

Langston Hughes Middle School Required Classes

*All students will take
one class from each of
the these five
categories.*

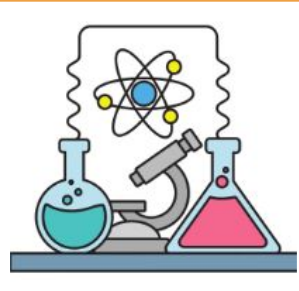
*Click each tile to learn
more about the
curriculum and course
options.*



English



Math



Science



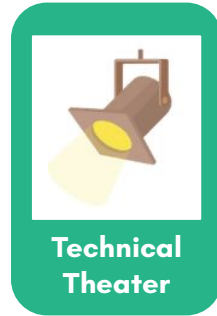
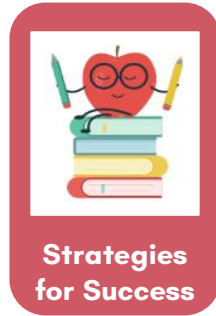
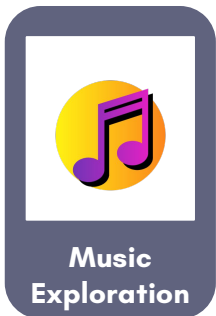
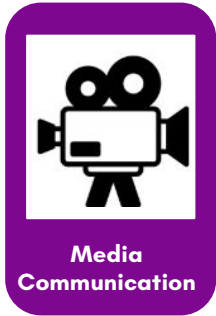
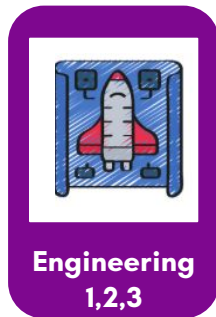
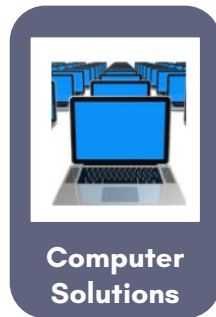
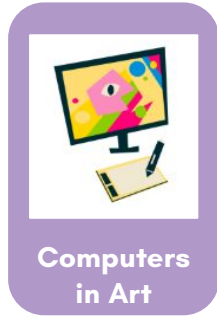
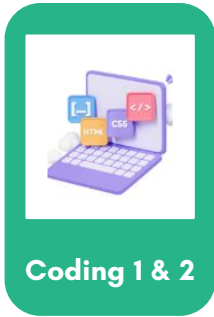
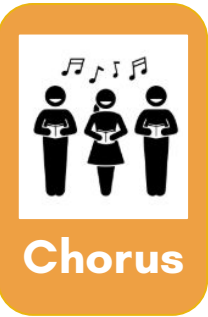
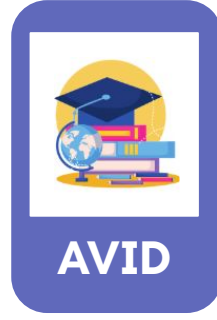
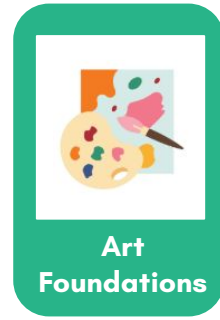
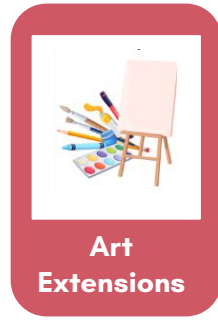
Social Studies



Health & PE

Langston Hughes Middle School Electives

*Click each tile to learn more about
the course.*



English 7

[Return to
Main
Menu](#)

Seventh grade English will focus on expository writing with the goal of teaching students strong paragraph structure. Students will learn how to write with elaboration and specificity. We will also focus on using text evidence in writing. Students will learn to study the fiction and nonfiction genres in depth. Additionally, we will focus on comparing the features of the two genres.

Course Options: Standard, Honors, Advanced Academics (level 4 AAP only). Students are placed in Special Education and ESOL courses in accordance with their IEP or WIDA level.

End-of-Year SOL: Reading 7



LANGSTON HUGHES MIDDLE SCHOOL

English 7

| | Unit of Study | IB Writing Task |
|-----------|-------------------------------------|--|
| Quarter 1 | Fiction | Journaling Portfolio - Creative and Analytical Writing |
| Quarter 2 | Non-Fiction | Expository Essay Writing and Novel Study |
| Quarter 3 | Interdisciplinary Unit with History | Agents of Change - Interdisciplinary Unit with History |
| Quarter 4 | Multigenre Literary Analysis | Literary Analysis of Multiple Genres |



Math: 7th Grade Options

Return to
Main Menu

| Math 7 | Math 7 Honors | Algebra 1 Honors* |
|--|---|--|
| <ul style="list-style-type: none">● Course follows the 7th grade math curriculum.● Click here for the complete FCPS Math 7 curriculum.● End-of-Year SOL: Math 7. | <ul style="list-style-type: none">● Course follows the 8th grade math curriculum.● Advanced Math 6 students select this class and will be placed in Algebra 1 Honors, if they qualify.● Click here for the complete FCPS Math 7 Honors curriculum.● End-of-Year SOL: Math 8. | <ul style="list-style-type: none">● Course follows the Algebra 1 Honors curriculum.● This is a high school credit course that appears on your student's high school transcript. High school honors courses carry an additional .5 with regards to GPA.● Click here for the complete FCPS Algebra 1 Honors curriculum.● Families receive notice of placement over the summer.● End-of-Year SOL: Algebra 1.● 8th grade math course: Geometry Honors. <p>FCPS Course Enrollment Requirements:</p> <ul style="list-style-type: none">● Successful completion of Advanced Math 6● IAAT Score: 91+● Math 7 SOL Score: 500+ |

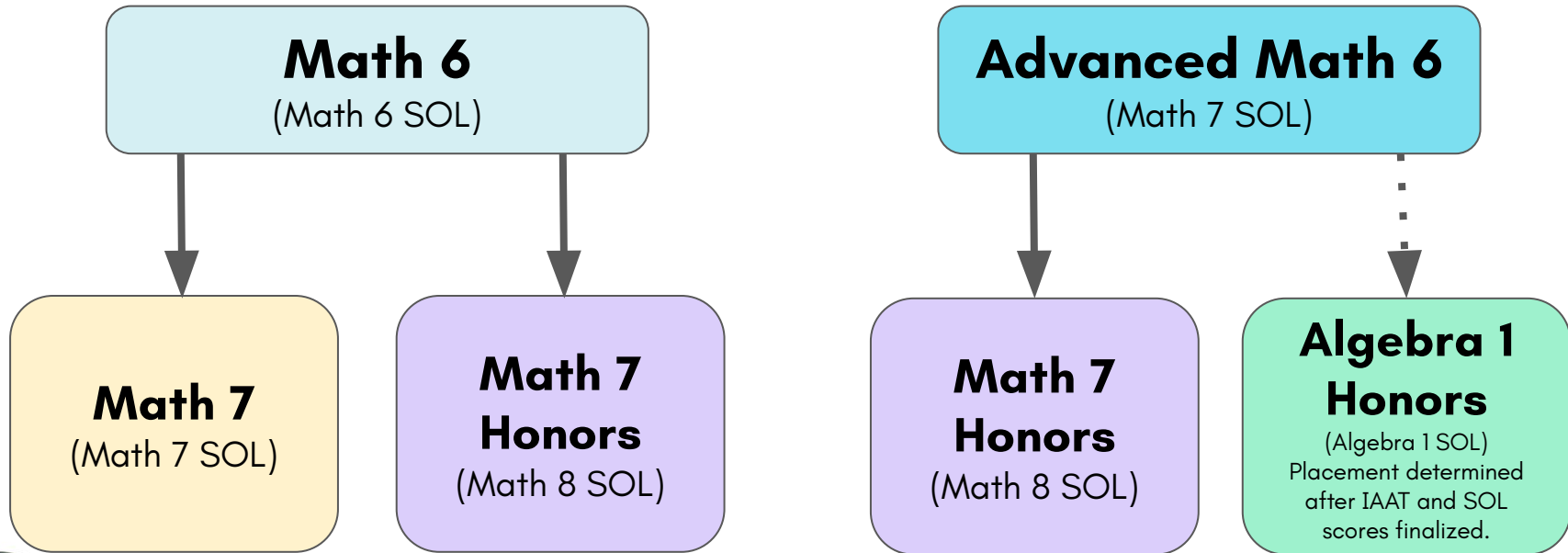
Special math notes:

- Both Math 7 and Math 7 Honors students are eligible to take Algebra 1/Algebra 1 Honors in 8th grade.
- Students interested in applying to Thomas Jefferson must take **Honors Algebra 1 by 8th grade.**
- (*) High school credit course- will appear on official high school transcript.
- Students receive Special Education and/or ESOL support in accordance with their IEP and/or WIDA level.

Math: 7th Grade Pathways

[Return to Main Menu](#)

Math 7 Honors is an option for all students.



Math: 7th Grade Sample Projects

| Math 7 | Math 7 Honors | Algebra 1 Honors |
|---|---|---|
| Consumer Applications Project- Students order from a menu and calculate final costs after applying discounts, tax, and tip. | Party Functions Project- Students research different party venues and compare costs using linear functions. | Food Truck Project- Students use systems of equations to determine costs and describe situations in designing their food truck. |



Math: 8th Grade Options

[Return to Main Menu](#)

| What did you take in 7th grade? | Math 7 | Math 7 Honors | Algebra 1 Honors* |
|--------------------------------------|---|--|---|
| These are your options in 8th grade. | <ul style="list-style-type: none">● Pre-Algebra (Math 8 SOL)● Algebra 1* (Alg 1 SOL)● Algebra 1 Honors* (Alg 1 SOL) | <ul style="list-style-type: none">● Algebra 1* (Alg 1 SOL)● Algebra 1 Honors* (Alg 1 SOL) | <ul style="list-style-type: none">● Geometry Honors* (Geometry SOL) |

Special math notes:

- (*) High school credit course- will appear on official high school transcript. Honors high school courses carry an additional .5 weighing in regards to GPA.
- Students interested in applying to Thomas Jefferson must take **Honors Algebra 1 by 8th grade.**
- Students receive Special Education and/or ESOL support in accordance with their IEP and/or WIDA level.

Science 7: Life Science

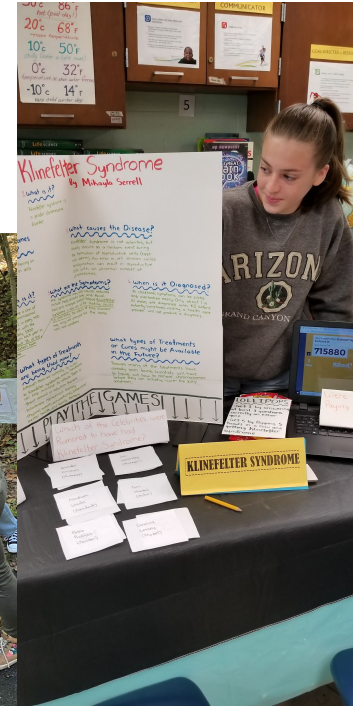
Return to
Main Menu

Topics:

- Environmental Science
- Cells
- Genetics and Heredity
- Natural Selection
- Classification of Life

Emphasis is on student-driven inquiry.

Course Options: Standard, Honors, Advanced Academics (Level IV AAP only). Students receive Special Education and/or ESOL support in accordance with their IEP and/or WIDA level.



LANGSTON HUGHES MIDDLE SCHOOL

Science 7: Life Science

[Return to Main Menu](#)

| ACTIVITY | DO | LEARN |
|--|--|---|
| Genetic Health Fair PBL | Create a booth and activity that inform people about a specific genetic condition. | <ul style="list-style-type: none">● Mechanics of genetics, inheritance, & DNA● Natural selection● Genetic engineering |
| Meaningful Watershed Experience | Conduct authentic science experiments in a riparian (streamside) ecosystem. | <ul style="list-style-type: none">● Experimental design● Key interactions within ecosystems |
| Climate Change Mitigation Exploration | Explore the causes and effects of human-induced climate change and student designed mitigation strategies. | <ul style="list-style-type: none">● Impact of human activities on the environment● Remediation strategies & solutions |



Science 8: Physical Science

[Return to
Main Menu](#)

Topics:

- Force
- Motion
- Acceleration
- Forms of Energy
- Chemistry and the Periodic Table
- Waves Light and Sound

Course Options: Standard, Honors, Advanced Academics (Level IV AAP only). Students receive Special Education and/or ESOL support in accordance with their IEP and/or WIDA level.

End-of-Year SOL: Science 8



Science 8: Physical Science

[Return to Main Menu](#)

| ACTIVITY | DO | LEARN |
|---|---|---|
| Design and build electric cars. | Engineer and build electric cars using a variety of parts and circuit types. | <ul style="list-style-type: none">● Engineering● Force, motion and transfer of energy● How to read and make wiring diagrams● Ohm's law and types of circuits |
| Conduct experiments testing chemical properties. | Run demonstrations where students investigate the different clues of chemical change. | <ul style="list-style-type: none">● Clues of chemical change● Endothermic and exothermic reactions● Properties of acids and bases |
| Investigate properties of waves. | Conduct experiments investigating the properties of waves, light and sound. | <ul style="list-style-type: none">● Refraction, diffraction, transmittance, reflection, and interference● how to bend light to magnify● The wave properties of pitch and volume |



U.S. History- 7th Grade

[Return to
Main Menu](#)

| | |
|--------------------|--|
| 1st Quarter | Historical Thinking Skills, Reconstruction, Westward Expansion |
| 2nd Quarter | Industrialization, Immigration, Urbanization and the Progressive Movement |
| 3rd Quarter | Imperialism, Spanish American War, WWI, 1920s, Great Depression and the New Deal |
| 4th Quarter | World War II, Cold War War, Civil Rights Movement and Globalization |

Course Options:

Standard, Honors, Advanced Academics (Level IV AAP only). Students receive Special Education and/or ESOL support in accordance with their IEP and/or WIDA level.

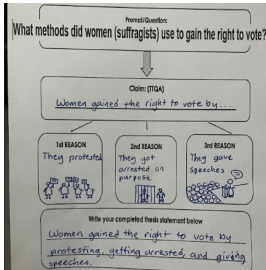


LANGSTON HUGHES MIDDLE SCHOOL

U.S. History- 7th Grade

Focus is on Primary Source Analysis Skills.

- Students learn how to analysis primary sources and then use those skills throughout the year on historical documents, political cartoons and art
- Students will also demonstrate knowledge of content through written responses using evidence to support their ideas and use different methods to focus their understandings of content.



Thesis: (One sentence that expresses the topic)-Sentence #1

| | | |
|-----------------------------------|------------------------------------|-----------------------------------|
| First Reason: (Sentence 2) | Second Reason: (Sentence 3) | Third Reason: (Sentence 4) |
|-----------------------------------|------------------------------------|-----------------------------------|

Conclusion: (Sentence 5)
In conclusion, it is...
Transitions to start conclusions:
-In conclusion, -Therefore, -All in all, -To sum it all up, -For this reason, -Subsequently

ENCAPSULATION
Writing ideas in a precise and concise form.

MAIN IDEA: What is this article about/whom?

It is about the deadly dust storms that swept through the west in the 1930's.

EXPLANATION: Explain the main idea of the article in 10 words or less.

The dust storms were deadly and dangerous.

FOCUS STATEMENT: Create a phrase, word, or hashtag that explains the main idea of the article.

#don'tdiefromdust

Portrait of a Graduate connections:

| | |
|--|---|
| Critical and Creative Thinker I use a creative thinker when I... | Collaborator I use a collaborator when I... |
|--|---|

DECISIONS and OUTCOMES
Understanding that choosing from alternatives affects events which follow.

| DESCRIBE PROBLEM(S) OR SCENARIO | DECISIONS: What are some positives or negatives? | OUTCOMES | | | | | | | | | | | | | | | | |
|---|---|---|--------------------|--------------------|------------|------|------------------|---------------------------|------------|-----------|------------|-----------|------------|-----------|------------|-----------|------------|-----------|
| <p>Communism is better than Capitalism</p> <p>Capitalism is better than Communism</p> | <p>1. Health is a big improvement</p> <p>2. Community or share owns property and production</p> <p>3. The government decides how much money is distributed</p> <p>EVERYONE SHOULD COMMUNISM</p> | <table border="1"> <tr> <th>Potential Positive</th> <th>Potential Negative</th> </tr> <tr> <td>more money</td> <td>poor</td> </tr> <tr> <td>not have to work</td> <td>change in the way we live</td> </tr> <tr> <td>more money</td> <td>more jobs</td> </tr> <tr> <td>more money</td> <td>more jobs</td> </tr> <tr> <td>more money</td> <td>more jobs</td> </tr> <tr> <td>more money</td> <td>more jobs</td> </tr> <tr> <td>more money</td> <td>more jobs</td> </tr> </table> | Potential Positive | Potential Negative | more money | poor | not have to work | change in the way we live | more money | more jobs | more money | more jobs | more money | more jobs | more money | more jobs | more money | more jobs |
| Potential Positive | Potential Negative | | | | | | | | | | | | | | | | | |
| more money | poor | | | | | | | | | | | | | | | | | |
| not have to work | change in the way we live | | | | | | | | | | | | | | | | | |
| more money | more jobs | | | | | | | | | | | | | | | | | |
| more money | more jobs | | | | | | | | | | | | | | | | | |
| more money | more jobs | | | | | | | | | | | | | | | | | |
| more money | more jobs | | | | | | | | | | | | | | | | | |
| more money | more jobs | | | | | | | | | | | | | | | | | |

Portrait of a Graduate connections: Students can focus on one, or many reflective questions.

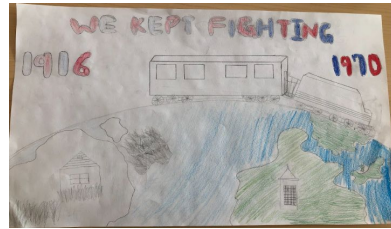
| | |
|---|---|
| Critical and Creative Thinker What resources/ideas helped your thinking on your position or response? | Goal Directed and Resilient Thinker In what ways did you struggle with this the blocks and how did you work through it? |
|---|---|



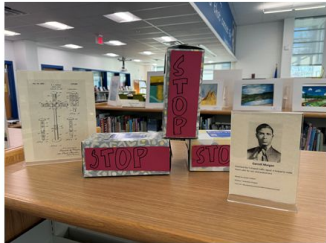
U.S. History- 7th Grade

Sample Activities

- *Panel 61 Art Analysis – Analyze a selection of art from Jacob Lawrence's Migration Series and then create a Panel 61 that bridges the theme of migration into modern day.*



- *Inventor's Project Examples of Creative Products:*
 - *Students created a prototype of their inventor's invention and displayed it in the library.*



Civics- 8th Grade

[Return to
Main Menu](#)

| Topics |
|---------------------------------------|
| Citizenship |
| Roots of American Government |
| Political Process: Elections |
| National, State, and Local Government |
| Economics |
| Personal Finance (Finance Park) |

Course Options: Standard, Honors, Advanced Academics (Level IV AAP only). Students receive Special Education and/or ESOL support in accordance with their IEP and/or WIDA level.

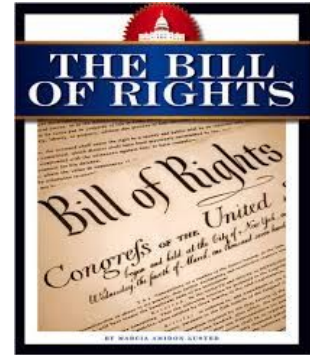
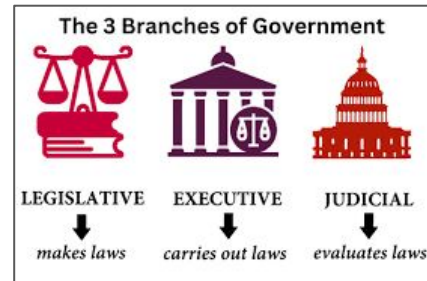


Civics- 8th Grade

[Return to Main Menu](#)

Focus is on preparing students to be informed and active participants in civil life and the economy.

- Students will learn about the structure and functions of local, state and national government, the Constitution, and economics. Students will learn the roles and responsibilities of citizens in democracy and explore ways they can participate.

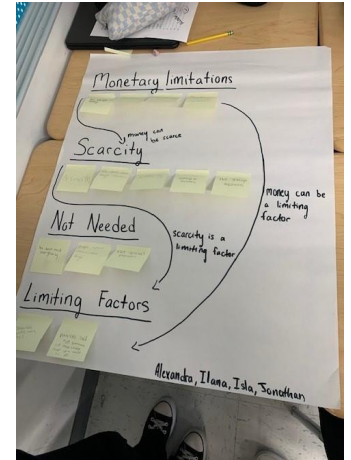
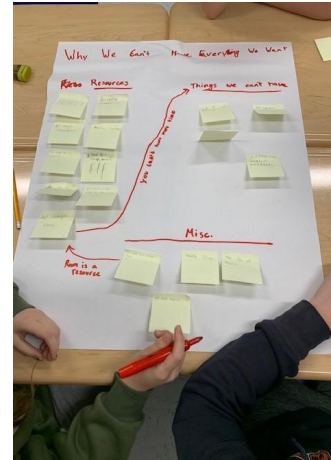
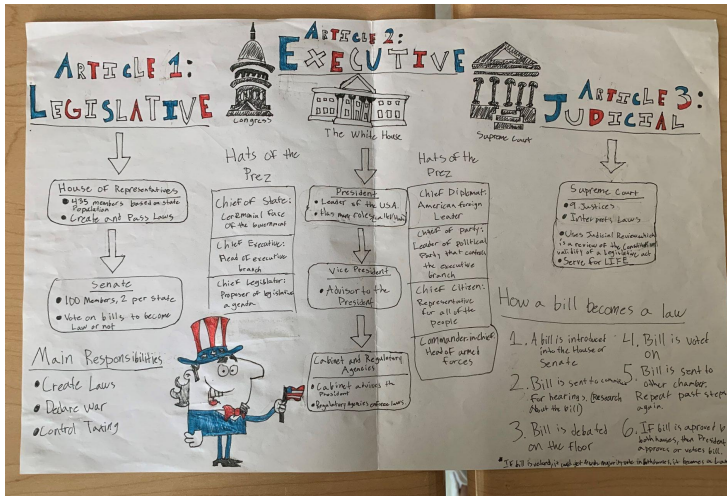


Civics- 8th Grade

Return to
Main Menu

Understanding Our Government Mind Map

Students explore scarcity and answer the fundamental problem/question: **“Why can’t we have everything we want?”**



Civics- 8th Grade

[Return to Main Menu](#)

Field Trips

Finance Park!

- Students learn about personal finance and the importance of saving and budgeting. We end the unit by going on a field trip to Finance park (not an amusement park) where students engage in a hands on personal finance simulation.



Court Tours at Fairfax Court House

- Students will have the opportunity to tour the Fairfax County Courthouse and then meet with a Judge and then sit in on a court case for the afternoon.



Health & Physical Education

[Return to
Main Menu](#)

Classes rotate between the Gym and the Health classrooms.

Physical Education Curriculum Includes:

- Team sports
 - Floor Hockey, Volleyball, Team Handball, Flag Football, Soccer, Basketball, etc.
- Individual/Partner Sports
 - Weight lifting/Fitness, Tennis, Pickleball, Badminton, Frisbee golf, Spikeball, etc.



Health & Physical Education

[Return to
Main Menu](#)

Health Curriculum

- **Alcohol, Tobacco, and other drugs**
 - Public Service Announcement Project
- **Injury and Violence Prevention**
 - Gangs, bullying, advocacy
- **Personal and Community Health**
 - Nutrition, circulatory system, physical activity, etc
- **Mental Health & Wellness**
 - Communication, Stress, Getting Help
- **Family Life Education**
 - Emotional & Social Health, Human Growth and Development



Literacy Support

Students are **placed** in literacy support courses based on need and data (test scores). Reading courses are year-long courses.

- L.A.P. (Literacy through Active Participation)
 - This class is focused on language comprehension.
- Literacy 7 and Literacy 8
 - This class is focused on word recognition.

Courses are based on the 'Science of Reading' practices. Incentives and contests are embedded in classes to support motivation. Parents/Guardians will receive notification letters in the summer if their student requires a reading support course. Please contact our Reading Specialist, [Jody Lawrence](#), for more information.



These are year long academic support courses.
Placement determined by individual student data.

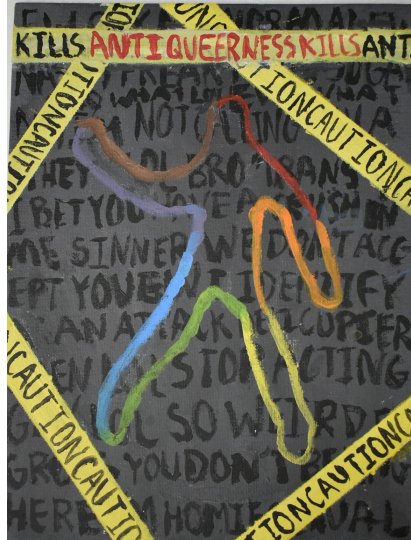


Art Foundations

Return to
Main Menu

This course contains units on drawing, painting, mixed media, printmaking, & clay.

 Semester elective— grades 7-8



Art Extensions

[Return to
Main Menu](#)

This course contains units on drawing, shading, printmaking, painting & sculpture.

 Semester elective- grades 7-8
Prerequisite: Art Foundations



ELEMENTS
of
ART



3D Art Explorations

This course contains units on drawing, metal sculpting, soft sculptures, clay & painting.

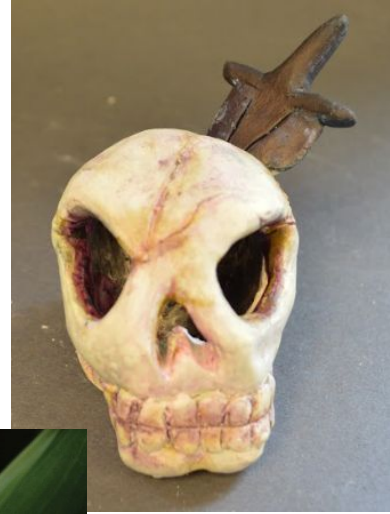
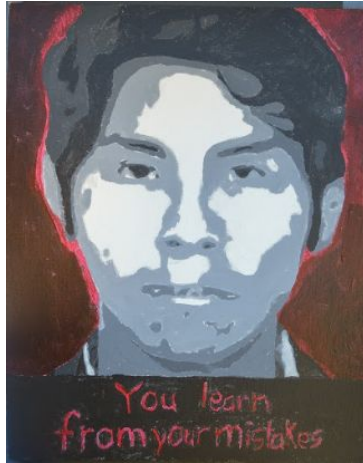
 Semester elective- grades 7-8



Computers in Art

This course contains units on clay and digital sculpting, animation, circuits, collage, and digital image manipulation.

 Semester elective- grades 7-8



A.V.I.D.

- This is a full year elective open to students in 7th and 8th grade.
- The AVID course targets students in the “academic middle” who have the desire to go to college and the willingness to work hard.
- Often, AVID students will be the first in their families to attend college, and are part of groups who are traditionally underrepresented in higher education.
- The AVID elective course supports students with advanced/honors courses.
- [Watch the video](#) on this slide to learn more!

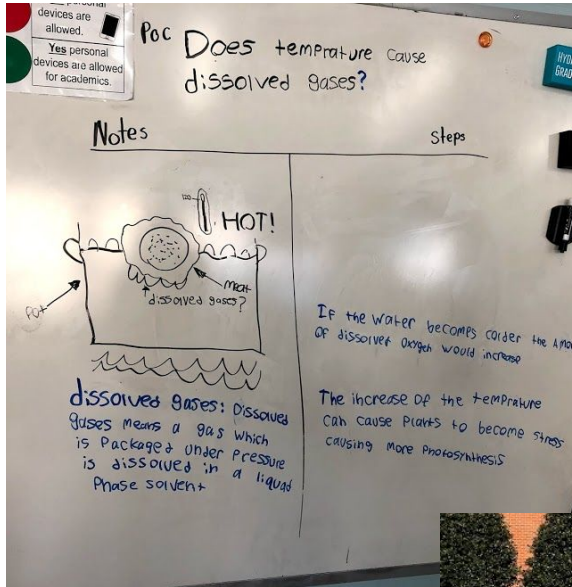


Full year elective– grades 7-8
Prerequisite: Application process;
see your school counselor for details.



A.V.I.D.

Teambuilding, learning and in action!





BAND AT LANGSTON HUGHES MIDDLE SCHOOL



All Band courses are full year electives. Placement is based on experience and/or audition.

LHMS BAND

Course Description:

Band is an elective that offers students the opportunity to develop their musical skills and artistry through ensemble playing. Students will learn to play their instruments with proficiency and expression, and to collaborate with other musicians to create beautiful and inspiring music. The band will explore a diverse repertoire, ranging from band classics to contemporary compositions, and will perform in concerts throughout the year.



BAND AS AN ELECTIVE

Course Objectives:

- **Technical Proficiency:** Develop strong instrumental technique, including bow control, intonation, articulation, and dynamic range.
- **Musical Literacy:** Learn to read and interpret music notation, understand musical theory, and analyze musical structure.
- **Ensemble Skills:** Develop skills in ensemble playing, such as blending with other musicians, following a conductor, and maintaining ensemble balance.
- **Musical Expression:** Learn to express emotions through music, using tone, phrasing, and dynamics to interpret the music's meaning.
- **Performance Skills:** Gain experience performing in front of an audience, projecting sound, and connecting with the audience.
- **Appreciation of Music:** Develop an appreciation for the diverse world of music, including its history, cultural significance, and aesthetic value.



BAND AS AN ELECTIVE

[Return to Main Menu](#)

Course Content:

- **Instrumental Technique:**
 - Tone production and intonation
- **Musical Theory:**
 - Rhythm and meter
 - Scales and keys
 - Intervals and chords
 - Musical form and structure
- **Ensemble Repertoire:**
 - A variety of band works, including marches, contemporary compositions, jazz, etc.
- **Performance Skills:**
 - Stage presence and performance etiquette
 - Solo and ensemble performance
 - Concert preparation and rehearsal techniques



BAND AS AN ELECTIVE

[Return to Main Menu](#)

Expectations:

- **Attendance:** Regular attendance to school and classes is crucial.
- **Practice:** Consistent practice is essential to improve skills and prepare for rehearsals.
- **Preparation:** Come to rehearsals prepared, having practiced assigned music.
- **Respect:** Show respect for fellow musicians, the conductor, and the music.
- **Active Participation:** Engage actively in rehearsals, discussions, and performances. Concert participation and attire is mandatory.



There are many Band course options!

There is a place for everyone who wants to be in band! The first thing you have to do is choose Band on Your Elective Form: Class placement will be determined later by the band director during school visits (dates TBA)

These Band courses **do not require a formal audition:**

Beginning Band (both 7th and 8th graders are mixed in this class)

This class is designed for students with very little or no previous experience in band. Students in Beginning Band will receive assistance from the instructor in the selection of a wind instrument during the first few weeks of school.

Cadet Band (mostly 7th graders)

This group is an intermediate level class. Cadet Band performs Virginia Band & Orchestra Directors Association (VBODA) grade 0-2 music. A great course for students in need of fundamental technique instruction as well as core music literacy review.

Percussion Ensemble (mostly 7th graders)

This is an intermediate level class for percussionists. Students in this class focus only on percussion techniques, including mallets, drums, and auxiliary instruments. This class is open to percussionists who have played at least one year in their elementary band. Students who would like to audition for an advanced level class may, but there is no formal audition for this class.

Advanced Band Courses

These are Advanced Band courses that **require an audition**. Information about auditions will be sent to elementary band directors in March/early April.

Concert Band (mostly 7th graders, some 8th graders)

Performs VBODA grade 1-3 music. Great for 7th graders with a more intermediate to advanced understanding of technique and literacy.

- Students should be able to demonstrate appropriate sounds on their instrument, have a basic understanding of music literacy
- Brass Players should have an 1.5 octave range on their instrument
- Woodwinds should have technical proficiency on their instrument
 - Clarinets should have a basic understanding of playing over the break
 - Flutes should be able to play music that is written above the music staff
- Percussionists should know how to read mallets and snare music

Symphonic Band (mostly 8th graders, some 7th graders)

Performs VBODA grade 2-4 music. Offers advanced instruction on instrumental technique and performance. 7th graders with accelerated understanding of technique and literacy as well as studying privately for several years should consider auditioning for this ensemble.

- Students auditioning for this ensemble should have a mature sound for their instrument
- Students should be able to play most of the range of their instrument
- Percussionists should demonstrate advanced snare and mallet reading skills.

Frequently Asked Questions

Will I have to carry my instrument from class to class?

No! Students with larger instruments will be given priority to a band locker, however, there are lockers available for smaller instruments. . . Instruments can be dropped off in the morning before the bell and collected again at dismissal. Certain low brass instruments will have access to a school instrument to play on. Percussionists do not have to bring their bell kits back and forth (unless needed)



Frequently Asked Questions

Will there be a music department trip?

Yes! Students in the music department (Band, Chorus, and Orchestra) go on a field trip to an amusement park!

Examples include Hershey Park and Busch Gardens!



Frequently Asked Questions

What is the concert attire?
Families will need to purchase the LHMS concert polo and provide black bottoms and black shoes. (Black socks if applicable.)




If you have ANY questions, please email Mrs. Appel - jlappel@fcps.edu

Enjoy [this recording](#) of the LHMS Symphonic Band performing *Sunchaser* by Carol Brittin Chambers at our South Lakes Pyramid Concert from March 2024. #WeArePowerful!



Chorus

Chorus students study proper vocal techniques, music fundamentals, rehearsal practices, two and/or three part singing. This course will include concerts and school performances that involve singing and movement. Students must meet both the school day and outside of the school day participation requirements to receive credit for the course.

 Placement auditions will be done through elementary schools. Most students take full year Chorus, however there is a semester option for Beginning Chorus.



Watch [this video](#) of the chorus winter performance




Sign up for Panther Chorus Day-
January 25!



Coding 1 & 2


Coding 1 introduces students to coding and emerging technology through hands-on projects. Students will learn introductory coding concepts including:

- HTML, CSS and JavaScript

 Semester elective- grades 7 and 8
Prerequisite: Computer Solutions

Coding 2 allows students to further develop their coding skills through hands-on projects. Students will expand their knowledge and practice of:

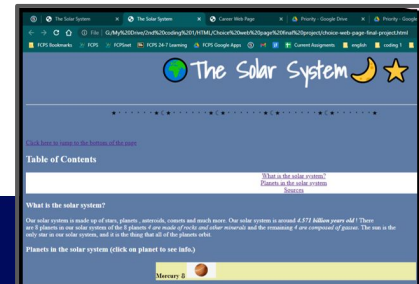
- JavaScript
- Coding skills in Python

 Semester elective- grade 8
Prerequisite: Computer Solutions and Coding 1

Students in both courses will actively use technology to complete small group or individual projects. Students become confident in their ability to program and are prepared to use tools that are becoming standard in the workplace and in everyday life. Activities will develop leadership, interpersonal, and career skills.

```
1 var background1 = createSprite(200, 200);
2 background1.setAnimation("background_underwater_17_1");
3 //
4 var plantRocks = createSprite(50, 300);
5 plantRocks.setAnimation("underseadeco_03_1");
6 plantRocks.scale = 0.5;
7 //
8 var shark = createSprite(100, 200);
9 shark.setAnimation("shark_1");
10 shark.scale = 0.5;
11 //
12 var fish = createSprite(325, 320);
13 fish.setAnimation("fish_10_1");
14 fish.scale = 0.3;
15 //
```

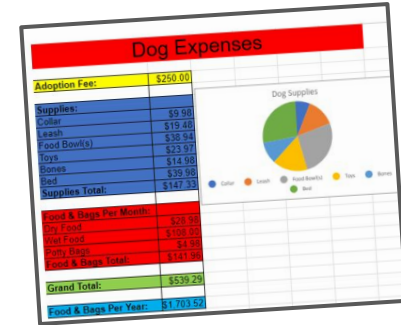
LANGSTON HUGHES MIDDLE SCHOOL



Computer Solutions

Return to
Main Menu

- Proper Keyboarding Technique
- Computer Components & Operating System
- File Management
- Presentation Tools
- Spreadsheets & Data Analytics, Word Processing
- Integrated Projects & Internet Research Tools
- Digital Citizenship & Internet Safety



 Semester elective- grades 7 and 8



Creative Writing

- Develop personal voice
- Use critical thinking skills
- Improve creative writing techniques
- Write in various genres including
 - Journal
 - Creative Nonfiction
 - Fiction
 - Poetry




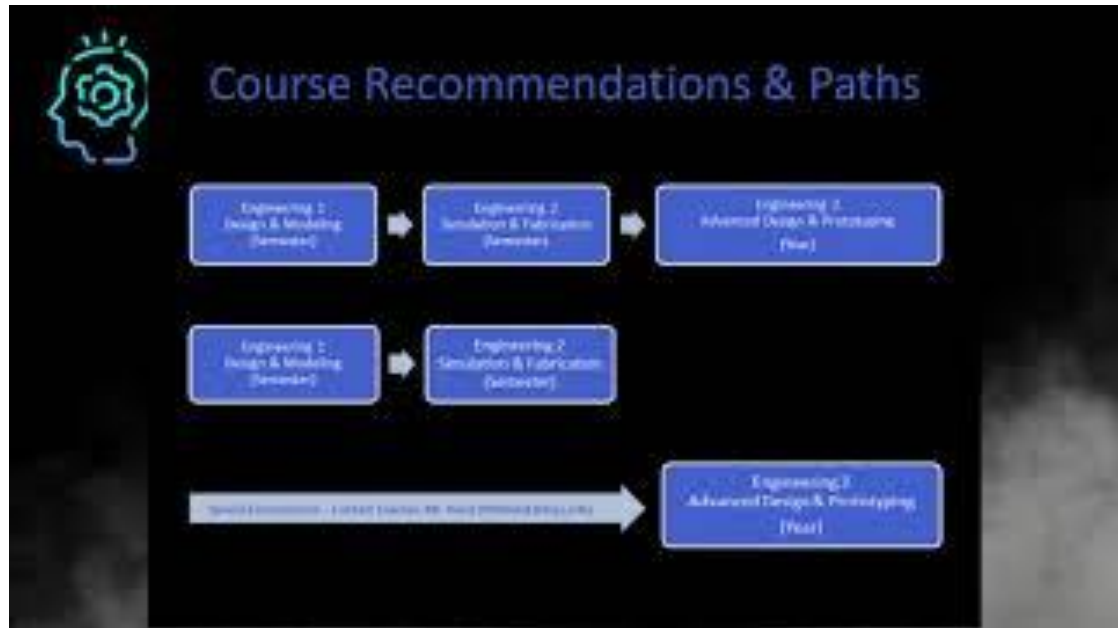
 Semester elective- grades 7-8



Engineering

Watch [this video](#) to learn more about Engineering 1, 2, and 3.

 All Engineering courses are semester electives. Students must complete each level course before taking the next.



Family & Consumer Science 1 & 2



FACS 1 and FACS 2 are hands-on electives courses that focus on:

- Cooking techniques.
- Sewing skills.
- Career exploration.
- Leadership development.



Semester elective- grades 7 and 8.
Students must take FACS 1 before FACS 2.



Media Communications

Students in this course will:

- Explore newsworthy stories.
- Learn camera techniques.
- Develop video editing skills.
- Create various types of news video stories.



Semester elective- grades 7-8



Music Exploration

Students will explore topics such as:

- Relationship between music and various aspects such as culture.
- Music-related career opportunities.
- Music technology
- Global music traditions.

**This is a non-performance-based music course.*

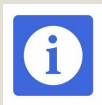


Semester elective- grades 7-8





Orchestra at Langston Hughes Middle School



All Orchestra courses are full year electives. Placement is based on experience and/or audition.

LHMS Orchestra

Course Description:

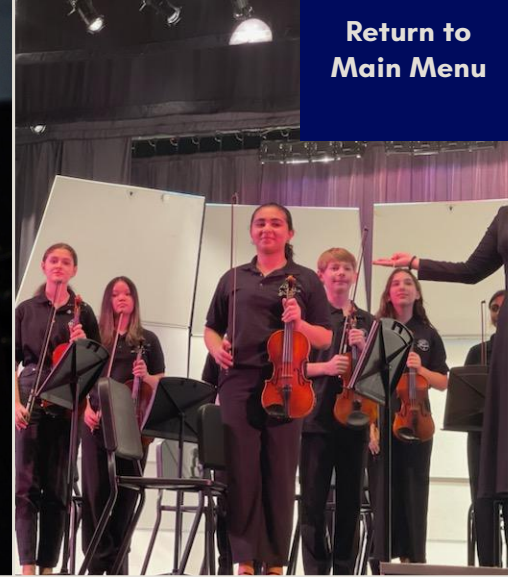
The Orchestra elective offers students the opportunity to develop their musical skills and artistry through ensemble playing. Students will learn to play their instruments with proficiency and expression, and to collaborate with other musicians to create beautiful and inspiring music. The orchestra will explore a diverse repertoire, ranging from classical masterpieces (arrangements) to contemporary compositions, and will perform in concerts throughout the year.



Orchestra as an Elective

Course Objectives:

- **Technical Proficiency:** Develop strong instrumental technique, including bow control, intonation, articulation, and dynamic range.
- **Musical Literacy:** Learn to read and interpret music notation, understand musical theory, and analyze musical structure.
- **Ensemble Skills:** Develop skills in ensemble playing, such as blending with other musicians, following a conductor, and maintaining ensemble balance.
- **Musical Expression:** Learn to express emotions through music, using tone, phrasing, and dynamics to interpret the music's meaning.
- **Performance Skills:** Gain experience performing in front of an audience, projecting sound, and connecting with the audience.
- **Appreciation of Music:** Develop an appreciation for the diverse world of music, including its history, cultural significance, and aesthetic value.



[Return to Main Menu](#)



Orchestra as an Elective

Course Content:

- **Instrumental Technique:**
 - Bowing techniques (long bow, détaché, staccato, martelé, spiccato, etc.)
 - Left-hand technique (shifting, vibrato, double stops, etc.)
 - Tone production and intonation
- **Musical Theory:**
 - Rhythm and meter
 - Scales and keys
 - Intervals and chords
 - Musical form and structure
- **Ensemble Repertoire:**
 - A variety of orchestral works, including baroque, classical, romantic, and contemporary compositions
- **Performance Skills:**
 - Stage presence and performance etiquette
 - Solo and ensemble performance
 - Concert preparation and rehearsal techniques



[Return to Main Menu](#)



Orchestra as an Elective

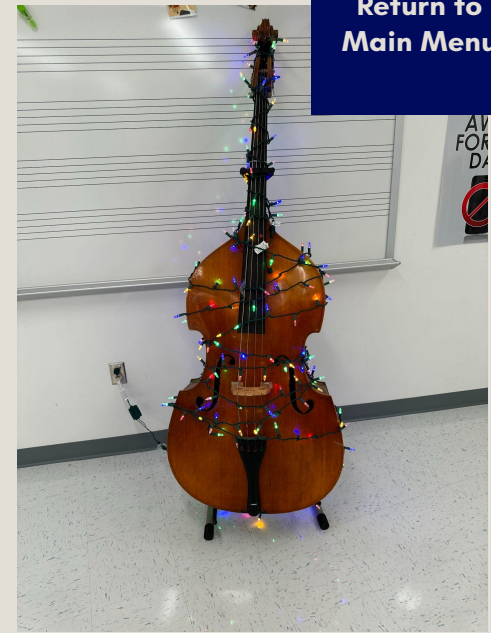
Expectations:

- **Attendance:** Regular attendance to school and classes is crucial.
- **Practice:** Consistent practice is essential to improve skills and prepare for rehearsals.
- **Preparation:** Come to rehearsals prepared, having practiced assigned music.
- **Respect:** Show respect for fellow musicians, the conductor, and the music.
- **Active Participation:** Engage actively in rehearsals, discussions, and performances. **Concert participation and attire is mandatory.**





[Return to Main Menu](#)





[Return to Main Menu](#)

There are three Orchestras!

Choose Orchestra on Your Elective Form: Class placement will be determined later by the orchestra director during school visits (dates TBA)

Concert Orchestra (most 7th graders are in this class)

Performs VBODA grade 0-2 music. A great course for students in need of fundamental technique instruction as well as core music literacy review. No formal audition is required.

Symphonic Orchestra

Performs VBODA grade 1-3 music. Great for 7th graders with a more intermediate understanding of technique and literacy.

- D, G, and C major scale
- Appropriate set-up (student has an excellent bow hold as well as posture while playing)
- Etude 16 and 30 seconds or so of the student's recent elementary concert song.

Chamber Orchestra

Performs VBODA grade 2-4 music. Offers advanced instruction on instrumental technique and performance. 7th graders with accelerated understanding of technique and literacy as well as studying privately for several years should consider auditioning for this ensemble.

- D, G, and C major scale
- Etude 16 AND Allegro Spirtuoso
- 30 seconds or so of the student's recent elementary concert song

Frequently Asked Questions

Will I have to carry my instrument from class to class?

No! Violinists and violists will be assigned an instrument locker located in the orchestra classroom. Instruments can be dropped off in the morning before the bell and collected again at dismissal. Cellists and bassists will have access to a school instrument to play on. It is required that students have a home cello and bass for practice and concerts.



Frequently Asked Questions

Will there be a music department trip?

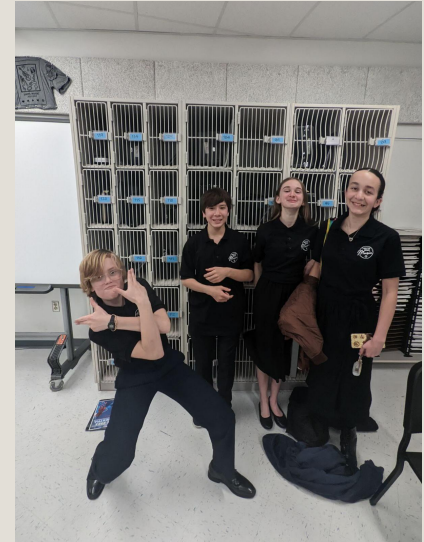
Yes! Students in the music department (Band, Chorus, and Orchestra) go on a field trip to an amusement park! Examples include Hershey Park and Busch Gardens!



Frequently Asked Questions

What is the concert attire?

Families will need to purchase the LHMS concert polo and provide black bottoms and black shoes. (Black socks if applicable.)





If you have ANY questions, please email Ms. Jimenez! jjjimenezrod@fcps.edu
Enjoy [this](#) superior-rated, Chamber Orchestra performance at the District 12
Orchestra Assessment! #WeArePowerful!

Strategies for Success

This course provides support and instruction in the following areas:

- Learning strategies
- Study skills
- Time management
- Organization
- Self-advocacy skills

While students may receive assistance on assignments, the course is not designed to serve as a study hall and is meant to support the development of academic habits necessary for academic success.



 Semester elective- grades 7-8



Theater Courses



Full Year options:

- 7th Grade- Theater Arts Appreciation
- 8th Grade- Advanced Theater Arts



Semester options:


- Theater Arts Appreciation
- Technical Theater
- Advanced Theater Arts (8th grade only)



Theater Arts Appreciation

- Boost self-confidence
- Develop presentation skills
- Promote critical thinking and problem solving
- Improve acting and performance skills
- Learn script writing techniques
- Explore improvisation



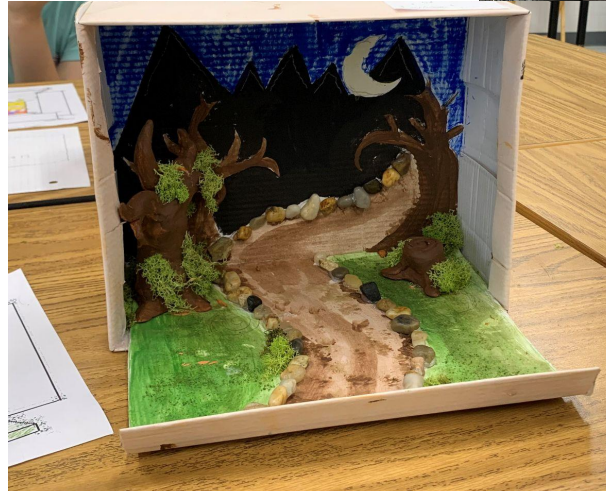
 Semester elective- grades 7-8
Full year elective- grade 7



Technical Theater

- Build theater knowledge
- Increase problem-solving skills
- Develop skills in design for the theater
 - Costume
 - Lighting
 - Set
 - Props
 - Lighting and Sound

 Semester elective- grades 7-8



World Languages

| | Spanish | French | Spanish Immersion <i>(Lake Anne Immersion program students only.)</i> | Wait Until 8th Grade |
|-----------|-------------|------------|--|---|
| 7th Grade | Spanish 1A | French 1A | Spanish Immersion 1* | No World Language |
| 8th Grade | Spanish 1B* | French 1B* | Spanish Immersion 2* | French 1* Spanish 1* German 1* Japanese 1* |



All World Language courses are full year electives that require nightly homework and studying.

- Classes with a (*) are high school credit classes and will be on your high school transcript.
- World Languages are not required, however, a language credit by 8th grade is needed for an IB Diploma.



Spanish 1 A & French 1 A

Students will:

- Learn to communicate about themselves and their environment.
- Use simple sentences containing basic language structures.
- Explore traditions, customs, beliefs, and cultural contributions and how these elements relate to language.



These courses do not count as a world languages high school credit. Students who complete level 1A should take level 1B in 8th grade. Students will earn one high school credit upon successful completion of a level 1B World Language course.



Full year elective- grade 7



Spanish 1 B & French 1 B

Students will:

- Continue to develop the ability to communicate about themselves and their immediate environment using simple sentences containing basic language structures.
- Practice listening, speaking, reading and writing - with emphasis on the ability to communicate orally and in writing.



Full year elective- grade 8
Prerequisite: Spanish 1A or French 1A
High school credit course



Spanish Immersion 1

This course serves as a transition from the elementary immersion program. Students in this course will:

- Expand their knowledge of the language to include communicating about themselves and their immediate environment.
- Communication is evidenced in all four language skills: listening, speaking, reading, and writing, with an emphasis on the ability to communicate orally and in writing.



Full year elective- grade 7

Prerequisite: Spanish Immersion Program at Lake Anne

High school credit course



Spanish Immersion 2

This course is designed to meet the needs of the immersion students in regard to their second language development. Students in this course will:

- Continue their development of language proficiency in all four skills: listening, speaking, reading, and writing.
- Read material on familiar topics and produce short writing samples while studying the themes and topics of My Activities, My Home Life, Around Town/Travel, Health & Fitness, and Stories.



Full year elective- grade 8

Prerequisite: Spanish Immersion 1

High school credit course



Spanish 1, French 1, German 1, Japanese 1

Students in these courses will:

- Develop the ability to communicate about themselves and their immediate environment using simple sentences containing basic language structures.
- Learn how to communicate about topics such as:
 - About Me, My Family, My School, Food, and Clothing.
- Demonstrate communication using four language skills - listening, speaking, reading, and writing - with emphasis on the ability to communicate orally and in writing.

***German and Japanese are NOT taught at LHMS.** Students who enroll in those courses take them at South Lakes High School during the last block of the day. The course will end at 2:55pm.



Full year electives- grade 8
High school credit course



Yoga

Students will gain foundational knowledge and skills for lifelong yoga and wellness practices. Students will learn about:

- Yoga etiquette.
- Basic anatomy through yoga movements.
- Safe sequencing of basic yoga poses.
- Stress management techniques
- Positive impacts of yoga on the body and mind.

 Semester elective- grades 7-8

