



# Fulton Virtual

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2020-2021 Middle School Course Catalog

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## Legend

A = First Semester Course

B = Second Semester Course

TAG = Talented and Gifted

<b>Courses</b>	<b>Course Number</b>	<b>Course Length</b>	<b>Course Description</b>
<b>FVS Chinese 7A</b>	62.3080001	Semester	<p>The Grade 7 language course focuses on the development of communicative competence in the target language and understanding of the culture(s) of the people who speak the language. It assumes that the students have minimal or no prior knowledge of the language and culture. The major means of communication between students and instructors will be in the target language. Because students may begin formal language learning at various stages of their cognitive development, teachers must adjust vocabulary and content to reflect developmentally appropriate interests. An important component of language classes is the use of the language beyond the classroom in the real world. The integration of technology is an important tool in accessing authentic information in the target language and in providing students the opportunity to interact with native speakers. By the end of Grade 7, students will exhibit Novice-High level proficiency in speaking, writing, listening, and reading (ACTFL Proficiency Guidelines, 1999).</p>
<b>FVS Chinese 7B</b>	62.3080002	Semester	<p>The Grade 7 language course focuses on the development of communicative competence in the target language and understanding of the culture(s) of the people who speak the language. It assumes that the students have minimal or no prior knowledge of the language and culture. The major means of communication between students and instructors will be in the target language. Because students may begin formal language learning at various stages of their cognitive development, teachers must adjust vocabulary and content to reflect developmentally appropriate interests. An important component of language classes is the use of the language beyond the classroom in the real world. The integration of technology is an important tool in accessing authentic information in the target language and in providing students the opportunity to interact with native speakers. By the end of Grade 7, students will exhibit Novice-High level proficiency in speaking, writing, listening, and reading (ACTFL Proficiency Guidelines, 1999).</p>

<b>FVS Chinese 8A</b>	62.3110001	Semester	<p>The Grade 8 language course focuses on the development of communicative competence in the target language and understanding of the culture(s) of the people who speak the language. It assumes that the students have minimal or no prior knowledge of the language and culture. The major means of communication between students and instructors will be in the target language. Because students may begin formal language learning at various stages of their cognitive development, teachers must adjust vocabulary and content to reflect developmentally appropriate interests. An important component of language classes is the use of the language beyond the classroom in the real world. The integration of technology is an important tool in accessing authentic information in the target language and in providing students the opportunity to interact with native speakers. By the end of Grade 8, students will exhibit Novice-High level proficiency in speaking, writing, listening, and reading (ACTFL Proficiency Guidelines, 1999). N.B. This course is intended for students who have already taken Chinese 7 only.</p>
<b>FVS Chinese 8B</b>	62.3110002	Semester	<p>The Grade 8 language course focuses on the development of communicative competence in the target language and understanding of the culture(s) of the people who speak the language. It assumes that the students have minimal or no prior knowledge of the language and culture. The major means of communication between students and instructors will be in the target language. Because students may begin formal language learning at various stages of their cognitive development, teachers must adjust vocabulary and content to reflect developmentally appropriate interests. An important component of language classes is the use of the language beyond the classroom in the real world. The integration of technology is an important tool in accessing authentic information in the target language and in providing students the opportunity to interact with native speakers. By the end of Grade 8, students will exhibit Novice-High level proficiency in speaking, writing, listening, and reading (ACTFL Proficiency Guidelines, 1999). N.B. This course is intended for students who have already taken Chinese 7 only.</p>

<b>FVS Earth Science Grade 6A</b>	40.3610001	Semester	<p>The middle school earth science course is designed to give all students an overview of common strands in earth science including, but not limited to, meteorology, geology, astronomy, oceanography, resources, and human impact on the earth. Sixth grade students observe and explain how an aspect of weather can affect a weather system. They use different models to represent systems such as the solar system and the sun/moon/earth system. They use what they observe about the earth’s materials to infer the processes and timelines that formed them. Sixth graders write instructions, describe observations, keep and analyze the data they collect, and show information in graphical form. When analyzing the data they collect, sixth graders can recognize relationships in simple charts and graphs and find more than one way to interpret their findings. The students replicate investigations and compare results to find similarities and differences.</p>
<b>FVS Earth Science Grade 6B</b>	40.3610002	Semester	<p>The middle school earth science course is designed to give all students an overview of common strands in earth science including, but not limited to, meteorology, geology, astronomy, oceanography, resources, and human impact on the earth. Sixth grade students observe and explain how an aspect of weather can affect a weather system. They use different models to represent systems such as the solar system and the sun/moon/earth system. They use what they observe about the earth’s materials to infer the processes and timelines that formed them. Sixth graders write instructions, describe observations, keep and analyze the data they collect, and show information in graphical form. When analyzing the data they collect, sixth graders can recognize relationships in simple charts and graphs and find more than one way to interpret their findings. The students replicate investigations and compare results to find similarities and differences.</p>

<b>FVS French 7 A</b>	60.3080001	Semester	<p>The Grade 7 language course focuses on the development of communicative competence in the target language and understanding of the culture(s) of the people who speak the language. It assumes that the students have minimal or no prior knowledge of the language and culture. The major means of communication between students and instructors will be in the target language. Because students may begin formal language learning at various stages of their cognitive development, teachers must adjust vocabulary and content to reflect developmentally appropriate interests. An important component of language classes is the use of the language beyond the classroom in the real world. The integration of technology is an important tool in accessing authentic information in the target language and in providing students the opportunity to interact with native speakers. By the end of Grade 7, students will exhibit Novice-High level proficiency in speaking, writing, listening, and reading (ACTFL Proficiency Guidelines, 1999).</p>
<b>FVS French 7 B</b>	60.3080002	Semester	<p>The Grade 7 language course focuses on the development of communicative competence in the target language and understanding of the culture(s) of the people who speak the language. It assumes that the students have minimal or no prior knowledge of the language and culture. The major means of communication between students and instructors will be in the target language. Because students may begin formal language learning at various stages of their cognitive development, teachers must adjust vocabulary and content to reflect developmentally appropriate interests. An important component of language classes is the use of the language beyond the classroom in the real world. The integration of technology is an important tool in accessing authentic information in the target language and in providing students the opportunity to interact with native speakers. By the end of Grade 7, students will exhibit Novice-High level proficiency in speaking, writing, listening, and reading (ACTFL Proficiency Guidelines, 1999).</p>



<b>FVS French 8 A</b>	60.3110001	Semester	<p>The Grade 8 language course focuses on the development of communicative competence in the target language and understanding of the culture(s) of the people who speak the language. It assumes that the students have minimal or no prior knowledge of the language and culture. The major means of communication between students and instructors will be in the target language. Because students may begin formal language learning at various stages of their cognitive development, teachers must adjust vocabulary and content to reflect developmentally appropriate interests. An important component of language classes is the use of the language beyond the classroom in the real world. The integration of technology is an important tool in accessing authentic information in the target language and in providing students the opportunity to interact with native speakers. By the end of Grade 8, students will exhibit Novice-High level proficiency in speaking, writing, listening, and reading (ACTFL Proficiency Guidelines, 1999). N.B. This course is intended for students who have already taken French 7 only.</p>
<b>FVS French 8 B</b>	60.3110002	Semester	<p>The Grade 8 language course focuses on the development of communicative competence in the target language and understanding of the culture(s) of the people who speak the language. It assumes that the students have minimal or no prior knowledge of the language and culture. The major means of communication between students and instructors will be in the target language. Because students may begin formal language learning at various stages of their cognitive development, teachers must adjust vocabulary and content to reflect developmentally appropriate interests. An important component of language classes is the use of the language beyond the classroom in the real world. The integration of technology is an important tool in accessing authentic information in the target language and in providing students the opportunity to interact with native speakers. By the end of Grade 8, students will exhibit Novice-High level proficiency in speaking, writing, listening, and reading (ACTFL Proficiency Guidelines, 1999). N.B. This course is intended for students who have already taken French 7 only.</p>

<b>FVS Georgia Studies 8A</b>	45.3090001	Semester	This course introduces the study of Georgia geography, history, government, and economics. While the four strands are interwoven, ample opportunity is also provided for in-depth study of the geography of Georgia and the government of Georgia. U.S. historical events are included, as appropriate, to ensure students understand Georgia's role in the history of the United States.
<b>FVS Georgia Studies 8B</b>	45.3090002	Semester	This course introduces the study of Georgia geography, history, government, and economics. While the four strands are interwoven, ample opportunity is also provided for in-depth study of the geography of Georgia and the government of Georgia. U.S. historical events are included, as appropriate, to ensure students understand Georgia's role in the history of the United States.
<b>FVS Georgia Studies 8A TAG</b>	45.3090001	Semester	TAG This course introduces the study of Georgia geography, history, government, and economics. While the four strands are interwoven, ample opportunity is also provided for in-depth study of the geography of Georgia and the government of Georgia. U.S. historical events are included, as appropriate, to ensure students understand Georgia's role in the history of the United States.
<b>FVS Georgia Studies 8B TAG</b>	45.3090002	Semester	TAG This course introduces the study of Georgia geography, history, government, and economics. While the four strands are interwoven, ample opportunity is also provided for in-depth study of the geography of Georgia and the government of Georgia. U.S. historical events are included, as appropriate, to ensure students understand Georgia's role in the history of the United States.

<b>FVS German 7 A</b>	61.3080001	Semester	<p>The Grade 7 language course focuses on the development of communicative competence in the target language and understanding of the culture(s) of the people who speak the language. It assumes that the students have minimal or no prior knowledge of the language and culture. The major means of communication between students and instructors will be in the target language. Because students may begin formal language learning at various stages of their cognitive development, teachers must adjust vocabulary and content to reflect developmentally appropriate interests. An important component of language classes is the use of the language beyond the classroom in the real world. The integration of technology is an important tool in accessing authentic information in the target language and in providing students the opportunity to interact with native speakers. By the end of Grade 7, students will exhibit Novice-High level proficiency in speaking, writing, listening, and reading (ACTFL Proficiency Guidelines, 1999).</p>
<b>FVS German 7 B</b>	61.3080002	Semester	<p>The Grade 7 language course focuses on the development of communicative competence in the target language and understanding of the culture(s) of the people who speak the language. It assumes that the students have minimal or no prior knowledge of the language and culture. The major means of communication between students and instructors will be in the target language. Because students may begin formal language learning at various stages of their cognitive development, teachers must adjust vocabulary and content to reflect developmentally appropriate interests. An important component of language classes is the use of the language beyond the classroom in the real world. The integration of technology is an important tool in accessing authentic information in the target language and in providing students the opportunity to interact with native speakers. By the end of Grade 7, students will exhibit Novice-High level proficiency in speaking, writing, listening, and reading (ACTFL Proficiency Guidelines, 1999).</p>

<b>FVS German 8 A</b>	61.3110001	Semester	<p>The Grade 8 language course focuses on the development of communicative competence in the target language and understanding of the culture(s) of the people who speak the language. It assumes that the students have minimal or no prior knowledge of the language and culture. The major means of communication between students and instructors will be in the target language. Because students may begin formal language learning at various stages of their cognitive development, teachers must adjust vocabulary and content to reflect developmentally appropriate interests. An important component of language classes is the use of the language beyond the classroom in the real world. The integration of technology is an important tool in accessing authentic information in the target language and in providing students the opportunity to interact with native speakers. By the end of Grade 8, students will exhibit Novice-High level proficiency in speaking, writing, listening, and reading (ACTFL Proficiency Guidelines, 1999). N.B. This course is intended for students who have already taken German 7 only.</p>
<b>FVS German 8 B</b>	61.3110002	Semester	<p>The Grade 8 language course focuses on the development of communicative competence in the target language and understanding of the culture(s) of the people who speak the language. It assumes that the students have minimal or no prior knowledge of the language and culture. The major means of communication between students and instructors will be in the target language. Because students may begin formal language learning at various stages of their cognitive development, teachers must adjust vocabulary and content to reflect developmentally appropriate interests. An important component of language classes is the use of the language beyond the classroom in the real world. The integration of technology is an important tool in accessing authentic information in the target language and in providing students the opportunity to interact with native speakers. By the end of Grade 8, students will exhibit Novice-High level proficiency in speaking, writing, listening, and reading (ACTFL Proficiency Guidelines, 1999). N.B. This course is intended for students who have already taken German 7 only.</p>

<b>FVS Lang Arts 6A</b>	23.3110001	Semester	<p>This course focuses on oral and written language, as well as media and technology for expressive, informational, argumentative, critical, and literary purposes. The course enables students to become skilled readers of more sophisticated literature by learning how to study and analyze literature through voice and style. The student will compose writing in a variety of genres: argumentative, informative/explanatory, narrative. The student will analyze and edit his or her writing by focusing on conventions, voice, and style. There is an increase in writing, editing, and proofing. The student will continue learning the components of research. The student will also engage in viewing, listening, and speaking activities. through oral presentations and dramatic interpretation; the student will explore the effects of media images, texts, and sounds. Research becomes a critical component of this course.</p>
<b>FVS Lang Arts 6B</b>	23.3110002	Semester	<p>This course focuses on oral and written language, as well as media and technology for expressive, informational, argumentative, critical, and literary purposes. The course enables students to become skilled readers of more sophisticated literature by learning how to study and analyze literature through voice and style. The student will compose writing in a variety of genres: argumentative, informative/explanatory, narrative. The student will analyze and edit his or her writing by focusing on conventions, voice, and style. There is an increase in writing, editing, and proofing. The student will continue learning the components of research. The student will also engage in viewing, listening, and speaking activities. through oral presentations and dramatic interpretation; the student will explore the effects of media images, texts, and sounds. Research becomes a critical component of this course.</p>

<b>FVS Lang Arts 7A</b>	23.3120001	Semester	This course focuses on an appreciation of written and oral language, as well as media and technology for expressive, informational, argumentative, critical, and literary purposes. The course enables students to study and analyze compelling literature and to explore author's craft. The student expands his or her choices of writing modes and the students explores different types of sentence structure and more complex convention techniques. The student will compose writing in a variety of genres (argumentative, informative/explanatory, narrative), and increase abilities in writing, editing, and proofreading. The student will engage in oral presentations and dramatic interpretation; the student will explore the effects of media images, texts, and sounds. The student will continue learning the components of research. The student will also engage in viewing, listening, and speaking activities.
<b>FVS Lang Arts 7B</b>	23.3120002	Semester	This course focuses on an appreciation of written and oral language, as well as media and technology for expressive, informational, argumentative, critical, and literary purposes. The course enables students to study and analyze compelling literature and to explore author's craft. The student expands his or her choices of writing modes and the students explores different types of sentence structure and more complex convention techniques. The student will compose writing in a variety of genres (argumentative, informative/explanatory, narrative), and increase abilities in writing, editing, and proofreading. The student will engage in oral presentations and dramatic interpretation; the student will explore the effects of media images, texts, and sounds. The student will continue learning the components of research. The student will also engage in viewing, listening, and speaking activities.
<b>FVS Lang Arts 8A</b>	23.3130001	Semester	This course focuses on extending the reading experience through a more complete study and analysis of compelling literature. The student will refine his or her skills in production of quality essays and narratives. Writing focuses on writing styles, A study of conventions will build on previous instruction and extend beyond. . The student will continue with research. The student will also engage in viewing, listening, and speaking activities.

<b>FVS Lang Arts 8B</b>	23.3130002	Semester	This course focuses on extending the reading experience through a more complete study and analysis of compelling literature. The student will refine his or her skills in production of quality essays and narratives. Writing focuses on writing styles, A study of conventions will build on previous instruction and extend beyond. . The student will continue with research. The student will also engage in viewing, listening, and speaking activities.
<b>FVS Latin 7 A</b>	61.3380001	Semester	The Latin program offers a comprehensive foundation in the language from the introduction of basic vocabulary and grammar through the study of grammatical syntax and literature. Reading comprehension, translation, and Latin prose and composition are explored in the course. Readings from Roman authors focus on classical culture, history and mythology.
<b>FVS Latin 7 B</b>	61.3380002	Semester	The Latin program offers a comprehensive foundation in the language from the introduction of basic vocabulary and grammar through the study of grammatical syntax and literature. Reading comprehension, translation, and Latin prose and composition are explored in the course. Readings from Roman authors focus on classical culture, history and mythology.
<b>FVS Latin 8 A</b>	61.3410001	Semester	The Latin program offers a comprehensive foundation in the language from the introduction of basic vocabulary and grammar through the study of grammatical syntax and literature. Reading comprehension, translation, and Latin prose and composition are explored in the course. Readings from Roman authors focus on classical culture, history and mythology. <b>N.B. This course is intended for students who have already taken Latin 7 only.</b>
<b>FVS Latin 8 B</b>	61.3410002	Semester	The Latin program offers a comprehensive foundation in the language from the introduction of basic vocabulary and grammar through the study of grammatical syntax and literature. Reading comprehension, translation, and Latin prose and composition are explored in the course. Readings from Roman authors focus on classical culture, history and mythology. <b>N.B. This course is intended for students who have already taken Latin 7 only.</b>

<p><b>FVS Life Science Grade 7 A</b></p>	<p>26.3110001</p>	<p>Semester</p>	<p>The middle school life science course is designed to give students the necessary skills for a smooth transition from elementary life science standards to high school biology standards. The purpose is to give all students an overview of common strands in life science including, but not limited to, diversity of living organisms, structure and function of cells, heredity, ecosystems, and biological evolution. Students will develop the skill necessary to keep records of their observations and use those records to analyze the data they collect. They observe and use observations to explain diversity of living organisms and how the organisms are classified. They use different models to represent systems such as cells, tissues, and organs. They use what they know about ecosystems to explain the cycling of matter and energy. They use the concepts of natural selection and fossil evidence in explanations. Seventh graders write instructions, describe observations, and show information in graphical form. When analyzing the data they collect, seventh graders can recognize relationships in simple charts and graphs and find more than one way to interpret their findings.</p>
<p><b>FVS Life Science Grade 7 B</b></p>	<p>26.3110002</p>	<p>Semester</p>	<p>The middle school life science course is designed to give students the necessary skills for a smooth transition from elementary life science standards to high school biology standards. The purpose is to give all students an overview of common strands in life science including, but not limited to, diversity of living organisms, structure and function of cells, heredity, ecosystems, and biological evolution. Students will develop the skill necessary to keep records of their observations and use those records to analyze the data they collect. They observe and use observations to explain diversity of living organisms and how the organisms are classified. They use different models to represent systems such as cells, tissues, and organs. They use what they know about ecosystems to explain the cycling of matter and energy. They use the concepts of natural selection and fossil evidence in explanations. Seventh graders write instructions, describe observations, and show information in graphical form. When analyzing the data they collect, seventh graders can recognize relationships in simple charts and graphs and find more than one way to interpret their findings.</p>



<p><b>FVS Life Science Grade 7 A TAG</b></p>	<p>26.3110001</p>	<p>Semester</p>	<p><b>TAG</b> The middle school life science course is designed to give students the necessary skills for a smooth transition from elementary life science standards to high school biology standards. The purpose is to give all students an overview of common strands in life science including, but not limited to, diversity of living organisms, structure and function of cells, heredity, ecosystems, and biological evolution. Students will develop the skill necessary to keep records of their observations and use those records to analyze the data they collect. They observe and use observations to explain diversity of living organisms and how the organisms are classified. They use different models to represent systems such as cells, tissues, and organs. They use what they know about ecosystems to explain the cycling of matter and energy. They use the concepts of natural selection and fossil evidence in explanations. Seventh graders write instructions, describe observations, and show information in graphical form. When analyzing the data they collect, seventh graders can recognize relationships in simple charts and graphs and find more than one way to interpret their findings.</p>
<p><b>FVS Life Science Grade 7 B TAG</b></p>	<p>26.3110002</p>	<p>Semester</p>	<p><b>TAG</b> The middle school life science course is designed to give students the necessary skills for a smooth transition from elementary life science standards to high school biology standards. The purpose is to give all students an overview of common strands in life science including, but not limited to, diversity of living organisms, structure and function of cells, heredity, ecosystems, and biological evolution. Students will develop the skill necessary to keep records of their observations and use those records to analyze the data they collect. They observe and use observations to explain diversity of living organisms and how the organisms are classified. They use different models to represent systems such as cells, tissues, and organs. They use what they know about ecosystems to explain the cycling of matter and energy. They use the concepts of natural selection and fossil evidence in explanations. Seventh graders write instructions, describe observations, and show information in graphical form. When analyzing the data they collect, seventh graders can recognize relationships in simple charts and graphs and find more than one way to interpret their findings.</p>

<b>FVS Math 6A</b>	27.3210001	Semester	In Grade 6, instructional time should focus on four critical areas: (1) connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; (2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; (3) writing, interpreting, and using expressions and equations; and (4) developing understanding of statistical thinking.
<b>FVS Math 6 Advanced A</b>		Semester	
<b>FVS Math 6 Enhanced A</b>		Semester	
<b>FVS Math 6B</b>	27.3210002	Semester	In Grade 6, instructional time should focus on four critical areas: (1) connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; (2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; (3) writing, interpreting, and using expressions and equations; and (4) developing understanding of statistical thinking.
<b>FVS Math 6 Advanced B</b>		Semester	
<b>FVS Math 6 Enhanced B</b>		Semester	
<b>FVS Math 7A</b>	27.3220001	Semester	In Grade 7, instructional time should focus on four critical areas: (1) developing understanding of and applying proportional relationships; (2) developing understanding of operations with rational numbers and working with expressions and linear equations; (3) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and (4) drawing inferences about populations based on samples.

<b>FVS Math 7B</b>	27.3220002	Semester	In Grade 7, instructional time should focus on four critical areas: (1) developing understanding of and applying proportional relationships; (2) developing understanding of operations with rational numbers and working with expressions and linear equations; (3) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and (4) drawing inferences about populations based on samples.
<b>FVS Math 8A</b>	27.3230001	Semester	In Grade 8, instructional time should focus on three critical areas: (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem.
<b>FVS Math 8B</b>	27.3230002	Semester	In Grade 8, instructional time should focus on three critical areas: (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem.

<b>FVS Science &amp; Physical World Grade 8A</b>	40.3170001	Semester	<p>The middle school physical science course is designed to give students the necessary skills for a smooth transition from elementary physical science standards to high school physical science standards. The course provides an overview of common strands in physical science including, but not limited to, the nature of matter, laws of energy, matter, motion and forces, and energy transformation. The eighth grade physical science students work conceptually to develop understanding the concepts of conservation of matter, conservation of energy, physical change, chemical change, motion, forces, and energy transformation. Eighth grade students keep records of observations and analyze the data they collect. They describe observations and show information in graphical form. When analyzing data eighth graders can recognize relationships in simple charts and graphs and find more than one way to interpret their findings. This curriculum is NOT intended in any way to take the place of the high school physical science curriculum.</p>
<b>FVS Science &amp; Physical World Grade 8B</b>	40.3170002	Semester	<p>The middle school physical science course is designed to give students the necessary skills for a smooth transition from elementary physical science standards to high school physical science standards. The course provides an overview of common strands in physical science including, but not limited to, the nature of matter, laws of energy, matter, motion and forces, and energy transformation. The eighth grade physical science students work conceptually to develop understanding the concepts of conservation of matter, conservation of energy, physical change, chemical change, motion, forces, and energy transformation. Eighth grade students keep records of observations and analyze the data they collect. They describe observations and show information in graphical form. When analyzing data eighth graders can recognize relationships in simple charts and graphs and find more than one way to interpret their findings. This curriculum is NOT intended in any way to take the place of the high school physical science curriculum.</p>

<b>FVS Social Studies 6A</b>	45.3070001	Semester	Sixth grade is the first year of a two year World Area Studies course. Sixth grade students study Latin America, Canada, Europe, and Australia. The goal of this two year course is to acquaint middle school students with the world in which they live. The geography domain includes both physical and human geography. The intent of the geography domain is for students to begin to grasp the importance geography plays in their everyday lives. The government/civics domain focuses on selected types of government found in the various areas so as to help students begin to understand the variety of governments in the world. The economics domain builds on the K-5 economics; however, the focus shifts from the United States to how other countries answer the basic questions of economics. The history domain focuses on major events in each region during the twentieth and twenty-first centuries.
<b>FVS Social Studies 6B</b>	45.3070002	Semester	Sixth grade is the first year of a two year World Area Studies course. Sixth grade students study Latin America, Canada, Europe, and Australia. The goal of this two year course is to acquaint middle school students with the world in which they live. The geography domain includes both physical and human geography. The intent of the geography domain is for students to begin to grasp the importance geography plays in their everyday lives. The government/civics domain focuses on selected types of government found in the various areas so as to help students begin to understand the variety of governments in the world. The economics domain builds on the K-5 economics; however, the focus shifts from the United States to how other countries answer the basic questions of economics. The history domain focuses on major events in each region during the twentieth and twenty-first centuries.

<b>FVS Social Studies 7A</b>	45.3080001	Semester	<p>Seventh grade is the second year of a two year World Area Studies course. Seventh grade students study Africa and Asia. The goal of this two year course is to acquaint middle school students with the world in which they live. The geography domain includes both physical and human geography. The intent of the geography domain is for students to begin to grasp the importance geography plays in our everyday lives. The government/civics domain focuses on selected types of government found in the various areas so as to help students begin to understand the variety of governments in the world. The economics domain builds on the K-5 economics, however, the focus shifts from the United States to how other countries answer the basic questions of economics. The history domain focuses primarily significant events in each region from the twentieth and twenty-first centuries.</p>
<b>FVS Social Studies 7B</b>	45.3080002	Semester	<p>Seventh grade is the second year of a two year World Area Studies course. Seventh grade students study Africa and Asia. The goal of this two year course is to acquaint middle school students with the world in which they live. The geography domain includes both physical and human geography. The intent of the geography domain is for students to begin to grasp the importance geography plays in our everyday lives. The government/civics domain focuses on selected types of government found in the various areas so as to help students begin to understand the variety of governments in the world. The economics domain builds on the K-5 economics, however, the focus shifts from the United States to how other countries answer the basic questions of economics. The history domain focuses primarily significant events in each region from the twentieth and twenty-first centuries.</p>

<b>FVS Spanish 7A</b>	60.3680001	Semester	<p>The Grade 7 language course focuses on the development of communicative competence in the target language and understanding of the culture(s) of the people who speak the language. It assumes that the students have minimal or no prior knowledge of the language and culture. The major means of communication between students and instructors will be in the target language. Because students may begin formal language learning at various stages of their cognitive development, teachers must adjust vocabulary and content to reflect developmentally appropriate interests. An important component of language classes is the use of the language beyond the classroom in the real world. The integration of technology is an important tool in accessing authentic information in the target language and in providing students the opportunity to interact with native speakers. By the end of Grade 7, students will exhibit Novice-High level proficiency in speaking, writing, listening, and reading (ACTFL Proficiency Guidelines, 1999).</p>
<b>FVS Spanish 7B</b>	60.3680002	Semester	<p>The Grade 7 language course focuses on the development of communicative competence in the target language and understanding of the culture(s) of the people who speak the language. It assumes that the students have minimal or no prior knowledge of the language and culture. The major means of communication between students and instructors will be in the target language. Because students may begin formal language learning at various stages of their cognitive development, teachers must adjust vocabulary and content to reflect developmentally appropriate interests. An important component of language classes is the use of the language beyond the classroom in the real world. The integration of technology is an important tool in accessing authentic information in the target language and in providing students the opportunity to interact with native speakers. By the end of Grade 7, students will exhibit Novice-High level proficiency in speaking, writing, listening, and reading (ACTFL Proficiency Guidelines, 1999).</p>

<b>FVS Spanish 8A</b>	60.3710001	Semester	<p>The Grade 8 language course focuses on the development of communicative competence in the target language and understanding of the culture(s) of the people who speak the language. It assumes that the students have minimal or no prior knowledge of the language and culture. The major means of communication between students and instructors will be in the target language. Because students may begin formal language learning at various stages of their cognitive development, teachers must adjust vocabulary and content to reflect developmentally appropriate interests. An important component of language classes is the use of the language beyond the classroom in the real world. The integration of technology is an important tool in accessing authentic information in the target language and in providing students the opportunity to interact with native speakers. By the end of Grade 8, students will exhibit Novice-High level proficiency in speaking, writing, listening, and reading (ACTFL Proficiency Guidelines, 1999). N.B. This course is intended for students who have already taken Spanish 7 only.</p>
<b>FVS Spanish 8B</b>	60.3710002	Semester	<p>The Grade 8 language course focuses on the development of communicative competence in the target language and understanding of the culture(s) of the people who speak the language. It assumes that the students have minimal or no prior knowledge of the language and culture. The major means of communication between students and instructors will be in the target language. Because students may begin formal language learning at various stages of their cognitive development, teachers must adjust vocabulary and content to reflect developmentally appropriate interests. An important component of language classes is the use of the language beyond the classroom in the real world. The integration of technology is an important tool in accessing authentic information in the target language and in providing students the opportunity to interact with native speakers. By the end of Grade 8, students will exhibit Novice-High level proficiency in speaking, writing, listening, and reading (ACTFL Proficiency Guidelines, 1999). N.B. This course is intended for students who have already taken Spanish 7 only.</p>
<b>Health/Grade 6</b>	17.30700	Quarter	<p>Sixth grade students will identify actions and behaviors to prevent injuries, diseases, and disorders.</p>



<b>Health/Grade 7</b>	17.30800	Quarter	Seventh grade students will describe patterns of healthy behaviors to prevent or reduce their risk of injury and /or illness throughout their lifespan.
<b>Health/Grade 8</b>	17.30900	Quarter	Eighth grade students will describe patterns of healthy behaviors to prevent or reduce the risk of injury and/or illness throughout their lifespan. Students will examine the interrelationships of emotional, physical, social, and intellectual health, and how each aspect of health can be impacted by their surroundings.
<b>Physical Education/Grade 6</b>	36.30700	Quarter	Students perform motor skills that are combined and used in specific game and performance situations. Refine and vary skills learned in elementary years using them to participate in small-sided games, dance, or individual activities.
<b>Physical Education/Grade 7</b>	36.30800	Quarter	The seventh-grade student performs complex combinations of movement specific to game, sport, rhythms, and/or physical activity settings. Specialized skills are adapted to meet the requirements of increasingly complex strategies.
<b>Physical Education/Grade 8</b>	36.30900	Quarter	Students perform mature movement patterns and sequences that demonstrate the ability to use complex or specialized skills and tactics.