

A TRADITION OF EXCELLENCE FOR ALL



LYNCHBURG CITY SCHOOLS

Lynchburg City Schools Middle School Program of Studies 2013 - 2014

Every child, by name, and by need, to graduation

*Lynchburg City Schools
Mission Statement
Adopted August 7, 2012*

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Overview

The middle school provides instruction in core content knowledge and skills as well as elective and exploratory experiences appropriate to the developmental needs of early adolescents. In bridging the gap between elementary school and high school, the middle school moves the student from the child-centered, team-teaching, and unit approach of the elementary school to the departmentalized, diversified, and comprehensive instructional program available in the high school. The middle school day is divided into eight academic periods and a lunch period. Student hours are from 8:00 a.m. to 3:05 p.m.

The city's three middle schools offer a unified body of instruction based on the Standards of Learning for the Commonwealth of Virginia. All middle school students take at least one period of each of the four core academic areas: English, math, science, and social studies. Descriptions for these core academic courses are found in the Core Curriculum section of this document.

In addition to the core academic courses, all students participate in physical education and health coursework. In some cases in the sixth grade, physical education and health are part of an exploratory rotation. In the sixth or seventh grade, physical education and health classes are sometimes in conjunction with band or orchestra. Family life education is a part of the health curriculum, but parents may complete an "opt-out" form and have their child receive alternate assignments in place of the family life content. Remaining periods are commonly used to provide additional instruction in English, reading, math, exploratory courses, or elective courses. The exploratory and elective offerings vary among the schools. Information regarding the various offerings is found in the Middle School Electives section.

Middle School Attendance Zones

The school a student attends is determined by the student's place of residence within geographical attendance zones; however, a portion of the student population of Paul Laurence Dunbar Middle School for Innovation is drawn from an applicant pool of students living outside of that attendance zone. Inquiries about the application process for Paul Laurence Dunbar Middle School for Innovation should be addressed to the Department of Information Technology, School Administration Building, 515-5017.

Middle School Promotion Guidelines

A student's grade in a middle school course is determined by the teacher of that course. The teacher determines a numerical value for the student's achievement on each graded assignment, and a final percentage grade is calculated by the grading software provided by the school division.

Middle school promotion and retention guidelines are set by school board policy. Please refer to the Promotion, Retention, Acceleration Policy P 7-25 in the Lynchburg City Schools' Policy Manual found online at: <http://www.lcsedu.net/schoolboard/policymanual/>. Below is a summary of the promotion/retention guidelines for middle school students:

To be promoted from sixth grade to seventh grade, students must pass four courses. Students in advanced English must pass English and math, history and/or science, and/or one additional course. Non-advanced English students must pass two English classes (literature and writing) as well as math and either history or science. Students not promoted because they fail one or more core content courses must successfully complete the appropriate summer remediation courses to be considered for promotion.

To be promoted from seventh grade to eighth grade and to be promoted from eighth grade to ninth grade, students must pass five courses. Advanced English students must pass the four core academic subjects (English, math, science, and history) and one elective for promotion. Non-advanced English students must pass two English classes (literature and writing) as well as math, science, and history/social studies. If a student passes four core courses but not an elective, the principal may use his/her discretion in promoting the student. Students who fail one or more core courses must pass these courses in a summer school program to be considered for promotion.

High School Graduation Requirements

High School graduation requirements are listed in the High School Program of Studies and can be found at <http://www.lcsedu.net/departments/curriculum/program-of-studies> on the Lynchburg City Schools' website.

High School Credit Courses in Middle School

Students in middle school have the opportunity to take certain high school courses for credit. High school credit courses are offered in Algebra I, Earth Science, all first-year foreign languages, and keyboarding. All these courses meet high school graduation requirements. To exceptionally qualified students, other opportunities to earn high school credit may be provided. The Advanced Algebra I and Advanced Earth Science are more challenging courses than a standard high school course; both of these advanced courses carry a Grade Point Average (GPA) weight of 4.5 rather than 4.0. All high school credit courses offered in the middle schools may appear on the high school transcript and may be included when determining a student's grade point average and class rank.

In accordance with the current *Regulations Establishing Standards for Accrediting Public Schools in Virginia*, parents of a middle school student enrolled in a high school credit course may request that the grade earned in that course be omitted from their child's transcript. Under these guidelines, the grades earned in such classes are not included in the high school GPA, and no high school credit is earned for those courses.

Parents of middle school students taking a high school course will receive a form letter from the school at the end of the first semester. Parents will use the form letter to let the school know whether or not to include the course on the high school transcript. Parents must decide within five days of the issuance of report cards. **A second opportunity to opt out of high school credit for each course will be provided at the end of the school year.**

Middle school students who opt-out of a high school credit course at the end of the first semester may not continue to participate in that course. Those students will be rescheduled into an appropriate middle school course for the second semester. Students will be scheduled for the following year based on the prerequisites listed in the High School Program of Studies; only courses successfully completed and transcribed can be considered as meeting prerequisite requirements. Students who opt not to count a course for credit by the end of the first semester will not take a Standards of Learning (SOL) test if one is associated with that course. Students who elect to take a course for credit will take any associated SOL test. Once made, the decision to count a course for credit may not be changed even if the student fails the Standards of Learning (SOL) test.

Because there are multiple high school courses available in middle school, parents may opt to count any or all of the courses for credit. Parents make a separate decision for each high school course taken in the middle school. If you have any questions about this option, please contact your child's counselor.

Please see the following page for a sample copy of the Middle School High School Credit letter.

[date]

Dear Parent/Guardian:

As specified in the *Standards for Accrediting Public Schools in Virginia*, parents of middle school students who are enrolled in high school credit courses may “opt out” of the high school credit component of those courses. Under the guidelines, the grades earned in those classes will not be included on the student’s high school transcript, and the student will not receive high school credit for the courses. The standards further specify that notice of this provision and a document for “opting out” be provided by the school system.

Therefore, for each high school credit course a middle school student takes, whether the student will be opted out or not, **this form must be completed and returned to the appropriate teacher no later than [date]**. If a student remains in the course for the second semester, that student will take any associated state Standards of Learning test, and that test score will be maintained in the student’s scholastic record. However, if at the end of the year the parents/guardians wish to have the entire year course removed from the transcript, that option will be available. Another form will be sent home with the final report card. At that time, to have an entire year of a course removed from the transcript, **a completed form will need to be returned for each course to be removed, and that form must be returned to the guidance department within one week of the receipt of the final report card**. Please be aware that students who are opted out of high school credit for a course will need to repeat that course in the future in order to receive credit toward meeting state diploma requirements.

Should you have any questions regarding the opt-out provision, please do not hesitate to contact your child’s counselor at [number].

Sincerely,

[Counseling Director]
Counseling Director
[LCS] Middle School

This form is for _____, **(print student’s full name)**

And for _____, **(course name)**

_____ I wish to have the course **counted** for high school credit and included on his/her high school transcript.

_____ I wish to have my child **opted out** of high school credit; this course should not be included on his/her high school transcript.

Parent/Guardian’s Name (please print): _____

Signature of Parent/Guardian: _____ Date: _____

Core Curriculum

English

Blocked English 6 (961XY/9612Y): This two-period (block) course provides instruction in vocabulary, reading comprehension, and literature, as well as in oral communication skills. The three domains of writing (composing, written expression, and usage/ mechanics) to produce multi-paragraph narratives, descriptions, and explanations will be a focus of this course. Students take the 6th grade reading SOL test upon completion of the course.

English 6A (961AY): This **advanced-level class** is designed to meet the needs of sixth grade students with **well-developed reading and writing skills**. Vocabulary, literature, language, and writing instruction are taught in one class period, and thus instruction must move at a faster pace than in the two-period format. In addition, students in the advanced-level class will have opportunities for wider reading and writing experiences than those required by the sixth grade English Standards of Learning. Selection factors for considering placement of students into this advanced-level class include success on the 5th grade SOL test, teacher recommendation and other standardized tests scores. Students take the 6th grade reading SOL test upon completion of the course.

Blocked English 7 (971XY/9712Y): This two-period (block) course provides instruction in vocabulary, reading comprehension, and literature, as well as in oral communication skills. The three domains of writing (composing, written expression, and usage/ mechanics) to produce multi-paragraph narratives, descriptions, and explanations will be a focus of this course. This class also includes oral communication. Students take the 7th grade reading SOL test upon completion of the course.

English 7A (971AY): This **advanced-level class** is designed to meet the needs of seventh grade students with **well-developed reading and writing skills**. Vocabulary, literature, language, and writing instruction are taught in one class period, and thus instruction must move at a faster pace than in the two-period format. In addition, students in the advanced-level class will have opportunities for wider reading and writing experiences than those required by the seventh grade English Standards of Learning. Selection factors for considering placement of students into this advanced-level class include success on the 6th grade SOL test, teacher recommendation and other standardized tests scores. Students take the 7th grade reading SOL test upon completion of the course.

Blocked English 8 (981XY/9812Y): This two-period (block) course provides instruction in vocabulary, reading comprehension, and literature, as well as in oral communication skills. The three domains of writing (composing, written expression, and usage/ mechanics) to produce multi-paragraph narratives, descriptions, and explanations will be a focus of this course. Students take the 8th grade writing and reading SOL tests upon completion of the course.

English 8A (981AY): This **advanced-level class** is designed to meet the needs of seventh grade students with **well-developed reading and writing skills**. Vocabulary, literature, language, and writing instruction are taught in one class period, and thus instruction must move at a faster pace than in the two-period format. In addition, students in the advanced-level class will have opportunities for wider reading and writing experiences than those required by the seventh grade English Standards of Learning. Selection factors for considering placement of students into this advanced-level class include success on the 7th grade SOL test, teacher recommendation and other standardized tests scores. Students take the 8th grade writing and reading SOL tests upon completion of the course.

Math

Blocked Math 6 (962XY/9622Y): This two-period (block) course covers the sixth grade math Standards of Learning. The development of problem-solving skills will be a major goal. Students will use appropriate technologies such as calculators and computers. A wide range of skills and strategies will be developed in the following areas: number and number sense, computation and estimation, measurement, geometry, probability, statistics, patterns, and algebra. Students take the 6th grade math SOL test upon completion of the course.

Math 6A (Accelerated) (962AY): This course covers the seventh grade math Standards of Learning. Students will also identify applications of the mathematical principles that can be applied to science and other disciplines. Appropriate technologies such as fraction calculators, computers, laser discs, and videos will also be utilized. Selection factors for considering placement of students into this advanced-level class include success on the 5th grade SOL test, successful completion of the 6th grade curriculum in 5th grade, teacher recommendation and other standardized tests scores. Students take the 7th grade math SOL test upon completion of the course.

PETAL Math Block 6/6A (Promoting Excellence Through Accelerated Learning) 962XAP & 962ABP: This is a special program offered to selected students in a two-period blocked format. Students in this course complete the sixth grade math Standards of Learning first semester and the seventh grade math Standards of Learning second semester. Rising sixth grade students who were in the on-grade level math course in fifth grade are invited to participate in this program during the summer based on factors which include the following: math achievement in fifth grade, elementary math SOL test scores, scores on Division-Wide Assessments (DWAPs) in math, teacher recommendations, and previous participation in the PETAL summer math program. For additional information on the Sixth Grade PETAL Math Block, please contact the coordinator for equity and accountability in the School Administration Building, 515-5048.

Blocked Math 7 (972XY/9722Y): This two-period (block) course covers the seventh grade math Standards of Learning. The development of problem-solving skills will be a major goal. Students will use appropriate technologies such as calculators and computers. A wide range of skills and strategies will be developed in the following areas: number and number sense, computation and estimation, measurement, geometry, probability, statistics, patterns, and algebra. Students take the 7th grade math SOL test upon completion of the course.

Pre-Algebra 7A (Accelerated) (972AY): This course covers the eighth grade math Standards of Learning, including content that reviews and extends the concepts and skills learned in previous grades and new content that prepares students for more abstract concepts in algebra. Selection factors for considering placement of students into this advanced level class include success on the 7th grade SOL test, teacher recommendation and other standardized tests scores. Students take the 8th grade math SOL test upon completion of this course.

Blocked Foundations of Algebra 8A (982AY/9822Y): This two-period (block) course covers the eighth grade math Standards of Learning (SOL) and some of the Algebra 1 SOL. This course provides introductory instruction in the properties and basic operations of rational numbers including algebraic and graphical representation, linear equations and inequalities, and solving of these equations. Upon completion of this course, students will take the eighth grade math SOL test unless that SOL test was completed in grade 7.

Algebra I (2280A & B): High School Credit (0.5 high school credits per semester)

Prerequisite: teacher recommendation and/or Advanced Pre-algebra. This regular one-year algebra program includes instruction in properties and basic operations of rational numbers, their algebraic and graphical representation, linear equations, inequalities, and systems of linear equations and inequalities. The second semester includes the study of polynomials, radical equations, quadratic equations with real solutions, and the concept of functions. Upon completion of this course students take the Algebra I SOL test.

Math (continued)

Advanced Algebra I (2387A & B): High School Credit (0.5 high school credits per semester)

Prerequisite: teacher recommendation and/or Advanced Pre-Algebra. *This course is weighted as a 4.5 quality point course in terms of Grade Point Average (GPA).* This course includes instruction in greater depth than the traditional Algebra I course. Students attach meaning to the abstract concepts of algebra by using tables and graphs to interpret equations and inequalities and to analyze functions. Matrices are used to organize and manipulate data. Calculators, computers, spreadsheets, and graphing calculators or computer graphing simulators are used to assist in solving problems. Advanced algebra is the initial course in the sequence of courses designed for a five-year accelerated math program. Upon completion of this course students take the Algebra I SOL test.

Life Science 6A (963XY): This course emphasizes a complex understanding of changes, cycles, patterns, and relationships in the living world. Students use the inquiry approach to manipulate variables in experimentation, organize and analyze mathematical data, and summarize conclusions. Students study both the general science sixth grade Standards of Learning and the life science Standards of Learning.

Life Science 6 (Advanced) (963AY): This course covers the same science Standards of Learning as the regular life science course but moves at a faster pace to allow time for additional opportunities for enrichment.

Physical Science 7 (973XY): This course provides an in-depth understanding of matter and energy. Students use experiments, technology, and literature reviews to build upon their investigation skills. Students in this course study the physical science Standards of Learning.

Physical Science 7A (Advanced) (973AY): This course covers the same science SOL as the regular physical science course but moves at a faster pace to allow time for additional opportunities for enrichment of the curriculum and a solid review of previous science SOL. Students completing this course take the eighth grade science SOL test.

Principles of Science 8 (983XY): This course enables students to complete an extended study of general, life, and physical science. The living world, matter, energy, and scientific experimentation are explored in depth. Students completing this course take the eighth grade science SOL test.

Advanced Earth Science 8 A and B (3387A & B): High School Credit (0.5 high school credits per semester)

Prerequisite: teacher recommendation and/or physical science. *This course is weighted as a 4.5 quality point course in terms of Grade Point Average (GPA).* The major topics studied in this course are oceanography, meteorology, geology, and astronomy, each with accompanying laboratory activities. Students completing this course take the earth science SOL test.

Social Studies

United States History 6 (Part 1) 964XY: This course covers the history of the United States from pre-Columbian times until 1877. At the end of this course students take the US History 1 SOL test.

United States History 6A (Part 1) 964AY: This advanced course covers the same SOL as the regular US History 1 course but moves at a faster pace to allow time for additional opportunities for enrichment of the curriculum. At the end of this course students take the US History 1 SOL test.

United States History 7 (Part 2) 974XY: This course covers the history of the United States from 1877 to the present. At the end of this course students take the US History 2 SOL test.

Social Studies (continued)

United States History 7A (Part 2) 974AY: This advanced course covers the same SOL as the regular US History 2 course but moves at a faster pace to allow time for additional opportunities for enrichment of the curriculum. At the end of this course students take the US History 2 SOL test.

Civics and Economics 8 (984XY): This course covers the Constitutions of the United States and Virginia, as well as the structure and functions of government institutions at the national, state, and local levels. Students also study the basic principles, structure, and operation of the American economy. At the end of this course students take the civics/economics SOL test.

Civics and Economics 8A (984AY): This advanced course covers the same SOL as the regular civics/economics course but moves at a faster pace to allow time for additional opportunities for enrichment of the curriculum. At the end of this course students take the civics/economics SOL test.

Physical Education

PE/Health 6: The sixth grade physical education curriculum introduces students to physical activities which promote personal wellness, physical fitness, body management, and a basic knowledge of sports for leisure-time pursuits. The health curriculum covers the development of healthy personal characteristics and includes information on self-esteem, decision-making, self-discipline, acceptance, loyalty, honesty, cooperation, diligence, tolerance, and trustworthiness. Sixth grade family life deals with the physical, social, emotional, and psychological changes that occur at the time of puberty, and includes AIDS education.

PE/Health 7: The physical education curriculum in the seventh grade focuses on the development of proficiency in specific areas of physical fitness through instruction and participation in team, individual, and dual sports. Emphasis is placed on skill development, playing strategies and rules of the game, and an appreciation for the aesthetic value of body management as it relates to dance and gymnastics. Health instruction includes information on the effects of alcohol and other drugs; information on the causes, symptoms, prevention, and treatment of communicable and non-communicable diseases; and first aid techniques. The relationship between nutrition and the development of good mental, physical, and emotional health is also covered. Family life topics include family relationships, human sexuality and loving relationships, and the causes and treatments of sexually transmitted diseases, including AIDS.

PE/Health 8: This course emphasizes the further development of flexibility, agility, cardiovascular endurance, balance, coordination, time, and speed. Students continue to develop skills in physical coordination and movement through the performance of dance and gymnastics routines. The history of team, individual, and dual sports is introduced, and specific rules and knowledge of playing strategies are reinforced. Health units continue instruction on the effects of tobacco, alcohol, and other drugs. Personal wellness and good mental health are promoted through the study of healthy lifestyles. Emphasis is placed on safety at home, at school, and in the community. Family life units focus on the stages of human growth and development. Emphasis is placed on responsible behaviors in dealing with sexuality, and topics covered include sexual abstinence, coping skills, teen pregnancy, the prevention of sexual assault, and AIDS awareness and prevention.

Paul Laurence Dunbar Middle School for Innovation

This magnet school draws from an applicant pool of students in all three middle school attendance zones. Inquiries regarding the school for innovation applications to Paul Laurence Dunbar Middle School for Innovation should be directed to the Department of Information Technology, School Administration Building, 515-5017. Paul Laurence Dunbar Middle School for Innovation offers innovative programs not available at the other middle schools. Paul Laurence Dunbar Middle School for Innovation offers an extensive curriculum in foreign languages ranging from exploratory courses to second year courses. Students at Paul Laurence Dunbar Middle School for Innovation may choose to take Spanish, Latin, French and German. Paul Laurence Dunbar Middle School for Innovation also offers a diverse drama curriculum and schedules a variety of performances throughout the school year. Paul Laurence Dunbar Middle School for Innovation is also home to Earth Zone, a program that allows for hands-on herpetology and marine biology classes.

Gifted Education

The middle school program for gifted education is designed to serve those students who demonstrate a specific academic aptitude. The program is provided primarily through advanced and accelerated courses offered in English, math, science, and social studies as well as through differentiated instruction within the classroom. *The Lynchburg City Schools Local Plan for the Education of the Gifted* provides detailed information on referral and identification processes, as well as the services provided for identified students. Eighth graders have the opportunity to accelerate their program of studies by taking high school credit courses in the areas of math, science, and foreign language. In some cases, extremely gifted students have required an accelerated program of study which includes traveling to one of the high schools for courses. However, this type of service is rare and presents some logistical challenges. Students and their parents are encouraged to contact the school principal to learn more about all the gifted services available to middle school students and the opportunities they provide.

Special Education

Programs available for students with disabilities are provided according to the student's *Individualized Education Plan*. Referrals for special services are routinely made by parents, counselors, and teachers through the school principal; however, a student can only be considered after authorization is secured from the parent or legal guardian.

Placement in a special education class or program is contingent upon the results of extensive diagnostic testing and evaluation. Scheduling is done on an individual basis according to the needs of each student.

Since the instructional program in all special education classes is based on each student's individual needs, individual educational programs are developed by the school in conjunction with parental permission and input.

Middle School Electives

Lynchburg City middle schools offer a wide array of elective offerings based on course enrollment. School specific offerings are available on each school's website. Following is a sampling of electives offered:

Foreign Language

LATIN 1: High School Credit (0.5 credits per semester)

provides the foundation for understanding Latin and the basis for learning any foreign language. Students enlarge their vocabulary, refine grammar in English, and learn about the origins of many aspects of our culture while reading the history, myths, and legends of the ancient Romans.

SPANISH 1: . High School Credit (0.5 credits per semester)

focuses on language as a means of active communication. A reasonable proficiency in understanding, speaking, reading, and writing Spanish is the primary goal.

FRENCH 1: High School Credit (0.5 credits per semester)

focuses on language as a means of active communication. A reasonable proficiency in understanding, speaking, reading, and writing French is the primary goal.

GERMAN 1: High School Credit (0.5 credits per semester) OFFERED ONLY AT DUNBAR

focuses on language as a means of active communication. A reasonable proficiency in understanding, speaking, reading, and writing German is the primary goal.

Cultural Arts

BAND (Introductory to Advanced) emphasizes the development of full-band performance skills in preparation for concerts and competitions. This advanced-level band class includes the elements of more complex music theory and interpretation and a higher level of technical playing proficiency through exposure to sophisticated band literature.

ORCHESTRA (Introductory to Advanced) emphasizes the development of music reading skills and interpretation as well as attaining proficiency in solo, ensemble, and full-orchestra performances. Numerous student performances are arranged during the year.

CHORUS (Introductory to Advanced) covers music theory, including the study of musical symbols, note/rest names and values, dynamic markings, and meter and time signatures. Also covered are the musical elementary of melody, rhythm, and form, as well as the relationships between music and other disciplines. Performance of three-part harmony with appropriate performance skills will be studied.

Cultural Arts (continued)

SHOW CHOIR: emphasizes the performance of polyphonic music with appropriate performance skills. The content includes music theory, advanced choral techniques, the use of the voice as a musical instrument, ensemble singing, and choreography. Also covered in this course are the elements of music, music terminology, sight singing, and performance etiquette. Auditions for Show Choir are held in the spring for the following school year.

INTRODUCTION TO DRAMA: introductory-level course designed to give the student a general understanding of the many aspects of drama as well as an appreciation of the production process

ART: stresses design and art composition in two and three dimensional forms through the media of drawing, painting, lettering, and sculpturing. Experiences in ceramics and crafts are also included in this course.

TWO DIMENSIONAL ART: explores a variety of two-dimensional mediums with a strong emphasis in both drawing and painting. Graphic or commercial art skills will also be explored.

THREE DIMENSIONAL ART: emphasizes art as a three dimensional media. Units of study will include experiences in hand-built ceramics, additive sculpture, subtractive sculpture, and the fiber arts as a sculptural media.

Technology and Career-Technical Education

CAREERS: This course provides students with the knowledge needed to make sound decisions regarding their education and the impact it will have on career choices.

INTRODUCTION TO COMPUTER APPLICATIONS: provides students with basic keyboarding skills, placing emphasis on learning to key alphabetic, numeric and symbol information using correct keyboarding manipulation and techniques with a reasonable amount of accuracy and speed. Students develop computer application techniques to gain a basic knowledge of word processing, spreadsheet, database and graphic application.

COMPUTER APPLICATIONS: builds on the knowledge gained in sixth and seventh grade computer exploratories with more advanced work and an emphasis on building web pages. Teacher recommendation is a prerequisite for the class.

TECHNOLOGY SYSTEMS: enables students to develop an understanding of modern technological systems. Areas of emphasis include electronics, robotics, power and energy systems, communication, computer-aided drafting and design, manufacturing systems, research-development, sensors and controls, measurement technology, and design technology. The focus of learning is module-based instruction.

INVENTIONS AND INNOVATIONS: provides instruction and experiences in computer programming, manufacturing systems, desktop publishing, aerial technology, electronics, bridge building and materials and processing. Students engage in hands-on activities with various materials and computer software to better understand how to solve problems and apply knowledge related to each of the topics presented.

Technology and Career-Technical Education (continued)

INVENTION DRAWING: focuses on using the Inventor drawing program as an introduction to computer-assisted design for three-dimensional objects.

DIGITAL PHOTOGRAPHY: introduces various types of digital cameras and different techniques and styles of photography such as landscape pictures, portraits, close-ups, action shots, shutter speeds, and lighting techniques. Once digital images are obtained, students will manipulate images with digital imaging software to create one-of-a-kind projects. The class will involve hands-on work and individual and group assignments.

MIDDLE SCHOOL KEYBOARDING: introduces proper keyboarding techniques including correct posture, home row finger positioning, and standard document formatting. The program provides customized instruction to meet the needs of students as they progress through a series of individualized lessons designed to improve keyboarding speed, accuracy, and productivity. In addition, students will enhance communication skills as they complete a variety of writing activities.

KEYBOARDING For High School Credit (0.5 credits per semester) *Eighth Grade Only*

KEYBOARDING (6240A, 6240B) Grades 9-12, 1st or 2nd Sem., One-half Credit. *Prerequisite: None*
Students develop and enhance touch skills for entering alphabetic, numeric, and symbol information on a keyboard. Students compose and produce a variety of personal, educational, and professional documents.

KEYBOARDING APPLICATIONS (6250A, 6250B), Grades 9-12, 1st or 2nd Sem., One-half Credit.
Prerequisite: Keyboarding (6240) or mastery of touch typing
Students enhance touch skills for entering alphabetic, numeric, and symbol information on a keyboard. Students compose and produce a variety of personal, educational, and professional documents.

Citizenship

CULTURAL DIVERSITY: investigates the cultures, customs, traditions, and values of different groups of people from Australia, Africa, China, Japan, and the United States.

CITIZENSHIP: helps students understand the purpose and civic values that our government represents: individual rights, liberty, the public or common good, self government, equality, diversity, openness and free inquiry, truth, and patriotism. Character education is also included within the citizenship class. Student agendas, used as a textbook, contain a 30 page section on positive character traits. Students learn that becoming the people they want to be is a life-long journey and one that takes hard work to achieve.

WORLD TRAVELER: involves the study of the people, culture, society, and history of various countries around the world. Religions, foods, languages, government, and recreational activities are explored. Literature, computer technology, guest speakers, and individual and team projects enhance the course.

Citizenship (continued)

MIDDLE SCHOOL SUCCESS SKILLS: presents skills necessary for a successful transition and orientation to middle school including study skills, organization, time management and conflict resolution. Academic planning and career exploration will also be addressed.

TEEN LIVING: emphasizes teen living skills and developing personal responsibility. The food unit includes nutrition, kitchen safety, cooking, and entertaining. The sewing unit covers use and care of the sewing machine, machine-sewing techniques, hand-sewing techniques, and the completion of an individual sewing project. The childcare unit covers the responsibilities of parents and babysitters, childcare job proficiencies, safety, and age-appropriate play activities. A craft project is completed if time permits.

BASIC FIRST AID: exposes students to the knowledge and skills necessary to administer immediate and temporary first aid in an actual emergency situation.

CITIZEN SERVICE: provides students with experiences that will enable them to acquire an appreciation for others and their needs. Students will work with their peers, the elderly, the handicapped, and different racial and cultural groups. The importance of giving of themselves to help others will be stressed. Students will perform community service within the school as well as the community.

The Lynchburg City School Division does not discriminate in admission to, or access to, or treatment or employment in its educational programs, services, or activities based on race, color, national origin, sex, disability, or age in accordance with state and federal laws. Inquiries regarding this policy may be directed to the Director of Personnel Services, 915 Court Street, P.O. Box 2497, Lynchburg, Virginia 24505-2497; telephone number (434) 515-5050.