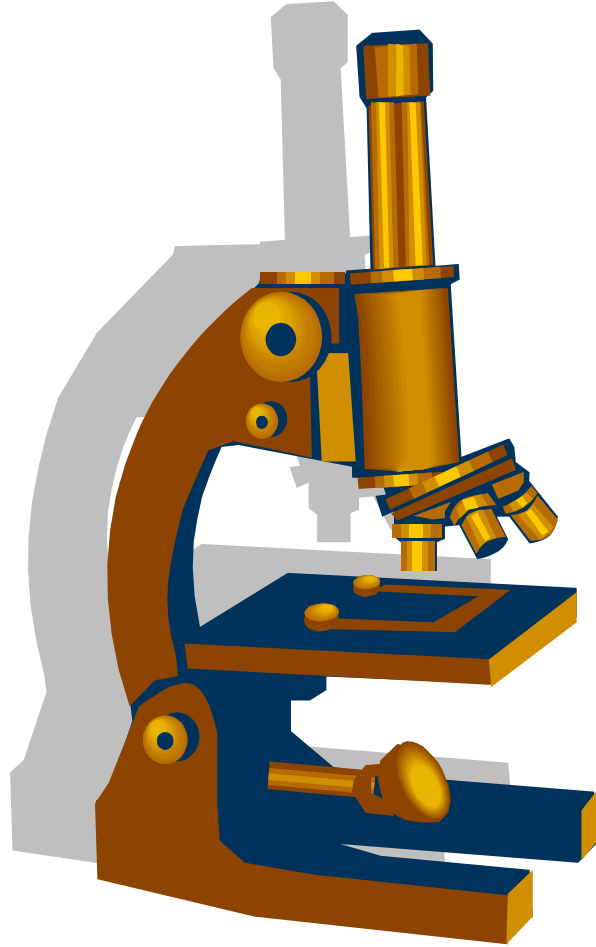


***BEDFORD COUNTY
PUBLIC SCHOOLS***



**2011 -2012
*MIDDLE
PROGRAM OF STUDIES***

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BEDFORD COUNTY SCHOOL BOARD

Election District

- | | |
|-------------------------------------|---|
| 1 Ms. Joy Wright | 112 Duma Circle
Goodview, VA 24095 |
| 2 Mr. David Vaden | 114 Fawn Haven Lane
Huddleston, VA 24104 |
| 3 Mr. Brad Whorley | 8795 E. Lynchburg-Salem Turnpike
Goode, VA 24556 |
| 4 Mr. Gary P. Hostutler | 101 Paddock Lane
Forest, VA 24551 |
| 5 Mrs. Julie Bennington, Vice Chair | 108 Shadwell Dr.
Lynchburg, VA 24503 |
| 6 Mrs. Shirley B. McCabe | P. O. Box 2
Thaxton, VA 24174 |
| 7 Mrs. Debbie Hoback, Chair | 3912 Lowry Road
Goode, VA 24556 |
| City Mrs. Mickey VanDerwerker | 506 Bedford Avenue
Bedford, VA 24523 |

BEDFORD CITY SCHOOL BOARD

- | | |
|------------------------------|--|
| Ms. Ann Duncan | 612 Third Street, Apt. B2
Bedford, VA 24523 |
| Mrs. Betsy Klein, Vice Chair | 1112 Lakeview Lane
Bedford, VA 24523 |
| Mrs. Phyllis Parker, Chair | 1802 Longwood Avenue
Bedford, VA 24523 |
| Mr. William Ross | 1097 Granite Drive
Bedford, VA 24523 |
| Mr. Paul Sherman | 921 Peakview St.
Bedford, VA 24523 |
| Ms. Andrea Trotter | 1262 Emerald Crest Drive
Bedford, VA 24523 |
| Mrs. Mickey VanDerwerker | 506 Bedford Avenue
Bedford, VA 24523 |

SCHOOL BOARD ADMINISTRATION

310 South Bridge Street
P. O. Box 748
Bedford, VA. 24523-0748

(540) 586-1045
(540) 586-7703 (FAX)

Dr. Douglas Schuch, Superintendent
Dr. Cherie Whitehurst, Assistant Superintendent
Dr. Mac Duis, Director of Instruction

SCHOOL SYSTEM DIRECTORY

ELEMENTARY SCHOOLS	OFFICE PHONE	SCHOOL ADDRESS
Bedford Elementary	(540) 586-0275 (540) 586-7731	806 Tiger Trail Bedford, VA 24523
Bedford Primary	(540) 586-8339	807 College Street Bedford, VA 24523
Big Island Elementary	(434) 299-5863	1114 Schooldays Road Big Island, VA 24526
Body Camp Elementary	(540) 297-7391	1051 Elementary Way Bedford, VA 24523
Boonsboro Elementary	(434) 384-2881	1234 Eagle Circle Lynchburg, VA 24503
Forest Elementary	(434) 525-2681	1 Scholar Lane Forest, VA 24551
Goodview Elementary	(540) 892-5674	1374 Rivermont Academy Rd. Goodview, VA 24095
Huddleston Elementary	(540) 297-5144	1027 Huddleston Drive Huddleston, VA 24104
Moneta Elementary	(540) 297-4411	12718 Moneta Road Moneta, VA 24121
Montvale Elementary	(540) 947-2241	One Little Patriot Drive Montvale, VA 24122
New London Academy	(434) 525-2177	12400 E. Lynchburg-Salem Turnpike Forest, VA 24551
Otter River Elementary	(540) 586-9210	1044 Otter River Drive Goode, VA 24556
Stewartsville Elementary	(540) 890-2174 (540) 890-1619	1138 Wildcat Road Goodview, VA 24095
Thaxton Elementary	(540) 586-3821	1081 Monorail Circle Thaxton, VA 24174
Thomas Jefferson Elementary	(434) 534-6159	1255 Patriot Place Forest, VA 24551
MIDDLE SCHOOLS	OFFICE PHONE	SCHOOL ADDRESS
Bedford Middle	(540) 586-7735	503 Longwood Avenue Bedford, VA 24523
Forest Middle	(434) 525-6630	100 Ashwood Drive Forest, VA 24551
Staunton River Middle	(540) 297-4152 (540) 297-4158	1293 Golden Eagle Dr. Moneta, VA 24121
HIGH SCHOOLS	OFFICE PHONE	SCHOOL ADDRESS
Bedford Science & Technology Center	(540) 586-3933	600 Edmund Street Bedford, VA 24523
Jefferson Forest High	(434) 525-2674 (434) 525-3741	1 Cavalier Circle Forest, VA 24551
Liberty High	(540) 586-2541	100 Liberty Minutemen Drive Bedford, VA 24523
Staunton River High	(540) 297-7151	1095 Golden Eagle Drive Moneta, VA 24121

INTRODUCTION

The State Board of Education in Virginia has adopted the Virginia Standards of Learning (SOL) to outline the basic knowledge and skills that students should acquire from kindergarten through twelfth grade. The Program of Studies is an important outline of the basic components of the educational program, including courses that teach the SOL, offered in Bedford County Public Schools. The success of the program depends on the school staff, members of the community, and parents working together to provide the highest quality educational opportunities possible.

ENROLLMENT IN MIDDLE SCHOOL

The school records of an elementary student who is presently attending a Bedford County public school will be transferred automatically to the middle school in the appropriate attendance zone when the student has successfully completed his/her elementary program. A transfer student seeking first time admission to a Bedford County middle school is required to present the following documentation in order to be enrolled:

- a birth certificate (or another acceptable document);
- an immunization record showing proof of meeting the minimum immunization requirements for the *Code of Virginia (must be seen before starting)*
- a social security number will be requested, but the superintendent/designee may assign another number to students who are unable or unwilling to produce a social security number.
- proof of residency in the appropriate attendance zone or a letter of permission from the assistant superintendent to attend the school
- documentation drawn by the court must be provided if custody is a concern

The parent or guardian of transfer students will complete a form requesting release of records from the last school the student attended, and the student will be conditionally enrolled in a Bedford County high school pending receipt of his/her records. State law requires that prior to student admission, the parent or guardian must provide a sworn statement or affirmation indicating whether the student has been expelled from school attendance for an offense in violation of school board policies related to weapons, alcohol, drugs, or for the willful infliction of injury to another person.

Minimum School Immunization Requirements

Documentary proof shall be provided of adequate age appropriate immunization with the prescribed number of doses of vaccine indicated below for attendance at a public or private elementary, middle or secondary school, child care center, nursery school, family day care home or developmental center. Vaccines must be administered in accordance with the harmonized schedule of the Centers for Disease Control and Prevention, American Academy of Pediatrics, and American Academy of Family Physicians and must be administered within spacing and age requirements (available at <http://www.vdh.virginia.gov/Epidemiology/Immunization/acip.htm>).

Diphtheria, Tetanus, & Pertussis (DTaP, DTP, or Tdap). A minimum of 4 doses. A child must have at least one dose of DTaP or DTP vaccine on or after the fourth birthday. DT (Diphtheria, Tetanus) vaccine is required for children who are medically exempt from the pertussis containing vaccine (DTaP or DTP). Adult Td is required for children 7 years of age and older who do not meet the minimum requirements for tetanus and diphtheria. Effective July 1, 2006, a **booster dose of DTaP vaccine is required for all children entering the 6th grade, if at least five years have passed since the last dose of tetanus-containing vaccine.**

Haemophilus Influenzae Type b (Hib) Vaccine. This vaccine is required ONLY for children up to 60 months of age. A primary series consists of either 2 or 3 doses (depending on the manufacturer). However, the child's current age and not the number of prior doses received govern the number of doses required. Unvaccinated children between the ages of 15 and 60 months are only required to have one dose of vaccine.

Hepatitis B Vaccine. A complete series of 3 doses of hepatitis B vaccine is required for all children. However, the FDA has approved a 2-dose schedule **ONLY** for adolescents 11-15 years of age AND **ONLY when the Merck Brand (RECOMBIVAX HB) Adult Formulation Hepatitis B Vaccine** is used. If the 2-dose schedule is used for adolescents 11-15 years of age it must be clearly documented on the school form.

Human Papillomavirus Vaccine (HPV). Effective October 1, 2008, a complete series of 3 doses of HPV vaccine is required for females. The first dose shall be administered before the child enters the 6th grade. After reviewing educational materials approved by the Board of Health, the parent or guardian, at the parent's or guardian's sole discretion, may elect for the child not to receive the HPV vaccine.

Measles, Mumps, & Rubella (MMR) Vaccine. A minimum of 2 measles, 2 mumps, and 1 rubella. (Most children receive 2 doses of each because the vaccine usually administered is the combination vaccine MMR). First dose must be administered at age 12 months or older. Second dose of vaccine must be administered prior to entering kindergarten but can be administered at any time after the minimum interval between dose 1 and dose 2.

Pneumococcal (PCV) Vaccine. This vaccine is required ONLY for children less than two years of age. Two to four doses, dependent on age at first dose, of pneumococcal 7-valent conjugate vaccine are required.

Polio Vaccine. A minimum of 4 doses of polio vaccine. One dose must be administered on or after the fourth birthday.

Varicella (Chickenpox) Vaccine. All susceptible children born on and after January 1, 1997, shall be required to have one dose of chickenpox vaccine administered at age 12 months or older. Effective March 3, 2010, a second dose must be administered prior to entering kindergarten but can be administered at any time after the minimum interval between dose 1 and dose 2.

Changes in Immunization Requirements for School Enrollment

Beginning with the 2010-2011 school year, four new immunization requirements and/or changes will be in place for students attending Virginia public schools:

- A second dose of varicella vaccine is required before entering kindergarten.
- A second dose of mumps vaccine is required before entering kindergarten.
- Four (4) doses of polio vaccine are required, with one (1) dose being administered after the 4th birthday, for all new children enrolling in your schools (kindergarten-12th grade).
- Four (4) doses of DTaP vaccine are required, with one (1) dose being administered after the 4th birthday, for all new children enrolling in your schools (kindergarten-12th grade).

For further information, please call the Virginia Division of Immunization at 1-800-568-1929 (in state only) or 804-864-8055.

Rev. 3/10

SCHOOL POLICIES

ASSESSMENT

Information about students' progress is conveyed to parents through report cards and progress reports each marking period, as well as Parent Portal.

Numerical grades measure academic performance and are used as a means of reporting achievement of classroom objectives. The quality of student behavior and attitudes is also reported for each course.

Letter Grade	Numerical Equivalent	Performance Assessment	Grade Range	GPA Value
A	92.5 - 100	Outstanding	3.5-4.0	4.0
B	84.5 - 92.4	Above Average	2.5-3.4	3.0
C	76.5 - 84.4	Average	1.5-2.4	2.0
D	69.5 - 76.4	Below Average	0.5-1.4	1.0
F	Below 69.5	Unacceptable	0.0-0.4	0
I	Incomplete Work (grade becomes an F unless pre-arranged)			

Narrative comments are encouraged to provide additional information about the students.

Academic Recognition

Academic recognition is given to middle school students in grades 6 - 8 each nine weeks through the Honor Roll. Eligibility for this recognition is based on the student's average in each class. There are two types of Honor Roll:

- "A" Honor Roll: All grades for which letter grades are assigned must be "A."
- "A-B" Honor Roll: All grades for which letter grades are assigned must be "A" or "B."
- Where applicable, no grades of U or N are acceptable to achieve honor roll.

Virginia Standards of Learning (SOL)

Group testing in middle school is consistent with the requirements of the Virginia State Assessment Program. The Virginia Board of Education establishes objectives to develop skills that are necessary for success in school and for preparation for life in the years beyond. The State Board of Education has adopted Standards of Learning in four core subject areas: mathematics, science, English, and history and social science. The academic standards adopted by the Board of Education are part of Virginia's efforts to provide challenging educational programs in our schools.

The SOL assessments are designed to test the extent to which students have learned the content and skills specified in the Virginia Standards of Learning. The Virginia SOL represent rigorous content and provide students with a solid foundation upon which to build later learning. To review the Standards of Learning in detail, contact the principal at the school or the Virginia Department of Education's website at www.pen.k12.va.us.

Sixth, seventh and eighth grade students participate in the SOL (Standards of Learning) test administration. Students in grade six will take the Virginia Standards of Learning assessments in reading, mathematics, and US History 1865 to Present. Students in grade seven will take the Virginia Standards of Learning SOL assessments in reading, mathematics, and civics and economics. Students in grade eight will participate in the Virginia Standards of Learning (SOL) assessments in mathematics, science, reading, writing, and history and social science. Eighth grade students who are enrolled in high school credit courses with end-of-course SOL tests will take those tests in the spring for these subjects. All eighth graders will take the end-of-course test for

World History I. Although eighth grade students may take SOL end-of-course tests, these tests may be administered on a different schedule from the grade eight SOL tests.

At the secondary level, the Standards of Learning (SOL) assessments are administered as end-of-course tests for: English 11; Reading & Writing, Algebra I, Algebra II, Geometry, United States History, World History 1, World History II, World Geography, Earth Science, Biology, and Chemistry. Students must earn a certain number of verified credits, in addition to the units of credits requirement, in order to earn a standard or Advanced Studies diploma.

SOL Testing for Accelerated Students

Accelerated students should be defined as students who are receiving instruction in a subject or subjects that are at a higher grade level than their current grade placement. Accelerated students should take the Standards of Learning (SOL) tests for their grade level of the SOL corresponding with grade level placement. Finally, students below the ninth grade who are enrolled in a high school credit-bearing course with a required end-of-course SOL test will not be required to take the grade-level test in which they are enrolled.

Grade Level	Virginia SOL test required			
Grade 6	English: 6 Reading	Mathematics: 6	United States History from 1865 to present	
Grade 7	English: 7 Reading	Mathematics: 7 or appropriate EOC test	Civics & Economics	
Grade 8	English: 8 Reading English: Writing	Mathematics 8 or appropriate EOC test	World History I (EOC)	Science 8 or Earth Science (EOC)

Alternate Assessments

The Virginia Grade Level Alternative (VGLA) is available for students in grade 3 through 8 as an alternative assessment for the Standards of Learning (SOL) testing. Students who qualify to participate in the VGLA are required to demonstrate individual achievement of grade level content standards as presented in the SOL test blueprint for the academic content area in which they are being addressed. This assessment is available to eligible students with disabilities in grades 3 through 8. Eligible LEP students in grades 3 through 8 who may participate in the VGLA reading assessment only.

The Virginia Secondary Evaluation Program (VSEP) is an alternative method of assessing students who by the nature of their disability are unable to participate in the Standards of Learning (SOL) assessments even with testing accommodations. The difference between the SOL tests and the VSEP is the method of assessment. Students participating in the VSEP are expected to provide

evidence of achievement through a Course Work Completion (CWC) based on the same standards as students taking the SOL tests.

The Virginia Alternate Assessment Program (VAAP) is designed to evaluate the performance of students with significant cognitive disabilities. The VAAP is available to students in grades 3 through 8 and students in grade 11 who are working on academic standards that have been reduced in complexity and depth. It is available in all content subject areas including writing. This content is derived from the Standards of Learning (SOL) and is referred to as the Aligned Standards of Learning (ASOLs). Individual student achievement of academic skills is the single focus of the VAAP. Although functional skills such as self care, leisure activities, and domestic skills are important components of educational programs designed for students with significant cognitive disabilities, these skills are not evaluated in the VAAP.

Virginia Modified Achievement Standards Test (VMAST) is designed for students with disabilities who are learning grade-level content but cannot fairly be held to the same achievement standards as their nondisabled classmates. Items on the VMAST include supports and simplified items not available to students who take SOL tests in reading and mathematics. Students participating in the Virginia Modified Achievement Standards Test (VMAST) are expected to learn grade level content; however, they may require additional time and a variety of instructional and assessment supports. Students participating in VMAST do not receive a modified curriculum; the achievement expectations are modified and difficulty is reduced by including tools and supports that allow participating students to access and demonstrate knowledge of grade-level content. Eligibility for VMAST must be determined separately for reading and mathematics. VMAST mathematics assessments for grades 3-8 and Algebra I will be introduced during 2011-2012. VMAST reading assessments in grades 3-8 and high school will be introduced the following year.

SOL Assessment Administration Dates:

Fall: Students who take and do not pass End-of-Course SOL tests during the spring administration and transfer students who have taken SOL courses in out-of-state or private schools may choose to take the failed tests or untaken tests during the fall administration. Students do not have to be enrolled in the course to take the SOL tests. Schools will notify students who qualify for the fall administration.

Spring: Students enrolled in grades 3, 4, 5, 6, 7, 8, and certain high school credit courses will be administered SOL tests in the spring. Writing components of the English SOL tests for grades 5, 8, and 11 are administered in early spring, and the remaining SOL tests are given before the end of the school year. The Virginia Department of Education allows divisions to choose one of three established testing windows for grades 3-8. School Divisions are allowed to set their own testing window for End-of-Course (EOC) tests.

Summer: Middle school or high school students who take and fail SOL end-of-course tests may choose to re-take failed tests during the summer. Students who wish to retake end-of-course tests do not have to be enrolled in a formal summer school class. Middle and high schools will notify students who qualify for summer SOL test administration.

Students may retake high school end-of-course tests as often as the school division's testing schedule will permit. Students who score between 375 – 399 on an end-of-course SOL test are eligible for an expedited retake. This means that the student would be able to retake the test before the next scheduled test administration within the state designated time.

Remediation Programs are available at each Bedford County School for those students who fail one or more of the Standards of Learning Tests. Students who do not pass any of the SOL tests must participate in these remediation programs. It is strongly recommended that students who fail any of the tests participate in these school-based programs held during school, after school, and during the summer. Contact your school counseling office to learn more about these opportunities.

BEDFORD COUNTY PUBLIC SCHOOLS POLICY MANUAL

A copy of the policy manual that contains policies approved by the school board is located in the library of each school and in the public library, and on the Bedford County Public School web site at www.bedford.k12.va.us.

BEHAVIOR/ATTENDANCE EXPECTATIONS

The Bedford County *Code of Student Conduct* is provided for each student, in print and online versions. Behavioral expectations and attendance requirements as well as disciplinary procedures are identified in this handbook. Specific school policies are outlined in each individual school's handbook.

CLASSROOM GROUPS

Sections or classes in each subject area vary in size and composition depending on the students' needs and the organization of the school program. Students are placed where it is expected that they will be appropriately challenged. Persistent difficulties of individual students are handled in small groups with more intensive help, and the composition of these groups is flexible and temporary.

HOMEWORK

Homework provides an essential communication link between the school and home. It is an important tool in developing independent thought, self-direction, and self-discipline. Homework reinforces skills, provides for enrichment, and provides independent practice. Homework assists the student in developing good work habits and time management skills. In grades 6 – 12, each subject assignment should not require more than 20 – 30 minutes a night. It is understood that a variance in completion time may result from students' levels of ability. Individual needs of the student are considered when making homework assignments. Teachers check the homework and provide feedback to the students within a reasonable period of time. Parents will be notified when their child consistently disregards homework assignments. Homework shall not count for more than ten percent of a student's nine-week grade. (Policy IKB)

NON-RESIDENT TUITION

Non-residents are required to pay a tuition fee that is established each year. Contact the school for more information.

PARENT/TEACHER CONFERENCES

Opportunities for parents to meet with school staff are scheduled during the school year for sharing information concerning the student's progress and planning for the student's educational program. In

addition to scheduled conferences, a student's progress is reported through regular interim reports and report cards. Additional conferences with teachers and other school staff members are encouraged. Please contact the school to arrange conferences.

PROMOTION/RETENTION POLICY

Promotion from one grade to another is based upon academic achievement and other criteria. The final determination of grade placement is made by the principal on an individual basis in accordance with School Board policy. A complete copy of the promotion/retention policy can be found in the policy manual which is located in each school and on the Bedford County Public Schools' web site at www.bedford.k12.va.us. (Policy IKE)

ACADEMIC SERVICES

BRIDGE SCHOOL ALTERNATIVE CENTER

Bridge School is an alternative educational placement for students who violate the Code of Student Conduct. Students may be assigned to Bridge School by the Assistant Superintendent.

ENGLISH AS A SECOND LANGUAGE

An educational plan will be established for students who use a primary language other than English. This program will encourage them to become proficient in the use of the English language.

ENRICHMENT AND ACCELERATED PROGRAMS

Various opportunities are offered for students who are interested in pursuing interests beyond day-to-day classroom instruction. **Examples of these opportunities are:**

- Band Day
- Daughters of the American Revolution (DAR) Contest
- Geography Bee
- Local and Regional Spelling Bees
- Math Contests
- National History Day
- Odyssey of the Mind Creative Problem Solving
- PTA Reflections Contest
- Science Fair Projects
- Young Authors Contest

During the summer, enrichment opportunities in areas such as drama, computer, physics, and art are available to qualified middle school students through regional programs sponsored by the Department of Education.

Advanced instructional opportunities are offered to all students who demonstrate exceptional capabilities. Advanced activities are primarily offered through the Gifted Education Program; however, students who demonstrate exceptional capabilities may be accelerated through the instructional sequence in science and mathematics. Advanced classes are also offered at each middle school for students who are exceptionally strong in core academic areas and who wish to pursue a more rigorous academic program in that area.

GIFTED EDUCATION PROGRAM

The Gifted Education Program provides services for students in accordance with the Standards of Quality and in compliance with the "Virginia Plan for the Education of the Gifted." The program is designed to address individual learning styles, needs and interests to encourage each student to develop to his or her greatest potential. The school division supports appropriately differentiated instructional services for students at all grade levels. Students are whole-group tested in the second grade; however, students may be referred for gifted testing in grades K-12. They may be referred by teachers, counselors, parents or self-referred.

HEALTH SERVICES

School health services are provided. Screening programs are conducted by schools to identify students who may need attention by a physician and/or dentist. These programs may include assessment of height and weight measurements, vision and hearing screening tests, observation of postural defects, and screening of speech. The school nurse, in cooperation with teachers, is the person primarily responsible for appraising and identifying student health needs. A parent may request that a student not be screened.

HOMEBOUND INSTRUCTION

Students who, for medical reasons, are unable to attend school may be eligible for homebound instruction. Forms are available at the schools. Contact the principal or the school social worker for complete information.

PROGRAMS FOR STUDENTS WITH DISABILITIES

Special education is an essential part of the total program of public education in our community, sharing with elementary, middle, secondary, and technical education the responsibility for providing instruction, training, and necessary supportive services for all children and youth of Bedford County. The educational interests of children with various types of exceptionality can best be served when they are accepted as an integral part of the total school program. Bedford County's commitment to this philosophy is long standing.

Currently, approximately ten percent of the school division population receives special education and related services. Students' ages range from 2 through 21, and their identified areas of exceptionality span all of the disabling conditions. As the law mandates, the education of disabled students in the "least restrictive environment" is emphasized.

Students with disabilities receiving special education services have the right to participate in standardized testing administered to all students in the school division. For those special education students that the IEP team determines it is not appropriate for the student to participate in SOL testing, the IEP team looks at whether the student qualifies for any Alternate Assessment Testing Program. If the student will be participating in the Modified Standard, Standard or Advanced Studies Diploma tracks in high school, then participation in the Virginia Alternate Assessment Program may not be appropriate. Recommendations on student participation in the appropriate SOL test or the alternative assessment program should be made and recommended by the student's IEP team.

Special education, as is true for all education, is based on the fundamental concept of the dignity and worth of the human personality. The school division's commitment is to provide an appropriate program for all children in need of special education.

SCHOOL COUNSELING SERVICES

Bedford County Public Schools seeks to provide students with an education that is developmental, integrative and relevant. The middle school counseling program is considered an integral part of the child's total educational development. The program focuses on helping students improve academic achievement, personal and social development, and career planning. Proficiency in all of these domains is viewed as necessary to permit students to reach their maximum potential and to be able to live successfully in our complex and ever-changing world. Parents are encouraged to become actively involved by meeting regularly with the school counseling staff.

Services provided by the middle school counselors are complementary and supportive of the efforts of parents, teachers, administrators as well as other school support personnel.

Middle school counseling services encompass three domains: (1) academic counseling, which assists students and their parents in making the appropriate curricula and program choices as well as the designing of a program of studies which best fits their interests and aptitudes; (2) career counseling, which assists students and their parents in acquiring information about various careers and job opportunities and post secondary educational opportunities; and (3) personal/social counseling, which provides assistance to students on an individual or group basis on such topics as conflict resolution, decision-making, goal setting, or other skills necessary for becoming well adjusted citizens of the community. Objectives are set forth in the academic development, career development, and person/social development domains as defined in the Standards for School Counseling Programs in Virginia Public Schools.

No student is required to participate in any school counseling program to which the student's parents objects. Parents are notified and permission obtained before ongoing regular group counseling sessions are planned. However, there are occasions when conflicts between students arise whereby an administrator or teacher refers the students for counseling or the students themselves seek counseling for resolution of a specific conflict. The counselor typically sees the students to guide them in conflict resolution within 24 hours on a one-time basis. Parents are urged to contact the school counselor at their child's school to review any materials used in the school counseling program. If parents/ guardians wish for students not to participate in the personal /social counseling domain, they may complete an "Opt-out" form. These forms are available from the school. School counselors will continue to provide academic and career counseling to students who "Opt-out" of personal/social counseling.

Educational records are maintained by the school counseling office in each high school and are not released to third parties without prior parental consent or as otherwise provided by law.

SCHOOL CONSULTATION TEAM/CHILD STUDY

The School Consultation Team (SCT)/Child Study exists as the formal child study committee in each school. The team is comprised of parents, general education teachers, special education teachers, remediation or support staff, school administrators, and other invited school staff. The school principal and Director of Special Services have designated the School Consultation Team (SCT) coordinator to receive requests for student assistance from teachers, parents, or outside agencies and act on his/her behalf in the implementation of the child study process.

The purpose of the team is to meet when children are referred and to share information about individual students experiencing educational difficulty. The SCT will develop a plan of intervention designed specifically around targeted areas of concern. The levels of intervention may be discussed in relation to a tiered model, with increasing levels of individualization and intensity as the tier of intervention increases. These intervention plans are designed to help each child meet the demands of the general curriculum and achieve satisfactory educational performance. The School Consultation Team will be responsible for ensuring that data collected through the Response to Intervention (RtI) model is incorporated into planning and decision-making with intervention plans. If a student is suspected of having an educational disability, then the SCT would make a referral for a comprehensive special education evaluation.

SCHOOL PSYCHOLOGICAL SERVICES

Each school psychologist works in several schools to help students who are experiencing difficult problems in learning or adapting to school. Sometimes, in addition to the services already described, the psychologist may provide short-term counseling for these students and their parents.

SCHOOL SOCIAL WORKER SERVICES

Some middle school students have difficulty in school because of factors at home or in the community over which they have little or no control. School social workers work with families, schools, and community agencies. Their services are designed to help school personnel identify out-of-school causes of students' problems and to alleviate or eliminate the problems so students may benefit fully from the educational program. As part of their contacts with families, school social workers are able to explain the school's program and enlist parental involvement in their children's education.

VOLUNTEER SERVICES

Bedford County Public Schools supports and encourages the active participation of parents and members of the community in the schools. Utilization of volunteers' services is encouraged in each school as a means of involving the community in the educational program. The principal at each school organizes such services. The administration at each school shall direct and approve the activities of parents, volunteers, and other resources within the school.

MIDDLE SCHOOL CURRICULUM

CORE CURRICULUM

Each middle school offers a minimum of five and one-half hours of instruction each day exclusive of the lunch period. With the aid of instructional materials and available technology, students are exposed to many educational experiences. Extended day instructional activities are periodically offered after school hours. The middle school program goals are:

- To provide every student with the opportunity to achieve optimum mastery of skills related to the Standards of Learning.
- To provide a supportive environment for the student's physical and social development.
- To offer a curriculum sensitive to needs of the individual.
- To provide every student with experiences designed to develop decision-making and problem-solving skills.
- To provide an appropriate program in the least restrictive environment for all students with educational disabilities.

The middle school program includes the following courses:

Course Code	Course name	Course Code	Course name
3110	Math 6	9230	Band 6
3109	Advanced Math 6	9231	Band 7
3111	Algebra Concepts I (Math 7)	9233	Band 8
3112	Algebra Concepts II (Math 8)	9550	Concert Band
3130	Algebra I	9660	Symphonic Band
3154	Pre-AP Geometry	9771	Instrumental Drums
4115	Life Science (6)	9269	Chorus
4616	Advanced Life Science (6)	9280	Chorus 8
4125	Physical Science (7)	7111	Physical Education 6
MS4126	Advanced Physical Science (7)	7112	Health 6
4610	General Science (8)	7120	Physical Education 7
4210	Earth Science	7122	Health 7
1109	English 6 (combined reading and writing)	7210	Physical Education 8
1102	English 6 (reading)	7220	Health 8
1103	English 6 (writing)	MS6626	Computer 6
1111	Advanced English 6 (comb.reading and writing)	6150-9	Keyboarding

1110	English 7 (comb.reading and writing 45 min.)	6609-9	Computer Solutions
1107	English 7 (reading)	6609-18	Computer Solutions
1117	English 7 (writing)	MS8426	Tech Ed 6
1137	English 7 (combined reading and writing 90 minutes)	8481	Introduction to Technology (9-Week)
1112	Advanced English 7 (combined reading and writing)	8482	Introduction to Technology (18-Week)
1118	Advanced English 7 (reading)	8464 - 18	Inventions and Innovations
1119	Advanced English 7 (writing)	2216	World Cultures
1122	Advanced English 7 (comb. reading and writing 90 minutes)	2217	World Cultures 7
1120	English 8	1004	SOL Language Arts Enrichment for gr. 6/7 (9 wk)
1121	Advanced English 8	1005	SOL Math Enrichment for gr. 6/7 (9 wk)
2354	U.S History Part II (6)	1006	Study Skills for gr. 6/7 (9 wk)
2357	Civics and Economics (7)	7113	PE Enrichment gr. 6 (9 wk)
2341	World History Part I (8)	7123	PE Enrichment gr. 7 (9 wk)
9103	Art 6	1008	Reading Enrichment for gr. 8 (semester)
9105	Art 7	1009	Math Enrichment for gr. 8 (semester)
9115	Art 8	2359	Stock Market (semester)
9128	Advanced Art	7100	Drama/Theater for gr. 6/7 (semester)
MS4900	Character/Career	7101	Drama/Theater for gr. 7 (year-long)
5510	Spanish I	1515	Mythology (semester)
5110	French I	1516	Verbal Mastery (9 wk)
5310	Latin I	1517	Math Mastery (9 wk)
5210	German I	3902	Life Skills
MS1200	Journalism	1310	Communications
1220	Yearbook	7894	Fundamental Skills
8002 - 9	Introduction to Agriscience	8261	Family and Consumer Science I
3901	Personal Finance	8262	Family and Consumer Science II
		MS4700	Science Exploration

* not all courses are offered in every middle school

HIGH SCHOOL CREDIT

Certain high school credit-bearing courses may be taken in the eighth grade. These courses may include Algebra I, Pre-AP Geometry, Earth Science, World History I, and level one of a foreign language. Parents of students taking such classes may request the credit for the course be added to or omitted from the student's high school transcript. The course name and grade will be shown on the high school transcript; however, if the parent chooses not to accept credit for the course, then the course will not be used in high school grade point average calculations. If credit for the course is accepted, the course is added to the high school transcript and the final grade is used to calculate the high school grade point average (GPA). If accepted, credit for the course(s) will count towards graduation requirements for these students. Algebra I, Pre-AP Geometry, Earth Science, and World History I end-of-course (EOC SOL tests will be given in the spring.

MATHEMATICS

Students today require more rigorous mathematical knowledge and skills to pursue higher education, to compete in a technologically sophisticated work force, and to be informed citizens. The middle school mathematics program is intended to support the following five goals for students: becoming mathematical problem solvers, communicating mathematically, reasoning mathematically, making mathematical connections, and using mathematical representations to model and interpret practical situations. Students who successfully complete Algebra I or higher will be allowed to count those courses toward the requirements of a high school diploma.

Math 6

The emphasis of grade sixth mathematics is a transition from whole number arithmetic in the elementary grades to foundations of algebra. The curriculum emphasizes rational numbers. Students will use ratios to compare data sets, recognize decimals, fractions, and percents as ratios, solve single-step and multistep problems, and gain a foundation in the understanding of integers. Students will solve linear equations and use algebraic terminology. Students will solve problems involving area, perimeter, and surface area, work with π (pi), and focus on the relationships among the properties of quadrilaterals. In addition, students will focus on applications of probability and statistics. Students enrolled in this course will take the sixth grade Standards of Learning assessment.

Advanced Math 6

This course will integrate the grade 6 and 7 Standards of Learning. The rigorous curriculum places more emphasis on algebraic foundations at an accelerated pace. Upon successful completion, students may be prepared to study Algebra I. Students enrolled in this course will take the sixth grade Standards of Learning assessment.

Algebra Concepts I (Grade 7)

Topics in this course include proportional reasoning, integer computation, solving multi-step linear equations, and recognizing different representations for relationships. Students will apply the properties of real numbers in solving equations and inequalities. Data analysis techniques will be used to make inferences, conjectures, and predictions. Emphasis will also be placed on making generalizations and how these relate to algebraic expressions, equations, and inequalities. Upon successful completion, students should be prepared to study Algebra I. Students enrolled in this course will take the seventh grade Standards of Learning assessment.

Algebra Concepts II (Grade 8)

This course contains content that reinforces and extends concepts and skills learned in Algebra Concepts 1. It prepares students for more abstract concepts and provides additional instruction and time to acquire the concepts and skills necessary for a more solid foundation in Algebra I. Computation with rational numbers and proportional reasoning are explored more deeply along with solving multi-step equations and inequalities. Students are also introduced to transformational geometry. Students enrolled in this course will take the eighth grade Standards of Learning Assessment.

Algebra I (End of Course SOL Test)

The course begins with a review of the four basic operations on rational numbers. The order in which to simplify mathematical expressions and the basic properties of real numbers are emphasized. Symbols of equality and inequality are taught, and ways to solve equations and inequalities are developed. Students will learn how to graph linear equations and inequalities on a number line and in a coordinate plane. Students will solve problems using algebraic expressions. The Algebra I SOL end-of-course test is given during this course. Students who successfully complete the course and pass the SOL test will earn a high school math credit and a math verified credit.

Credit: 1 unit, 4.0 grading scale

Pre-AP Geometry (End of Course SOL Test)

This course is designed for advanced students who are capable of more rigorous study at an accelerated pace, and is designed to help students succeed in college and rigorous high school courses such as those offered by the Advanced Placement Program. The SOL objectives for Geometry, plus SOL objectives T1-4 and T9 for Trigonometry-A One Semester Course will be covered. The trig portion of the course will emphasize degree measure of angles and geometric applications such as the Laws of Sines and Cosines. Graphing calculators will be used to enhance learning, however the student's use of a calculator will be limited. Opportunities to demonstrate conceptual understanding, in addition to mastery of basic skills, will be provided throughout the course. The SOL test for Geometry will be given at the end of the course.

Credit: 1 unit, 4.5 weighted grading scale

SCIENCE

The science program emphasizes the development of scientific values, questioning, searching for data and their meaning, a respect for logic and consideration of consequences. Middle school students learn through all senses as they explore concepts by observing, communicating, comparing, organizing, and drawing conclusions. The students explore three main disciplines: life science (grade 6), physical science (grade 7), and general science or Earth science (grade 8).

Life Science 6

The study of Life Science emphasizes the understanding of change, cycles, patterns and relationships in the living world. Students build on basic principles related to these concepts by exploring the cellular organization and the classification of organisms; the relationships among organisms, populations, communities and ecosystems; and changes as a result of the transmission of genetic information from generation to generation. Students will develop inquiry skills that include organization and mathematical analysis of data, manipulating variables in experimentation, and identifying sources of experimental error.

Advanced Life Science 6

The Advanced Life Science 6 course is for students who have a high interest and aptitude in science. Students should be high achievers committed and motivated to explore and participate in life science activities requiring greater involvement and understanding. Students should be at or above grade level in mathematics and language arts. The rigorous, fast paced course requires students to design, conduct, and present inquiry based experiments. Students will participate in independent research, interpret data, present the findings, and draw conclusions. Students will also use critical thinking and problem solving strategies. All students will prepare and present a project in the school science fair.

Physical Science 7

In physical science, students will continue to build on skills of systematic investigation with a focus on variables and repeated trials. Validating conclusions using evidence and data becomes important at this level. Physical science stresses the understanding of the nature and structure of matter and the characteristics of energy. Major areas covered include the organization and use of the periodic table; physical and chemical changes; nuclear reactions; temperature and heat; sound; light; electricity and magnetism, and work, force, and motion.

Advanced Physical Science 7

The Advanced Physical Science 7 course is for students who have a high interest and aptitude in science. Students should be high achievers committed and motivated to explore and participate in physical science activities requiring greater involvement and understanding. Students should be at or above grade level in mathematics and language arts. The rigorous, fast paced course requires students to design, conduct, and present inquiry based experiments. Students will participate in independent research, interpret data, present the findings, and draw conclusions. Students will also use critical thinking and problem solving strategies. All students will prepare and present a project in the school science fair.

General Science (Grade 8)

General science continues to emphasize data analysis and experimentation. Methods are studied for testing the validity of predictions and conclusions. Scientific methodology, focusing on precision in stating hypotheses and defining dependent and independent variables is reinforced. General science focuses on the role of the sun's energy on the Earth's systems, water in the environment, air and atmosphere, and basic chemistry concepts. Natural resource management is introduced.

Earth Science (End of Course SOLTest)

Earth Science is the study of the Earth's composition, structure, processes, and history. It is also the study of the Earth's atmosphere, fresh water, oceans, and the environment in space. The historical contributions in the development of scientific thought about the Earth and space are emphasized. Students will study the interpretation of maps, charts, tables, and profiles. Students will collect, analyze, and report data. Major topics include plate tectonics, the rock cycle, Earth history, the oceans, the atmosphere, weather and climate, and the solar system and universe. The Standards of Learning (SOL) test for Earth Science is given during this course. Students who successfully complete the course and pass the SOL test can receive a high school science credit and a verified credit.

Credits: 1 unit, 4.0 grading scale

LANGUAGE ARTS

The goals of language arts education are to teach students to read and to prepare students to participate in society as literate citizens, equipped with the ability to communicate effectively in their communities, in the workplace, and in postsecondary education.

English 6

Students will present personal opinions and understand different viewpoints, distinguish between fact and opinion, and analyze the effectiveness of group communication. Students will begin the study of word origins with prefixes and suffixes and will continue vocabulary development through the use of *Vocabulary Workshop*. A variety of fiction and nonfiction works will be read for appreciation and comprehension. Students will plan, draft, revise and edit narrative, descriptive, expository, and persuasive writing with attention to composition and style, as well as sentence formation, usage, and mechanics. Students will demonstrate correct use of language, spelling, and mechanics by applying grammatical conventions in writing and speaking.

Advanced English 6

The goal of the Advanced Language Arts program is to better equip high ability students with the critical and creative thinking, problem solving, communication, and reading and writing skills that are essential in high school advanced placement courses, college courses, and career choices.

Students at the middle grades level will begin to prepare for their success in Advanced Placement* English Language and Literature courses offered in high school using *The Laying the Foundation* series. Students will cover the same Standards of Learning objectives as in language arts for grade 6, but at an accelerated pace and in greater depth. Reading material is often one to two grade levels above the reading level for this grade. There are extensive reading and writing assignments, and independent work will be required. Students will be instructed through the entire writing process; from developing and organizing an essay from a prompt to scoring that essay with rubrics. Skill-focused dialectical journals are modeled as a tool for developing student thinking and writing about what they have read.

English 7 (Combined Reading and Writing)

Students will continue to develop their skills in reading comprehension. A variety of fiction, nonfiction, and poetry will be read to enhance those skills. Students will continue to refine their composition skills, with special attention to word choice, organization, style, and grammar. Written explanations will utilize informational writing skills, and persuasive writing will be introduced.

Vocabulary development will continue through a study of figurative language and the study of roots and affixes Greek and Latin roots and *Vocabulary Workshop*. Knowledge of the impact of media on public opinion will be introduced.

English 7 (Reading)

Students' appreciation for literature is enhanced by reading a wide variety of fiction, nonfiction, and poetry. Students will become more independent and analytical with the text. The student will develop a better understanding of text structure and the use of vocabulary to assist them with the interpretation of the text. The student will increase proficiency in the use of print and electronic information resources. Available technology will be used as appropriate. Students will continue to develop oral communication skills becoming more knowledgeable of the effects of verbal and non-verbal behaviors in oral communication.

English 7 (Writing)

Students will become increasingly aware of the structure of language and the writing process. Improvement in written communication is achieved through frequent opportunities to apply narrative,

persuasive, expository, and technical skills. Students will continue to study the structure of words and language to refine their composition skills, with special attention to work choice, organization, style, and grammar. Vocabulary development will continue through a study of Latin and Greek roots, *Vocabulary Workshop* and using strategies for vocabulary in context. Available technology will be used when appropriate.

Advanced English 7 (Combined Reading and Writing)

The goal of the Advanced Language Arts program is to better equip high ability students with the critical and creative thinking, problem solving, communication, and reading and writing skills that are essential in high school advanced placement courses, college courses, and career choices. Students at the middle grades level will begin to prepare for their success in Advanced Placement* English Language and Literature courses offered in high school using *The Laying the Foundation* series. Students will cover the same Standards of Learning objectives as for language arts 7, but at an accelerated pace and in greater depth. Reading material is often one to two grade levels above the reading level for this grade. There are extensive reading and writing assignments, and independent work will be required. The focus for this Advanced Reading course is on analyzing and annotating texts, linking devices to meaning, and understanding the levels of reading. Students will gain and understanding of how to use strategies to illustrate practical methods for integrating grammar into the study of almost any passage. Students will be required to participate in two contests during the year; one will be the choice of the student and the second chosen by the division as The Piedmont Area Reading Councils Young Authors Writing Contest.

Advanced English 7 (Reading)

The goal of the Advanced Language Arts program is to better equip high ability students with the critical and creative thinking, problem solving, communication, and reading and writing skills that are essential in high school advanced placement courses, college courses, and career choices. Students at the middle grades level will begin to prepare for their success in Advanced Placement* English Language and Literature courses offered in high school using *The Laying the Foundation* series. Students will cover the same Standards of Learning objectives as for language arts 7, but at an accelerated pace and in greater depth. Reading material is often one to two grade levels above the reading level for this grade. There are extensive reading and writing assignments, and independent work will be required. The focus for this Advanced Reading course is on analyzing and annotating texts, linking devices to meaning, and understanding the levels of reading.

Advanced English 7 (Writing)

The Advanced English writing program reiterates the idea that grammar cannot be taught in isolation. The *Laying the Foundation* series discusses the distinction between grammar and syntax. Using specific lessons from *Laying the Foundation* guides and from the Laying the Foundation website, students will gain and understanding of how to use strategies to illustrate practical methods for integrating grammar into the study of almost any passage. Students will be required to participate in two contest during the year; one will be the choice of the student and the second chosen by the division as The Piedmont Area Reading Councils Young Authors Writing Contest.

English 8

Students will continue to develop their skills in reading comprehension. A variety of literature will be read with an emphasis on describing themes and main ideas, interpreting cause-effect relationships, and drawing conclusions. There will be an emphasis on writing in a variety of forms including narrative, expository, persuasive, descriptive, and informational. Students will continue to develop vocabulary with attention to connotations and application of the *Vocabulary Workshop* program. Students will learn and apply interviewing techniques.

Advanced English 8

The goal of the Advanced Language Arts program is to better equip high ability students with critical and creative thinking, problem solving, communication, and reading and writing skills that are essential in high school advanced placement courses, college courses, and career choices.

Students at the middle grades level will begin to prepare for their success in Advanced Placement* English Language and Literature courses offered in high school using *The Laying the Foundation* series. Students will cover the same Standards of Learning objectives as for language arts 8, but at an accelerated pace and in greater depth. Reading material is often one to two grade levels above the reading level for this grade. There are extensive reading and writing assignments, and independent work will be required. At this level, students using the *Laying the Foundation* curriculum will find examples of literary devices in a text, link those devices to meaning, and compose an essay that includes textual evidence and analytical commentary.

HISTORY AND SOCIAL SCIENCE

The study of history and the social sciences is vital in a democratic society. All students need to know and understand our national heritage in order to become informed participants in shaping our nation's future. Students will study main areas: United States History II:1865 to Present (grade 6), Civics and Economics (grade 7), and World History I (grade 8).

United States History 1865 to Present

Students will continue to use skills of historical and geographical analysis as they examine American history from the Civil War era to the present. 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 political and economic landscape.

Civics and Economics

Civics and Economics examines the roles citizens play in the political, governmental, and economic systems in the United States. Students will examine the constitutions of Virginia and the United States; 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. Participation in the civic life of a diverse democratic society is emphasized.

World History Part I (End of Course SOL Test)

Students explore the historical development of people, places, and patterns of life from ancient times until 1500 A.D. in terms of the impact on Western civilization. Geographic influences on history will be explored. Students will use maps, texts, artifacts, stories, pictures and a variety of resources to develop a historical understanding of trends in humankind from prehistory to 1500 A.D. The Standards of Learning (SOL) test is given during the course. Students who successfully complete the course may earn a high school credit in social studies. Students who pass the SOL test will earn a verified credit.

Credit: 1 unit, 4.0 grading scale

RELATED CURRICULUM (not all courses are offered at each school)

FOREIGN LANGUAGE

The foreign language program includes instruction in both the classical and modern languages. The study of foreign language fosters insight into common human traits in an evolving world community.

In the eighth grade, students may take the first year of a foreign language, and choices may include Spanish, German, Latin, and French. Students who successfully complete the first year of a foreign language will be allowed to count this experience in the sequence of courses required toward meeting the requirements of the Advanced Studies Diploma. If this class is taken for credit, the grade for this class may be averaged in the high school grade point average (GPA). *Courses offered may vary at each school.

French I

Level I: This course provides beginning students with basic skills in listening, speaking, reading, and writing. Vocabulary and basic grammar are stressed, and emphasis is placed on enabling students to communicate in daily life situations. Students also incorporate geographical, historical, cultural, and map skills in their studies of the locations where French is spoken.

German I

This course provides beginning students with basic skills in listening, speaking, reading, and writing. Vocabulary and basic grammar are stressed and emphasis is placed on enabling students to communicate in daily life situations. Students also incorporate geographical, historical, cultural, and map skills in their studies of the locations where German is spoken.

Latin I

Latin I introduces the student to the language of the ancient Romans. This course includes sufficient study of grammar and vocabulary to translate and read for comprehension simple Latin to English and translate English to Latin. In addition, the student becomes familiar with stories and legends of Rome's founding and growth and some of her achievements which have become part of our heritage.

Spanish I

Level I: This course provides beginning students with basic skills in listening, speaking, reading, and writing. Vocabulary and basic grammar are stressed, and emphasis is placed on enabling students to communicate in daily life situations. Students also incorporate geographical, historical, cultural, and map skills in their studies of the locations where Spanish is spoken.

HEALTH

Instruction in this subject is designed to help students acquire knowledge and skills essential for healthful living as well as for personal fitness and good nutrition. At each grade in middle school the focus is upon five major topics: disease prevention and control; mental health; nutrition; personal growth and personal health; and safety and first aid.

PHYSICAL EDUCATION

The purpose of this program in the middle school is to improve students' physical fitness and help them develop respect for their own minds and bodies. The program is also designed to aid in acquiring skills which students may use throughout their lifetime, such as sports activities which emphasize movement, coordination, balance and flexibility.

MUSIC

The music program offers instruction in choral and instrumental music. Student talents are recognized and nurtured throughout the program. Instruction includes music theory, history, and performance skills. Opportunities to participate in concerts and festivals are provided. Choral and instrumental band instruction are available beginning in grade six.

Beginning Band - 6

6th Grade Band is a class designed to be an introductory course to band open to all interested 6th grade students who wish to learn a band instrument and develop their musical ability. While learning how to play their instrument the student will learn basic musical elements, such as note and rhythm reading that meet the state SOLs for band. Students will concentrate on these elements of rhythmic accuracy as well as tone quality on their particular instrument. The 6th Grade Band performs in concerts during the school year. Students are required to provide their own instrument and instruction book (Essential Elements 2000 Book 1).

Intermediate Band – 7

7th Grade Band continues to focus on the development of the basic techniques needed for performance on wind and percussion instruments. More advanced musical elements will be taught topics, including different ways to articulate notes, dynamics and phrasing based on the state SOLs. Students will also learn the role of instruments in music rehearsal and performance settings.

Concepts of intonation and balance within section and overall ensemble will also be covered. The 7th Grade Band will also perform in several concerts and Concert/Contest Festivals throughout the school year. Students are required to provide their own instrument and instruction book (Essential Elements 2000 Book 2).

Advanced Band – 8

8th Grade Band uses the skills learned in 6th and 7th grade as a foundation to introduce students to standard band literature. Students at this level rehearse daily in a full-band setting with a focus on developing their technical and expressive skills based on the state SOLs. Students at this level are eligible to participate in a wide variety of ensembles ranging from concert, symphonic, jazz and the high school marching bands. The 8th Grade Band will also perform in several concerts and Concert/Contest Festivals throughout the year as well as travel to perform in the community.

Students are also encouraged to audition and participate in the Virginia Band and Orchestra Director's All-District Band events as well as the Bedford Co. Middle School All-County Band. The students are also required to provide their own instrument.

Chorus

Grade Level: 6 or 7

This course is offered to help students become well-rounded singers/musicians. The course includes material designed to introduce and develop the following musical skills; proper vocal technique, sight-singing (music reading) skills, knowledge of musical terms and symbols and performance. Various types of music are introduced which will help to broaden the students' appreciation of various styles of music and cultures. Performances are scheduled throughout the year to give the students opportunities to express themselves artistically as well as to put into practical use the areas of study focused upon within the class. All areas of study are in keeping with the Virginia Standards of Learning.

Chorus

Grade Level: 8

This course is offered to help students increase the knowledge and skill which were introduced in the 7th Grade Chorus class. The areas of study for the 8th Grade Chorus will be the same of the 7th Grade Chorus (vocal technique, sight-singing skills, knowledge of musical terms and symbols, performance). However, the 8th grade students are expected to sharpen their skills at a more advanced level than are the 7th grade students. All areas of study are in keeping with the Virginia Standards of Learning.

ART

Participation in art experiences helps students develop an appreciation for art and exposes them to a variety of artistic activities, such as drawing, painting, printmaking, collage, sculpture, construction, crafts, and mass communication media. Art instruction is frequently designed to correlate with the content of other subject areas.

CAREER AND TECHNICAL EDUCATION

Computer/Technology skills are essential components of every student's preparedness for college and career readiness upon graduation from high school. In a context of the exploration model used at the middle school level, students have the opportunity to investigate their technology and career related interests as they develop skills that are built on and expanded through high school Career and Technical course offerings. Career and Technical courses prepare students to function in a 21st century global economy.

Technology Education 6

This course provides students with higher-order thinking skill development through practical problem solving experiences. Learners discover and explore personal interests, aptitudes and abilities using various technologies.

Introduction to Technology (9 & 18 Week Courses)

Grade Level(s): 7-8

Students first study the basic elements of all technology, including materials, processes, energy, information, and people. They explore up to six systems of technology, including biotechnology, energy, construction, transportation, communication, and production/manufacturing. Finally, they relate the impact of technology on society, environment, and culture to future consequences and decisions.

Inventions and Innovations (18 - Week Course)

Grade Level: 8

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.

Introduction to Agriscience (9 - Week Course)

Grade Level: 7

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.

Computer 6

Students explore how computers may be used to help solve real world problems. Students are also introduced to touch keyboarding and a few basic software programs commonly used to manage and present information.

Computer Solutions (9 & 18 - Week Courses)

Grade Level(s): 6-8

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.

Keyboarding (9 - Week Course)

Grade Level: 7

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.

Family and Consumer Sciences (9 & 18 Week Courses)

Grade Level(s): 6-8

These courses provide 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. In addition, students enhance their knowledge of nutrition and wellness practices and learn how to maximize consumer and family resources. The courses also help students apply textile, fashion, and apparel concepts to their daily lives and provides background on the stages of early childhood development as related to childcare. Time is provided for exploring careers in the Family and Consumer Sciences career cluster and developing job-search skills. Students increase their leadership abilities and explore how volunteerism aids communities. Mathematics, science, language, social sciences, and technology are integrated throughout the courses.

PERSONAL FINANCE

The purpose of this class is to help students understand opportunity cost and expose them to the “economic way of thinking” through hypothetical scenarios and activities. Students will learn sensible money management skills and the importance of the decision-making process.

JOURNALISM

Grade Level(s): 6-8

This course provides the foundations for effective journalism. Students will learn how to communicate and operate publications according to the rules of responsible journalism. Students may study the history of journalism, advertising, interviewing, writing various types of copy, editing, layout, and the fundamentals of photography. Students contribute to school publications as they apply what they have learned.

SCIENCE EXPLORATION

Grade Level(s): 8

This elective, semester long course focuses on the Chesapeake Bay ecosystem. Students study the geology, habitats, and biological communities of the bay ecosystem, with specific attention given to how to preserve endangered ecosystems. The second half of the course focuses on the exploration of various topics of student interest such as tsunamis, volcanoes, global climate change,

aerodynamics and kites, roller coaster exploration, and the planet Earth. Student activities and projects such as mapping, dissecting, graphing, murals, and poetry are blended into the learning experience.

STOCK MARKET

Grade Level(s): 6-8

This course is designed to educate students in the global financial world of the stock market. Topics covered include decision making, career factors and earning potential, personal spending and saving, credit management, purchasing and selling stocks, and setting financial goals. During the semester class students will participate in a national stock market competition. Students are introduced to the NY Stock Exchange and the process of buying and selling stock and the related terminology. Students also play the stock market game through the Lynchburg College Center for Economic Education.

THEATER

Grade Level(s): 6-8

This course begins with an introduction to the theater. Theater history and technical production are stressed through improvisations, skits, set design theory, costuming, and makeup. Activities may include play production, study of important dramatic works, costuming, makeup, and dialect study.

YEARBOOK

Students will be taken step-by step through the art of designing a school yearbook. The basics of yearbook layout, design, copy writing, and photography will be addressed throughout the year. In addition to learning the correct terminology and basic guidelines students will put their learning to practice by conducting interviews, attending events, and being responsible for meeting all production deadlines.

WORLD CULTURES

Students will explore the history, the geography, the economy, the culture and the language of selected countries. The countries will include China, Japan, Mexico, Canada, Germany, and several countries in the Middle East.

FUNDAMENTAL SKILLS

Grade level (6-8)

The instructional program on the middle school level includes mastery of specific goals, the improvement of educational achievement in the regular education environment, and the reinforcement of skills required for the promotion of personal/social adjustment through total educational achievement. The special education teacher will maintain communication with regular education teachers and offer assistance to regular education teachers as requested. Students may be admitted to the course only through special education placement.

OTHER ASPECTS OF CURRICULUM

CHANNEL ONE

"Channel One" is a daily broadcast which delivers current topics from the national and world news. The current events serve to stimulate student awareness, classroom discussion, and further theme development.

CHARACTER COUNTS

In accordance with the guidelines set forth by the State Department of Education, each school shall establish a character education program within its existing programs. The purpose of the program is to foster civic virtues and personal character traits so as to improve the learning environment, promote student achievement, reduce disciplinary problems, and develop civic-minded students of high character. Specific character traits emphasized may include trustworthiness, respect, responsibility, fairness, caring, and citizenship.

DRUG ABUSE/AWARENESS EDUCATION PROGRAM

The Health and Family Life Standards of Learning (SOL) include drug education, prevention, and abuse awareness objectives.

FAMILY LIFE EDUCATION

The Family Life Education program in Bedford County is a comprehensive, sequential curriculum based on the Standards of Learning for family life. Instruction is provided through the Physical Education/Health programs at each middle school. The Standards of Learning and the Family Life curriculum are available at each school for review. Parents may elect to sign an “opt-out” statement if they do not wish for their child to participate in the program. Family Life is taught in grades 6 through 9.

GREAT (Gang Resistance Education and Training)

The GREAT Program consists of thirteen (13) 30-45 minute lessons that cover topics such as drug abuse prevention, bullying prevention, goal setting, empathy for others, anger management, and avoiding negative peer pressure. Trained School Resource Officers teach the lesson to help sixth or seventh grade students develop skills needed to address the problems that young people face in today’s society. The program focuses on strategies to prevent violence and substance abuse.

LIBRARY MEDIA SERVICES

The media center supports the instructional programs offered in Bedford County Public Schools.

Up-to-date technology increases the effective use of the library. The media center features traditional resources such as books, films, filmstrips, magazines, and videos as well as more current technologies for research such as the CD ROM, laser disks, online information search and retrieval sources. In addition to accessing information, the media center promotes literacy and the enjoyment of reading, viewing, and listening for all students.

TRANSPORTATION

Transportation safety is contained in the school curriculum, including demonstration and practice of safety procedures. School buses are operated for the safe transportation of students traveling to and from school and school activities. Riding the school bus is a privilege which may be revoked when the general conduct of the student is detrimental to the safety and comfort of others on the bus. Through the bus safety program, students will become safety-minded passengers and will demonstrate responsibility for personal safety. Initial safety training occurs during the first week of school and on a periodic basis during the school year.

Students are expected to:

- Exhibit appropriate bus-stop behavior
- Demonstrate proper bus-boarding practices
- Show awareness of safety procedures for leaving the bus
- Display knowledge of bus safety rules

Demonstrate responsibility for personal safety during emergency exit drills which are practiced at least twice per year. (The first drill occurs during the first 30 instructional days.) For specific rules and regulations concerning pupil transportation, refer to the Bedford County Public Schools' *Code of Student Conduct*. This publication is distributed to parents at the beginning of the school year.

ACADEMIC PLANNING

Academic and Career Plans

Introduction

The Board of Education included in its 2009 revisions to the *Regulations Establishing Standards for Accrediting Public Schools in Virginia, (8 VAC-20-131-5 et seq)* provisions for each middle and high school student to have a personal learning plan that aligns academic and career goals with the student's course of study.

Purpose of Academic and Career Plans

The Academic and Career Plan is designed to be a working document that maximizes student achievement by having the student accomplish goals in middle and high school that lead to postsecondary and career readiness. The Plan should be student-driven and maintained by school professionals working cooperatively to assist the student in reaching his or her goals in the most logical academic and career path.

The Academic and Career Plan should start with the end in mind. The student, parent or guardian, and school professional(s) will create a plan agreed upon by all parties to ensure everyone is focused on working toward the same goals and analyze and adjust the Plan in response to new information to meet the needs of the student.

Academic and Career Plan Timeline

Beginning with the 2010-2011 academic year, all schools shall begin development of a personal Academic and Career Plan for each seventh-grade student, with completion by the fall of the student's eighth-grade year.

Students who transfer from other than a Virginia public school into the eighth grade shall have the Plan developed as soon as practicable following enrollment. Beginning with the 2011-2012 academic year, students who transfer into a Virginia public school after their eighth-grade year shall have an Academic and Career Plan developed upon enrollment.

The Academic and Career Plan shall be signed by the student, student's parent or guardian, and school official(s) designated by the principal. The Plan will be included in the student's record and must be reviewed and updated, if necessary, before the student enters the ninth and eleventh grades. The schedule for revising the Plan may be determined by the school division. The school shall have met its obligation for parental involvement if it makes a good faith effort to notify the parent or guardian of the responsibility for the development and approval of the Plan.

CAREER PREPARATION

Students are provided many career preparation opportunities. These experiences may include items such as instruction in the technology lab, career assessments, career fairs, specific course content areas and other experiences relating to career exploration. All 7th grade students will create an academic and career plan which will be maintained throughout secondary education.

Bedford County Public Schools currently uses the *Virginia View Wizard* and other programs with students in grades 8, 10, and 12 to guide parents and students through a successful 8th grade transition and prepare students for a successful post-high school transition. Having an education and career plan in place can improve education and career satisfaction and success now and throughout one's lifetime. Students explore their interests, skills, and work values and discover how these characteristics relate to their education and career planning in the 21st century world of work. Reports from the career-planning assessments are sent home periodically. Contact your child's guidance counselor for more information.

English Sequence

A minimum of four high school tiers of English coursework must be successfully completed to meet minimum graduation requirements in English.

MS Courses:

ENGLISH 6 or ADVANCED ENGLISH 6
ENGLISH 7 or ADVANCED ENGLISH 7
ENGLISH 8 or ADVANCED ENGLISH 8

HS Tier 1:

ENGLISH 9 or PRE-AP ENGLISH 9

HS Tier 2:

ENGLISH 10 or PRE-AP ENGLISH 10

HS Tier 3:

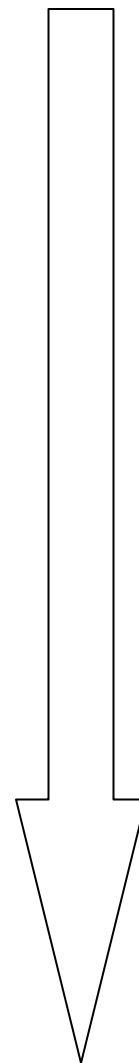
ENGLISH 11 or AP LANGUAGE;
ADVANCED ENGLISH 11 offered in 2011-12

HS Tier 4:

ENGLISH 12 or AP LITERATURE;
COLLEGE ENGLISH I and II;
ADVANCED ENGLISH 12 offered in 2011-12

HS Tier 5:

ELECTIVES: ADVANCED COMPOSITION,
SHORT STORY, MYTHOLOGY, MYTHOLOGY II,
JOURNALISM I, JOURNALISM II, JOURNALISM
III, JOURNALISM IV, MEDIA ARTS, PUBLIC
SPEAKING, THEATRICAL PRODUCTION I,
THEATRICAL PRODUCTION II, THEATRICAL
PRODUCTION III, THEATRICAL PRODUCTION
IV, TECHNICAL THEATER STAGE CRAFT,
CREATIVE WRITING, READER'S WORKSHOP



HS Tiers 1-4 are required selections that satisfy graduation requirements. No Tiers may be skipped.

HS Tier 5 includes the elective selections that do not satisfy graduation requirements and may be taken concurrently with a required English course.

Math Sequence

A minimum of three high school tiers of math coursework must be successfully completed to meet minimum graduation requirements in mathematics.

MS Courses:

MATH 6 or ADVANCED MATH 6
ALGEBRA CONCEPTS I or ALGEBRA I (Gr. 7)
ALGEBRA CONCEPTS II or ALGEBRA I or PREAP GEOMETRY (Gr. 8)

HS Tier 1:

ALGEBRA I

HS Tier 2:

GEOMETRY or PRE-AP GEOMETRY

HS Tier 3*:

ALGEBRA FUNCTIONS & DATA ANALYSIS

HS Tier 4:

ALGEBRA II or PRE-AP ALGEBRA II

HS Tier 5⁺:

COLLEGE PRE-CALCULUS (dual enrollment) or MATH ANALYSIS/PRE-CALCULUS or ALGEBRA II/TRIGONOMETRY or AP STATISTICS

HS Tier 6⁺:

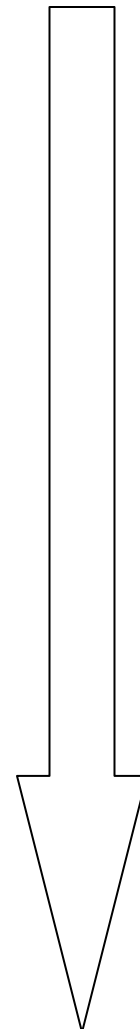
COLLEGE PRE-CALCULUS (dual enrollment) or MATH ANALYSIS/PRE-CALCULUS or AP CALCULUS AB or AP STATISTICS or AP CALCULUS BC

HS Tier 7:

AP STATISTICS or AP CALCULUS BC

* HS Tier 3 may be skipped in some math sequences. No other Tier may be skipped.

⁺In HS Tiers 5 and 6, some courses may be taken simultaneously [e.g. AP Statistics and College Pre-Calculus (dual enrollment)]



Science Sequence

A minimum of three high school tiers of science coursework must be successfully completed to meet minimum graduation requirements in science.

MS Courses:

LIFE SCIENCE 6 or ADVANCED LIFE SCIENCE 6
PHYSICAL SCIENCE 7 OR ADVANCED PHYSICAL SCIENCE 7
GENERAL SCIENCE 8 or EARTH SCIENCE

HS Tier 1:

EARTH SCIENCE

HS Tier 2:

BIOLOGY OR PRE-AP BIOLOGY

HS Tier 3*:

BIOLOGY II/ECOLOGY or EARTH SCIENCE II/ASTRONOMY or
INTRODUCTION TO ANATOMY & PHYSIOLOGY

HS Tier 4⁺:

CHEMISTRY OR PRE-AP CHEMISTRY

HS Tier 5⁺:

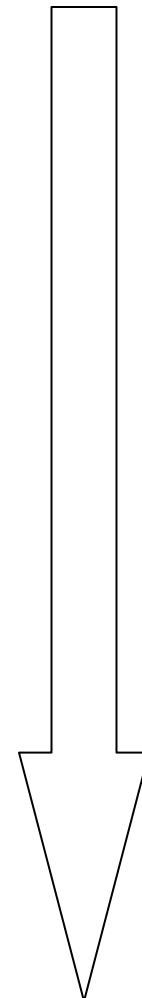
AP BIOLOGY or AP CHEMISTRY or PHYSICS or AP PHYSICS B
or AP ENVIRONMENTAL SCIENCE

HS Tier 6⁺:

AP BIOLOGY or AP CHEMISTRY or PHYSICS or AP PHYSICS B
or AP ENVIRONMENTAL SCIENCE

Tier 7⁺:

AP PHYSICS C



* HS Tier 3 may be skipped in an Advanced Studies sequence. No other Tier may be skipped.

⁺ In HS Tiers 4 and higher, some courses may be taken simultaneously [e.g. PRE-AP CHEMISTRY and AP BIOLOGY]

To earn an Advanced Studies diploma, students must take 4 science courses from at least 3 content areas (Earth, Biology, Chemistry, Physics).

History Sequence

A minimum of three tiers of history coursework must be successfully completed to meet minimum graduation requirements in history.

MS Courses:

US HISTORY 1865 TO PRESENT (GRADE 6)
CIVICS AND ECONOMICS (GRADE 7)
WORLD HISTORY I (GRADE 8)

HS Tier 1:

WORLD HISTORY II or WORLD GEOGRAPHY

HS Tier 2*:

AP EUROPEAN HISTORY or AFRICAN
AMERICAN HISTORY or PRACTICAL LAW

HS Tier 3:

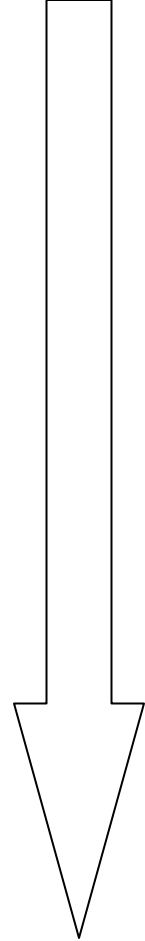
US HISTORY or AP US HISTORY (GRADE 11)

HS Tier 4:

US/VA GOVERNMENT or AP US GOVT. AND
COMPARATIVE POLITICS (GRADE 12)

HS Tier 5*:

ELECTIVES: AP EUROPEAN HISTORY, AP
PSYCHOLOGY, SOCIOLOGY, AFRICAN
AMERICAN HISTORY, PRACTICAL LAW,
COMPARATIVE WORLD RELIGION AND
PHILOSOPHY



* Tiers 2 and 5 includes the elective courses that do not satisfy graduation requirements and may be taken concurrently with other courses. These courses may be skipped in some sequences

HS Tiers 1, 3, and 4 are required selections that satisfy graduation requirements.