

Amelia County Middle School

Course Catalog

2018 – 2019



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Disclaimer

Please note that all information presented is subject to change without notice. There is no guarantee that specific courses or programs will be offered each year as they are subject to availability. Please note that the information contained within this booklet may contain schedules, courses, programs, and activities that are may change or be no longer available. The purpose of this booklet is to provide students, parents, and the community knowledge of possible options for ACMS students. **Grading Scale**

The grading scale for Amelia County Public Schools is as follows:

A 90 -100

B 80 – 89

C 70 – 79

D 60 – 69

F 59 – 0

Enrollment information

The following information must be provided in addition to the enrollment packet before a student will be allowed to begin classes:

- Original birth certificate
- Original social security card (optional)
- Proof of TDAP (6th grade and above)
- Current Virginia physical if transferring from out of state or private school
- Proof of residency (current lease agreement, mortgage statement, electric bill, cable bill, home phone bill, etc.)
- Custody papers – if applicable
- IEP – if applicable
- Medical information – if applicable
- Previous school information

School Counseling

The mission of the School Counseling Department at Amelia County Middle School is to empower all students to become productive and contributing members of society. In partnership with families, staff members and the community, school counselors provide a developmental program that addresses the academic, personal/social and career development of students.

Individual Counseling

Individual counseling is a one-to-one meeting with the counselor to discuss an issue or topic of interest that may be affecting their academic success. Friendship issues, worries, conflict resolution, difficulty coming to school, grief, and anger management are frequent issues facing children. During sessions, students might:

- talk about things that are important to them
- role play situations
- work on a plan to reach a goal
- use the counseling office as a safe place to calm down when feeling upset

Referrals for students to meet with a school counselor can be made by classroom teachers, administration, parents, or through student self-referrals. Self-referral forms are available for all students and can be obtained from the student's teacher. Parents are welcome to call or e-mail the counselors at any time to request individual counseling for their child. While students may see us at any time for brief discussions, parental permission must be granted in order for a counselor to work with a student for a series of multiple, planned sessions.

We provide many services for students and their families; however, we are unable to provide intensive, long-term counseling services to students.

Group Counseling

Small group counseling (typically 6-10 participants) is needs based. Small groups provide members the opportunity to share ideas and learn from each other. Group topics are chosen based upon student needs and can change throughout the school year. Participation, which is voluntary and confidential, requires permission from a parent or guardian. Referrals for groups are made by parents and teachers. Priority is given to students who show an academic need. Previous groups led by School Counselors include: College Awareness and Planning Group, Relational Aggression and Bullying, Etiquette and Leadership Academy, and Self-Esteem.

Classroom Guidance

Classroom guidance is a developmental program designed to foster students' academic, career, and personal/social development. Classes are preventative in nature and empower students with self-knowledge, coping strategies, and life skills that will assist them in becoming problem solvers, collaborative workers, and responsible citizens. Classroom guidance lessons frequently taught include:

- Internet safety
- Conflict resolution
- Organization, time management, and study skills
- Transitioning to high school
- Course registration and scheduling

A few of the projects and activities are:

Career Day

Each year, ACMS school counseling department hosts Career Day. Local businesses, agencies, and vendors are invited to come and share their careers with our students. Career Day began in 2013 and has grown each year with over 35 vendors. If you would like to participate, please contact the school counselor at 804-561-4422.

Character Education Program

ACMS implements a monthly character education program in an effort to teach and model for students appropriate behaviors, morals, and expectations. Each month, students are introduced to a character trait through morning announcements, bulletin boards, PRIDE activities, and classroom guidance lessons. Students are encouraged to write a short essay on the character trait of the month. Each entry has the chance to win a gift card. The program's motto is "Good Character = Good Choices".

Career/College of the Month

In an effort to promote ACMS students' career and/or college readiness, we have implemented the Career and College of the month. In addition, each 3rd Friday of the month is designated as "Spirit Friday" where teachers are encouraged to wear their college paraphernalia.

Each month students learn exciting and educational facts about different colleges and universities as well as one of the 16 Career Clusters, which are:

- Agriculture, Food & Natural Resources
- Architecture & Construction
- Arts, A/V Technology & Communications
- Business Management & Administration
- Education & Training
- Finance
- Government & Public Administration
- Health Science
- Hospitality & Tourism
- Human Services
- Information Technology
- Law, Public Safety, Corrections & Security
- Manufacturing
- Marketing
- Science, Technology, Engineering & Mathematics
- Transportation, Distribution & Logistics

Relay for Life

Through various fundraising initiatives, ACMS supports Relay for Life efforts in Amelia County. Past events include: hat day, lollipop sales, “Pig in a Poke” Raffle, jeans day, and personal donations.

Holiday Meal Box Program

Each year, students graciously donate non-perishable food items as a part of the ACMS Cares program. Each class is assigned a different product to complete meal boxes for families in need. We typically are able to offer 15 or more boxes each year.

Christmas Mother Program

ACMS sends students to assist with the annual Christmas Mother Program. Students donate their time and energy in assisting with the toy distribution held at Amelia County Parks and Recreation building.

Volunteer Opportunities

We welcome parent and community volunteers within our building. Volunteers are vital in assisting us with special programs and activities. Please see building administrator for volunteer guidelines and interest forms.

Random Acts of Kindness Week – A weeklong celebration of kindness.

Bullying Prevention Month - Unites ACMS to educate and raise awareness of bullying prevention. Events includes activities, education, and awareness throughout the building for the entire month of October.

Red Ribbon Week – The oldest and largest drug prevention program in the nation. RRW allows the ACMS community to take a visible stand against drugs and alcohol and commit to a healthy lifestyle.

Career Fair – Each fall, the School Counseling Department hosts over 30 businesses and agencies. Students enjoy interactive presentations and hand-on activities in order to learn about a variety of exciting career options.

Academic and Career Plans – Per the Virginia Department of Education, beginning with the 2010-2011 academic year, all schools began development of a personal Academic and Career Plan for each seventh-grade student, with completion by the student's eighth-grade year. 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 is a student-driven document and maintained by school counselors working cooperatively to assist the student in reaching his or her goals in the most logical academic and career path.

Required components of the Academic and Career Plan include:

- The student's program of study for high school graduation that is aligned with a postsecondary career pathway and/or college entrance;
- A postsecondary career pathway based on the student's academic and career interests; and
- A signature from the student, student's parent or guardian, and school official(s) designated by the principal

Transitioning to High School Services include:

- ACHS Elective Fair
- Classroom guidance lessons on diploma types and high school courses
- Individual meetings for course registration
- Coordinating ACHS Agriculture Department visits to 8th grade PE classes

Fifth Grade Gifted Screening - In accordance with regulations governing gifted education in Virginia, all fifth graders are tested so that those identified may receive gifted education services.

BLAST Recruitment – The Building Leaders for Advancing Science and Technology targets students who have an interest in STEM coursework. This summer residential opportunity is free of charge.

Course Descriptions

Electives

Grade Seven Visual Arts

Grade Seven Visual Arts continue the exploration, analysis, and investigation of the creative process. Students apply the elements of art (color, form, line, shape, space, texture, value) and the principles of design (balance, contrast, emphasis, movement, pattern, proportion, rhythm, unity, variety) to solve design problems, using traditional and contemporary art media. They develop critical inquiry skills and expand their vocabulary as they explore the meaning of works of art through the evaluation of subject matter, themes, and symbols. Students develop an increased awareness of the nature of art and of their relationship to it as they explore the meaning and value of works of art.

Grade Eight Visual Arts

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

Art Elective Rotation 6 Part of the exploratory rotation. Semester long.

Elective rotations introduce the basic concepts of each elective giving an in depth glance at each course. Each elective will focus on standards of learning based on students' grade level.

Ag Foundations Grade Levels: 7 & 8

This course is designed to develop competencies in each of the career pathways as they pertain to agricultural education, including the areas of Virginia's agricultural industry; the global scope of agriculture; scientific research concepts; in plant, animal, and food science; principles of leadership and opportunities within student organizations; agribusiness and Supervised Agricultural Experience program opportunities; agricultural skills and safety in power, structural and technical systems; and natural resource conservation.

Beginning Band Grade Levels: 6 & 7

This class is open to students who have an interest in learning to play a brass, woodwind, or percussion instrument. Students will develop skills as individual musicians and as members of a musical ensemble. Students will provide their own instruments through rental or purchase. Students are expected to practice regularly outside school time and to participate in concerts and rehearsals after school hours. 5th grade students considering taking Beginning Band are expected to attend an evening band clinic held at ACMS in the spring. During this session, students will meet with the band director, try out some of the band instruments, and be evaluated to see which instrument best suits their natural abilities. Students need to attend the Instrumental Clinic Registration Night to select an instrument.

Intermediate Band Grade Levels: 7 & 8

Prerequisites: Successful completion of Beginning Band and audition OR equivalent study and experience with approval from the band director.

Intermediate level band students will build upon fundamentals learned in Beginning Band on woodwind, brass, or percussion instruments. A variety of musical styles will be studied through the playing of band literature with a greater emphasis on ensemble experiences. Students will provide their own instruments through rental or purchase. Students are expected to practice regularly outside school time and to participate in concerts and rehearsals after school hours.

Advanced Band Grade Level: 8 (High School Credit)

Prerequisite: Successful completion of Intermediate Band and audition OR equivalent study and experience with approval from the band director.

Advanced Band offers students an opportunity to continue to build their musical skills and develop into more advanced performers. Due to the advanced nature of this ensemble, students will earn 1 high school credit with successful completion of this course. There is a continued emphasis on development of performance techniques and ensemble playing through challenging and varied repertoire. Students will provide their own instruments through rental or purchase. Students are expected to practice daily and to participate in concerts, festivals, and rehearsals held outside school hours. Students will perform several concerts throughout the year including, but not limited to, Veteran's Day, a Winter Concert, VBODA Concert Band Assessment, and two spring concerts.

Beginning Chorus Grade Levels: 6 & 7

Beginning Chorus is designed to help students learn correct vocal techniques, basic music theory, music history, and musical terms. They will learn beginning skills of music reading and as well be performers of various musical styles. Students will begin to develop choral skills, including singing in unison and two-part harmony, with emphasis on vocal production and technique. Students will learn to read, write, and compose music, using basic music theory. In addition, students develop an understanding of acceptable concert etiquette.

Intermediate Chorus Grade Levels: 7 & 8

Intermediate chorus students must have had one year of chorus prior to taking this course. Intermediate Chorus is designed to help students continue learning correct vocal techniques, more advanced music theory, music history and musical terms. They will continue to learn skills of music reading and as well be performers of various musical styles. They continue the development of vocal production techniques and ensemble participation. Opportunities are provided for students to explore choral music as a means of expression and communication. Through the collaborative environment of the choral setting, students develop an understanding of teamwork and leadership skills.

Advanced Chorus Grade Level: 8 (High School Credit)

Advanced chorus students must have had two years of chorus prior to taking this course. Advanced chorus is designed to help students continue learning correct vocal techniques, more advanced music theory, music history and musical terms. They will continue to learn skills of music reading and as well be performers of various musical styles. They continue the development of vocal production techniques and ensemble participation. Opportunities are provided for students to explore choral music as a means of expression and communication. Through the collaborative environment of the choral setting, students develop an understanding of teamwork and leadership skills.

Career Investigation

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

Computer Applications Grade Level: 8 (High School Credit)

Students develop or review correct keyboarding techniques and gain a basic knowledge of word processing, spreadsheet, database, graphics, and telecommunications applications. Students demonstrate

an understanding of computer concepts through application of knowledge. Students learn to use software packages and local and worldwide network communications systems. Grade 8 Computer/Technology Standards of Learning are incorporated and reinforced in this course.

Computer Applications Elective Rotation: Grade Levels: 6 & 7

Part of the Exploratory Rotation. This semester long 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.

Make It Your Business Grade Levels: 6, 7 & 8

Students design, establish, and operate a small-group or class business, producing a service or product that meets an identified school or community need. Emphasis is placed on the introduction and application of business terminology, basic entrepreneurship concepts, and fundamental business principles. Basic academic skills (mathematics, science, English, and history/social science) are integrated into this course. While taken as a 6th grader, this course is an exploratory course lasting one semester.

Spanish I Grade Levels: 7 & 8 (High School Credit)

Spanish I is a high school credit course that is open to 8th graders. It is also open to 7th graders who completed 6th grade exploratory Spanish and earned at least an 80 in the final test. In Spanish I, we will learn how to introduce ourselves and talk about activities in school and outside of school, family, clothes and food. Students who complete Spanish I with a passing grade can continue on to Spanish II.

Spanish II Grade Level: 8 (High School Credit)

Spanish II is a high school credit course that is open to 8th graders who completed Spanish I with a passing grade in 7th grade. We will learn how to talk about things around our house, what you do at home, sports, going to the doctor and going on vacation. Students who complete Spanish I with a passing grade will be able to continue on to take Spanish III in 9th grade.

Spanish Elective Rotation 6 Part of the exploratory rotation. Semester long.

6th Grade Exploratory is a class for students interested in learning Spanish early. We will learn about culture of the Spanish speaking world as well as how to introduce ourselves, describe our classes and classmates and what we like to do for fun. At the end of the course, any students who earn an 80 or higher on the placement test will be eligible to take Spanish I in the 7th grade.

English Course Descriptions

Please note that Accelerated classes follow the same SOLs, but at an accelerated pace that allows for different types of projects and different novels. All students take the SOL assessment in reading. 8th grade also takes the writing portion.

Criteria for Advanced Placement in English at ACMS

Students can maintain and/or be placed in the Advanced English class based on the following criteria:

- Maintain an A/B average for the entire year as well as for each quarter
- Teacher Recommendations- with solid evidence (Benchmark scores, work samples, test scores)
- Passing Reading/Writing 8 SOL scores

To be placed in Accelerated English a student must

- Score a Pass Advanced on their Reading SOL test (above 500)
- Maintain an A/B average all year

- Teacher Recommendations- with solid evidence (Benchmark scores, work samples, test scores)

Students in Advanced classes who do not meet the criteria can be removed from that class the next school year. A student may be removed if he/she is not performing adequately in the class. The principal has the discretion to move a student, with or without parental consent if the student is struggling.

Grade 5 English

In fifth grade, reading and writing skills continue to support an increased emphasis on content-area learning and utilization of a variety of resources to locate and read primary sources of information. The student will read texts in all subjects and will acquire information to answer questions, generate hypotheses, make inferences, support opinions, confirm predictions, compare and contrast relationships, and formulate conclusions. The student will continue to develop an appreciation for literature by reading a variety of fiction and nonfiction selections. The student will continue to increase communication skills used in learning activities and create a project using online, print, and media resources. The student will use oral and written communication skills to describe key concepts and information contained in the mathematics, science, and history and social science Standards of Learning. In addition, the student will plan, draft, revise, and edit writings to describe, to entertain, to explain, and to persuade. The student will define the meaning and consequences of plagiarism.

Grade 6 English

The sixth-grade student will be an active participant in classroom discussions. The student will present personal opinions, understand differing viewpoints, distinguish between fact and opinion, and analyze the effectiveness of group communication.

The student will continue in the study of the elements of media literacy as introduced in earlier grades. The student will begin the study of word origins and continue vocabulary development. The student will read independently a variety of fiction and nonfiction texts, including a significant number of classic works, for appreciation and comprehension. The student will also plan, draft, revise, and edit narratives, descriptions, and explanations, with attention to composition and style as well as sentence formation, usage, and mechanics. The student will also demonstrate correct use of language, spelling, and mechanics by applying grammatical conventions in writing and speaking. In addition, technology will be used as a tool to research, organize, and communicate information. As in earlier grades, the meaning and consequences of plagiarism will be stressed.

Grade 7 English

The seventh-grade student will continue to develop oral communication skills and will become more knowledgeable of the effects of verbal and nonverbal behaviors in oral communication. The student will continue to read a wide variety of fiction, nonfiction, and poetry while becoming more independent and analytical. The student will continue to refine written composition skills, with special attention to word choice, organization, style, and grammar. Written explanations will utilize informational writing skills. The student will continue vocabulary development through a study of figurative language and continuing study of roots, affixes, and cognates. Knowledge of the informative/persuasive techniques of media messages will be studied. The student will apply research techniques to gather, organize, and communicate information, properly citing sources. The student will also demonstrate correct use of language, spelling, and mechanics by applying grammatical conventions in writing and speaking.

Grade 8 English

The eighth-grade student will learn and apply interviewing techniques developing and delivering oral presentations in groups and individually. The student will demonstrate correct use of language, spelling, and mechanics by applying grammatical conventions in writing and speaking. Students will evaluate, analyze, develop, and produce media messages. The student will plan, draft, revise, and edit writing, with emphasis on exposition and persuasion. The student will apply reading and writing skills in all subjects, as well as respond critically to literature. The student will continue development of vocabulary, with

attention to connotations and figurative language. The student will continue to develop an appreciation for literary genres through a study of a wide variety of selections. The student will describe themes, make inferences, interpret cause and effect relationships, differentiate between fact and opinion, and draw conclusions from a variety of texts.

Health and Physical Education

Grade 6 Health and Physical Education

Physical Education activities include team sports such as football, soccer, basketball, volleyball, softball, and track & field. Activities include fitness testing and various individual games. Health includes the body system, first-aid, anti-bullying, Character Counts, and social health.

Grade 7 Health and Physical Education

Physical Education activities include team sports such as football, soccer, basketball, volleyball, softball, and track & field. Activities include fitness testing and various individual games.

Health includes nutrition, social health, physical fitness,

Grade 8 Health and Physical Education

Physical Education activities include team sports such as football, soccer, basketball, volleyball, softball, and track & field. Activities include fitness testing and various individual games.

Health includes mental health, relationships, Drugs and alcohol.

History Course Descriptions

Grade 6 United States History I

In United States History I, students will use skills for historical and geographical analysis to explore the early history of the United States and understand ideas and events that strengthened the union. The standards for this course relate to the history of the United States from pre-Columbian times until 1865. Students will continue to learn fundamental concepts in civics, economics, and geography as they study United States history in chronological sequence and learn about change and continuity in our history. They also will study documents and speeches that laid the foundation for American ideals and institutions and will examine the everyday life of people at different times in the country's history through the use of primary and secondary sources.

The study of history must emphasize the intellectual skills required for responsible citizenship. Students will practice these skills as they extend their understanding of the essential knowledge defined by all of the standards for history and social science.

Grade 7 United States History II

"From the War Between the States to the War on Terror" this course will cover from 1865 to the present day. We will examine changes in American culture during that 150 years and looking at America's evolving role on the world stage including political and military history.

Grade 8 Civics

In this SOL course is designed to prepare students to be responsible, productive citizens in a democratic republic and interconnected world. Students will examine the role citizens play in the political, governmental, and economic systems in the United States. Students will also examine the constitutions of Virginia and the United States, will identify the rights, duties, and responsibilities of citizens, and will 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. Please note there is an SOL associated with this course.

Math Course Descriptions

Please note that Accelerated classes follow the same SOLs, but at an accelerated pace.

Math 5A

- B or better in Math 4
- 500 or above on SOL
- Required score on diagnostic test given at the end of 4th grade year

Math 6A

- B or better in Math 5
- Score of 450 or above on Math 5 SOL
- Required score on diagnostic test given at end of
- 5th grade year

Pre-Algebra

- B or better in Math 5
- Score of 500 or above on Math 5 SOL
- Required score on diagnostic test given at the
- end of 5th grade year

Pre- Algebra

- B or better in Math 6
- Score of 450 or above on Math 6 SOL
- Required score on diagnostic test given at the end of 6th grade year

Algebra 1

- Passing score on Pre-Algebra SOL
- C or better in Pre-Algebra

Algebra 1

- In order for students to continue on this Advanced Math Track, they must pass the course AND make a passing score on their Math SOL.

Geometry

- In order for students to continue on this Advanced Math Track, they must pass the course AND make a passing score on their Math SOL.

Students in Advanced classes who do not meet the criteria can be removed from that class the next school year. A student may be removed if he/she is not performing adequately in the class. The principal has the discretion to move a student, with or without parental consent if the student is struggling.

Grade 5 Math

The fifth-grade standards place emphasis on number sense with whole numbers, fractions, and decimals. This focus includes concepts of prime and composite numbers, identifying even and odd numbers, and solving problems using order of operations for positive whole numbers. Students will develop proficiency in the use of fractions and decimals to solve problems. Students will collect, display, and analyze data in a variety of ways and solve probability problems, using a sample space or tree diagram. Students will also solve problems involving volume, area, and perimeter. Students will be introduced to one variable, using addition and subtraction. Students will investigate and recognize the distributive property. All of these skills assist in the development of the algebraic concepts needed for success in middle grades.

Grade 6 Math

The sixth-grade standards are a transition from the emphasis placed on whole number arithmetic in the elementary grades to foundations of algebra. The standards emphasize rational numbers. Students will use ratios to compare data sets; recognize decimals, fractions, and percent as ratios; solve single-step and multistep problems, using rational numbers; 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 (π), and focus on the relationships among the properties of quadrilaterals. In addition, students will focus on applications of probability and statistics.

While learning mathematics, students will be actively engaged, using concrete materials and appropriate technology such as calculators, computers, and spreadsheets. However, facility in the use of technology shall not be regarded as a substitute for a student's understanding of quantitative concepts and relationships or for proficiency in basic computations. Students will also identify real-life applications of the mathematical principles they are learning and apply these to science and other disciplines they are studying.

Mathematics has its own language, and the acquisition of specialized vocabulary and language patterns is crucial to a student's understanding and appreciation of the subject. Students should be encouraged to use correctly the concepts, skills, symbols, and vocabulary identified in the following set of standards.

Problem solving has been integrated throughout the six content strands. The development of problem-solving skills should be a major goal of the mathematics program at every grade level. Instruction in the process of problem solving will need to be integrated early and continuously into each student's mathematics education. Students must be helped to develop a wide range of skills and strategies for solving a variety of problem types.

Grade 7 Math

This course prepares students for the Virginia Standards of Learning Math Test, scheduled for May of each school year. The focus of this course is to continue to build the foundation necessary for success in pre-algebra. The instruction will be rigorous and concentrate on developing particular skills as defined by the Standards of Learning. The quality of work will allow students to build on students' concrete reasoning experiences developed in the elementary grades; construct a more advanced understanding of mathematics through active learning experiences; develop deep mathematical understandings required for success in abstract learning experiences; and apply mathematics as a tool in solving real-world problems. Course concentrates on proportional reasoning with rational numbers; integer operations, properties of real numbers, and order of operations; geometrical properties and relationships, similarity, surface area and volume and polygon transformations; application of probability, histograms and other graphs; patterns and relationships, linear equations, algebraic expressions, and inequalities.

Grade 7 Pre-Algebra

This course is a compilation of seventh and eighth grade skills necessary to prepare students for more abstract concepts in algebra and geometry. The development of problem solving is a key concept to acquiring math skills and therefore has been integrated throughout the course. Consequently, homework is essential to support this type of critical thinking. Students are encouraged to use correctly the concepts, skills, symbols, and vocabulary set forth in the standards listed below.

Grade 8 Pre-Algebra

This course prepares students for the year-long Algebra 1 course in high school (Grade 9). The focus of this course is building the foundation necessary for success in the study of algebra. The eighth-grade standards provide students additional instruction and time to acquire the concepts and skills necessary for success in Algebra I. Students will gain proficiency in computation with rational numbers and will use proportions to solve a variety of problems. New concepts include solving multistep equations and inequalities, graphing linear equations, visualizing three-dimensional shapes represented in two-dimensional drawings, and applying transformations to geometric shapes in the coordinate plane. Students will verify and apply the Pythagorean Theorem and represent relations and functions, using tables, graphs, and rules. The eighth-grade standards provide a more solid foundation in Algebra I for those students not ready for Algebra I in grade eight.

Algebra 1 Grade 7 or 8

Algebra 1 is a challenging mathematics program for students who have mastered the prerequisite mathematics of middle school before grade 9, including the Virginia Standards of Learning for mathematics grades 6-8. Algebra 1 Honors extends students' knowledge and understanding of the real number system and its properties through the study of variables, expressions, equations, inequalities, and the analysis of data derived from real-world phenomena. Each of the Virginia SOL's for Algebra 1 are included in this course. Algebra 1 Honors includes six major areas of exploration—numerical and algebraic expressions, linear equations and inequalities, systems of linear equations and inequalities, linear relations and functions and linear inequalities, polynomials, and quadratic equations. This is a high school level course, and will be placed on your high school transcript.

Grade 8 Geometry

The study of geometry includes properties of geometric figures, trigonometric relationships, and reasoning to justify conclusions. The course includes emphasis on two- and three-dimensional reasoning skills, coordinate and transformational geometry, and the use of geometric models to solve problems. A variety of applications and some general problem-solving techniques including algebraic skills will be required. Calculators, computers, graphing utilities (graphing calculators or computer graphing simulators), dynamic geometry software, and other appropriate technology tools will be used to assist in teaching and learning. Students will take the state SOL test for Geometry near the end of the course and will receive the geometry credit required for graduation.

Science Course Descriptions

Grade 5 Science

Students will demonstrate an understanding of scientific reasoning, logic, and the nature of science by planning and conducting investigations to reinforce science concepts including the following topics: matter, electricity, light, sound, cells, ecosystems, weather, the solar system, Earth, the moon and the sun, oceans and ocean environments, Earth's surface and Virginia's natural resources.

Grade 6 Science

The sixth-grade standards continue 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 strongly reinforced. The concept of change is explored through the study of transformations of energy and matter. The standards present an integrated focus on the role of the sun's energy in Earth's systems, on water in the environment, on air and atmosphere, and on basic chemistry concepts. A more detailed understanding of the solar system and space exploration becomes a focus of instruction. Natural resource management, its relation to public policy, and cost/benefit tradeoffs in conservation policies are introduced.

The sixth-grade standards continue to focus on student growth in understanding the nature of science. This scientific view defines the idea that explanations of nature are developed and tested using observation, experimentation, models, evidence, and systematic processes. The nature of science includes the concepts that scientific explanations are based on logical thinking; are subject to rules of evidence; are consistent with observational, inferential, and experimental evidence; are open to rational critique; and are subject to refinement and change with the addition of new scientific evidence. The nature of science includes the concept that science can provide explanations about nature and can predict potential consequences of actions, but cannot be used to answer all questions.

Grade 7 Life Science

The Life Science standards emphasize a more complex 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 dynamic relationships among organisms, populations, communities, and ecosystems; and change as a result of the transmission of genetic information from generation to generation. Inquiry skills at this level include organization and mathematical analysis of data, manipulation of variables in experiments, and identification of sources of experimental error. Metric units (SI – International System of Units) are expected to be used as the primary unit of measurement to gather and report data at this level.

The Life Science standards continue to focus on student growth in understanding the nature of science. This scientific view defines the idea that explanations of nature are developed and tested using observation, experimentation, models, evidence, and systematic processes. The nature of science includes the concepts that scientific explanations are based on logical thinking; are subject to rules of evidence; are consistent with observational, inferential, and experimental evidence; are open to rational critique; and are subject to refinement and change with the addition of new scientific evidence. The nature of science includes the concept that science can provide explanations about nature and can predict potential consequences of actions, but cannot be used to answer all questions. Advanced Classes work at a faster pace and additional course work is expected of the students in the advanced courses.

Grade 8 Physical Science

Grade 8 focuses on physical science with an emphasis on matter, force, motion and energy. The class completes experiments and demonstrations based on the scientific method with inquiry based learning which compliments experimental design. Throughout the year life science and agricultural sciences are integrated to refresh student's memories before they participate in state testing, which at grade 8 is a complication of topics and skills from grades 6, 7, and 8.

Educational Programs

Virtual Virginia

Virtual Virginia is an online learning community with limited seating that offers Advanced Placement, world languages, electives, and core academic courses to students. ACMS students have access to languages not currently offered through the existing curriculum. 7th and 8th grade gifted and high

achieving students can enroll in an elective language course. This online class is completed during the school day and replaces his or her elective period. This program is free of charge to the students.

Gifted Education

Screening/Identification Process:

Each 5th grade student is screened for gifted services. Students who score in the 80th percentile or greater have the opportunity to continue in the identification process. Please note that any parent or teacher can refer a child for gifted identification at any time. Students referred after the third grading period are automatically tabled until August of the following school year.

TAG

TAG is a two week gifted and talented program at Longwood University. This program offers exciting educational enhancement courses.

UVA Summer Enrichment Program

This is a summer program for gifted and high ability children rising into fifth through eleventh grades. SEP students have a unique opportunity to engage in a topic not usually encountered at their stage of learning.

William and Mary Summer Enrichment Program

This is an academically challenging program with an emphasis on inquiry based learning for K-12.

Summer Regional Governor's School

The Summer Regional Governor's School is for students in the eighth through eleventh grade. This program focuses on wildlife biology.

Appomattox Regional Governor's School

The Appomattox Regional Governor's School for the Arts and Technology provides gifted and talented students a differentiated and rigorous education, cultivates a supportive environment that inspires unique artistic and technological visions, promotes cultural tolerance, nurtures community partnerships, and produces active, engaged citizens.

Club Descriptions

Clubs are subject to change and are dependent on sponsorship and membership. These are a sample of clubs that are typically offered.

After School Artists

This is for exceptional artists, students who cannot fit art into their school day schedule, or students who just can't get enough art. We have the chance to make art, use art supplies, and often pursue our own interest in art with less structure in a controlled creative environment. We participate in school art projects such as murals and creating special exhibitions. We help others and have an annual field trip to view famous works of art. We also fund raise to support the program.

Board Game Club

From Chess to Clue to Pokemon, the Board Game Club engages in good fun around a table. Come try some classic board and card games as well as new favorites. You never know what you get to play and maybe make some new friends along the way!

International Club

The International Club is a group of students who are interested in learning about other countries and cultures. We learn about customs on different holidays, learn languages, try foreign foods and occasionally have guest speakers and take trips with the travel club. Anyone is welcome to join!

STEM Club

The club is designed to be a fun and challenging way to engage students in science, technology, engineering and math fields. It creates opportunity to develop and practice leadership skills while working on team collaboration. Projects are oriented to real-world situations and support SMART (specific, measurable, achievable, realistic and timed) skills.

Drama Club and Drama for Forensics

Students build ensemble skills, focus on the psychological and emotional dimensions of characters in action, and collaborate on more complex projects. Students perform scripted works, explore theatrical design concepts. They refine their analytical, collaborative, problem-solving, and critical- thinking skills that are necessary to make artistic decisions and present unified productions.

This is a great opportunity for you/your child to develop reading, social and artistic abilities. Drama Club performs a play or musical every year, which we present at the annual Forensics competition. Students audition for parts, apply to work backstage, make props, and design sets, and/or participate in marketing.

The Drama Club wishes to develop a safe place for your child to express themselves out of the classroom, and it is a great way to explore the art world.

FCA

FCA stands for Fellowship of Christian Athletes that is a student-lead, student-run Christian group with a focus on athletics, although you don't have to be an athlete to join. FCA focuses on serving local communities by equipping, empowering, and encouraging people to make a difference for Christ. We strive to create a community among athletes where they can come together, worship and dive deeper into the word of God outside of chapel and church. We are a non-denominational focus group and welcome all students.

Yearbook

Students in all grade levels can participate in yearbook club. Students work to collaborate on putting together a beautiful yearbook representing their fellow peers, teachers, and staff. Students dedicate hours of their time and knowledge to examine and choose pictures, write and describe events, and interview and publish articles.

Sports

Eligibility for Activities

To be eligible to participate in sports, cheerleading, and any other performance-related activities, the student must meet the following requirements:

- Must be student in good standing at ACMS
- Must have passed five of six classes the immediately preceding semester
- Must not have reached his or her fifteenth birthday on or before the first of August of the current school year.
- Must submit to the principal prior to practicing, trying out, or becoming a member of any school athletic team, an Athletic Participation/Parental Consent/Physical Examination Form. The form must be completely filled in and properly signed. The form attests that the student has been examined during the school year and found to be physically fit for athletic competition and that his or her parents/guardians consent to participation.
- Must sign and return forms consenting to drug and concussion testing.

Eligibility to participate in athletics is a privilege earned by meeting not only the above listed minimum standards, but also all other standards set by ACMS and the Region 8 District. Students or parents who have any questions regarding eligibility should check with the principal or athletic director.

Sports offered at ACMS include:

- Baseball
- Boys Basketball
- Girls Basketball
- Cheerleading
- Girls Volleyball
- Golf
- Softball
- Track

Academic Competition for Excellence (ACE)

ACE (Academic Competition for Excellence) is an academic competition team that covers aspects of mathematics, science, English, and history. This academic competition is open to all sixth, seventh, and eighth grade students. Try outs are held in the fall. Tryouts involve taking a test that covers each of the four subject matters. Those with the highest scores are accepted as members on the team. The ACE team travels and competes academically against other local middle schools. The ACE team practices three days a week and has a total of three matches.

Forensics

Forensics is a public speaking competition that takes place each spring. Students interested in public speaking, debate, and drama are encouraged to try out for a spot to compete. Areas of competition include demonstration, extemporaneous speaking, prose reading, poetry reading, original oratory, after dinner speaking, drama, and debate. The forensics competition takes place on one Saturday in the spring.

Organizations

Amelia Student Council Association

Based on the Virginia Student Council Association

The principal goals of the association are to:

1. Instill American ideals, including the development of leadership and citizenship, among the youth of today.
2. Foster student leadership in a democratic government
3. Assist all student councils in becoming more efficient organizations within their school, community, state and nation
4. Promote student participation within the school and community

SCA Members Duties

1. Carry out surveys and questionnaires on issues and reporting back to the school administration with the gathered information
2. Organizing social events; such as, talent shows, fashion shows, battle of bands, quiz events, sports tournaments ...
3. Fundraising for things such as library books, sports equipment, defibrillators, outdoor equipment ...
4. Producing a student newsletter
5. Announcing upcoming events at assembly/roll call
6. Surveying students on issues being discussed by the Council
7. Providing an end of the year report to management

National Junior Honor Society

The Amelia County Middle School chapter of the National Junior Honor Society was founded in April 1997. Seventh grade students are inducted into this club during the spring of every year. To be eligible for membership in this club, students must have a G.P. A. of 3.5 as well as demonstrate high qualities in citizenship, leadership, scholarship, service and character. Members participate in service activities including the annual donation drive to the recreation fund at Children's Hospital.

Student Ambassadors

Students are nominated during their 6th grade year by their teachers. Ambassadors are students who demonstrate Raider PRIDE in their classrooms, hallways and outside of school. They volunteer to help out during events throughout the school year, such as 5th grade orientation and Back to School night, mentor 5th grade students, Trunk or Treat, Craft and Artisans Fair, Christmas Caroling at the Nursing Home, SPED Annual car wash, Dances, Autumn Arts in the Courtyard, Dinner Theater, Homecoming, After School Tutoring, and any other volunteer opportunities that arise throughout the year.

Students are presented with a certificate at the end of their 7th and 8th grade years for use toward their college applications.

PTSA

The Amelia County Middle School PTSA is proud to serve the students and staff of Amelia County Middle School. We are always looking for ways to help improve our school. The PTSA takes on many different projects each year. As the first day of school approaches, we help the Sixth grade team by setting up the lockers with locks and a piece of candy welcoming the students to school life with a locker. We provide a meal for the staff at Open House and on Parent/Teacher Conference days so that they can focus on the students. This year, Dr. Tanner-Anderson has asked for our help in recognizing the students who have Honor Roll each nine weeks. At the end of the first nine weeks, we scheduled a movie and popcorn day for those students. We are currently planning an ice cream social as a reward for the second nine weeks. The PTSA also helps provide volunteers and snacks for Chill-N-Chat in the library. Throughout the year, we are asked to help with many different activities. This year we provided refreshments for the revealing of our newly renovated courtyard at our "Arts in the Courtyard" event. We are always happy to help with events such as these. We hold informative meetings for our parents, the last of which included information about cellphone safety. For the first time this year, we held a PTA Reflections Art Contest. The winners of this contest received medals and gift cards from the PTSA and all participants were recognized at our PTSA meeting with a certificate. The local winner's art work was submitted to be judged at the state level. We are very excited about this program and will continue it next year. During the holidays, we strive to provide an opportunity for our students to purchase items for family and friends. We hold an annual Holiday Shop and have items available for Valentine's Day. At the end of each year, we do our best provide end of year activities for the students. For the last few years, we have been able to provide snow cones for all the students during the last week of school. We are very excited about our plans for the end of year celebration this year. We are always looking for new ways to provide activities for our students. We currently participate the Box Tops program, Labels for Education program, Tyson labels, and the Shoparoo app. The PTSA runs the concessions for all sporting events except basketball. These are great ways for us to earn money for our school. We also do fall and spring fundraisers to help support our efforts each year. We are always looking for new opportunities to help our school.