

# University View Academy



2024-2025

## Middle School Curriculum Guide & Course Catalog



## **Mission of University View Academy**

Understanding, engaging, and empowering each unique student for college and beyond: this is University View Academy's mission. University View Academy is dedicated to providing a flexible and innovative learning environment that accommodates the needs of all learners.

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# Meet the Counselors



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# Course Structure

UVA middle school courses are taught year-long (two semesters); however, some courses for high school credit are block courses (one semester). The course length is noted in the course descriptions below.

## **YEAR-LONG COURSES = 2 semesters**

Semester 1: August through December; includes first-semester content

Semester 2: January through May; includes second-semester content

## **BLOCK COURSES = 1 semester**

Fall Block: August through December; includes all course content

Spring Block: January through May; includes all course content

## **GRADING SCALE**

### **Grading Scale**

<b>Grade</b>	<b>Grade %</b>	<b>Standard Course Quality Points</b>	<b>9-12 Honors Course Quality Points (Honors &amp; Gifted)</b>
A	90-100	4.0	5.0
B	80-89	3.0	4.0
C	70-79	2.0	3.0
D	60-69	1.0	2.0
F	0-59	0	0

*Grades are rounded up to the nearest percent in grades 1-12. This grading scale was approved during the 2024 legislative session and requires each public-school governing authority to use a uniform 10-point grading scale.*

## **Middle School Honors Coursework**

UVA courses are offered at different levels of rigor. Students are encouraged to take the most rigorous level course in which he/she can be successful.

Honors courses are offered in math and ELA.

### **HONORS (H) COURSE REQUIREMENTS:**

- Mastery or Advanced on the LEAP 2025 Test
- A or B average in the course from the previous year

*\*If, during the school year, a student chooses to move from the honors level course to the regular level course, the grade earned in the honors course will transfer to the*

regular course.

## High School Courses in Middle School

Some students may be eligible to enroll in certain high school courses while in middle school. This opportunity is a great way to get a head start on your high school journey, and earning credits early can assist those interested in participating in UVA's Technical College or Early College Academy.

If a middle school student chooses to enroll in a course for high school credit, the parent and student must sign an acknowledgment that they understand the course is for high school credit and that the grade earned will be recorded on the student's report card and transcript.

Grades earned in middle school for high school credit courses are part of the high school transcript and are included in the high school grade point average (GPA). Core classes and middle school electives for high school credit will be calculated into the high school GPA. Middle school students who earn less than a D (60%) at the end of the first nine weeks will be automatically removed from courses for high school credit.

## Courses Available to Middle School Students for High School Credit

Core Courses	Elective Courses
Algebra I (Yearlong) Algebra I Honors (Fall)	IBCA (Fall) Financial Literacy (Spring)
English I (Yearlong) English I Honors (Fall) English II Honors (Spring)	Health
Geometry (Yearlong) Geometry Honors (Spring)	Keyboarding (Fall) Computer Literacy (Spring)
	Spanish I (Yearlong) French I (Yearlong)

## Drop Policy for High School Courses

Core High School Courses:

### Yearlong High School Courses:

- If a student chooses to withdraw during the first nine weeks, the student will be placed in the appropriate grade-level course. No grade will be recorded on the high school transcript. The current grade will transfer to the appropriate grade-level course.
- If a student chooses to withdraw during the second nine weeks, the student will be placed in the appropriate grade-level course. The grade earned for the first nine weeks will stand on the middle school report card but will not be included on the high school transcript, and the grade will not be factored into the student's high school GPA. The current grade will be transferred to the appropriate grade-level course.
- If a student chooses to withdraw at the end of semester one before the third nine weeks begins, the student will be placed in the appropriate grade-level course. The grade earned for the first and second nine weeks as well as the semester one grade, will stand on the report card. The semester one grade will be included on the high school transcript, and the grade will be factored into the student's high school GPA.
- Due to high school LEAP 2025 requirements, students will not be able to drop a high school course during the third or fourth nine weeks.
- *\*If the student has an F at the end of the first nine weeks, they will automatically be dropped from the course and put in the appropriate grade-level course. The grade will be recorded on the student's middle school report card, but no grade will be recorded on the high school transcript. The current grade will be transferred to the appropriate grade-level course.*

### Honors-Level (Blocked) Courses:

#### **Fall Honors-Level Courses:**

- Students may withdraw before **August 30** without a grade recorded on their transcript. The current grade will transfer to the new course.
- After August 30, **withdrawals are not permitted** due to LEAP 2025 requirements.

#### **Spring Honors-Level Courses:**

- Students may withdraw before **January 31** without a grade recorded on their transcript. The current grade will transfer to the new course.
- After January 31, **withdrawals are not permitted** due to LEAP 2025 requirements.

### Elective High School Courses:

#### Yearlong Elective High School Courses:

- If a student chooses to drop an elective course during the first nine weeks, the student will be dropped from the course. No grade will stand on the middle school report card or the high school transcript, and the grade will not factor into the high school GPA.

- If the student chooses to drop the course during the second nine weeks, the student will be removed from the course. The grade earned for the second nine weeks will not be recorded on the high school transcript, but the first nine weeks' grade will be recorded on the middle school report card. The grade will not factor into the high school GPA.
- If a student chooses to withdraw at the end of semester one before the third nine weeks begins, the student will be dropped from the course. The grade earned for the first and second nine weeks, as well as the semester one grade, will stand on the middle school report card. The semester one grade will be included on the high school transcript, and the grade will be factored into the student's high school GPA.
- If the student chooses to drop during the third nine weeks, the student will be removed from the course. The grade earned for the first and second nine weeks, as well as semester one, will be recorded on the middle school report card and high school transcript and will be calculated in the high school GPA.
- If the student chooses to drop during the fourth nine weeks, the student will be removed from the course. The grade earned for the fourth nine weeks will not be recorded, but the first, second, and third nine weeks grades, as well as the semester one grade, will be recorded on the middle school report card and high school transcript. Only the semester one grade will factor into the high school GPA.
- *\*If the student has an F at the end of the first nine weeks, they will automatically be dropped from the course. No grade will be recorded on the middle school report card or the high school transcript.*

### **Semester Long (Blocked) High School Elective Courses:**

#### **Fall High School Elective Courses:**

- Students may withdraw before **the end of the first nine weeks** without a grade recorded on their transcript.
- If the student chooses to drop the course during the second nine weeks, the student will be removed from the course. The grade earned for the second nine weeks will not be recorded on the high school transcript, but the first nine weeks' grade will be recorded on the middle school report card. The grade will not factor into the high school GPA.

#### **Spring High School Elective Courses:**

- Students may withdraw before **the end of the third nine weeks** without a grade recorded on their transcript.
- If the student chooses to drop the course during the fourth nine weeks, the student will be removed from the course. The grade earned for the third nine weeks will not be recorded on the high school transcript, but the third nine weeks' grade will be recorded on the middle school report card. The grade will not factor into the high school GPA.



# Transfer Grade Policy for High School Courses

If a student transfers to UVA during the school year and is currently taking courses for high school credit, the grades earned up to the transfer date will be transferred to UVA and factored into the student's current grade book for grade and GPA calculation.

## UVA Middle School Course Offerings

### English Language Arts

#### 6th-8th Grade ELA

**Course Format:** Year-Long

The English Language Arts course is structured to provide students with an integrated experience of reading, writing, speaking, and listening. Students will read, analyze, and discuss literary and expository texts to promote critical thinking, reflection, and participation in rich discussions that deepen their understanding of texts. In this course, students will develop and enhance their writing skills by creating and critiquing narrative, informative/explanatory, argumentative, and persuasive works.

#### English I (High School Course)

**State Course Code:** 120331, **Course Format:** Year-Long, **Carnegie Credit:** 1.0

**Prerequisite:** A or B in previous ELA course and Mastery or Advanced on previous year's LEAP test

This course is designed to help students increase and refine their language art skills by reading, writing, listening, viewing, and speaking. Students will read a variety of literary and informational texts using a variety of literacy strategies and learn to write competently in response to texts for a variety of purposes and audiences. Students will learn to use the English language to successfully express themselves. All students enrolled in English I will take the LEAP 2025 exam at the completion of the course. The LEAP 2025 exam score will factor into the student's course grade.

#### English I Honors (High School Course)

**State course code:** 120331, **Course Format:** 1 Semester, **Carnegie Credit:** 1.0

**Prerequisite:** A or B in previous ELA course, Mastery or Advanced on previous year's LEAP test, teacher recommendation

This course expands on the English I standard course, requiring the additional independent reading of a novel and/or enrichment project with each unit. Students will increase and refine their language art skills by reading, writing, listening, viewing, and

speaking. Students will read a variety of literary and informational texts using a variety of literacy strategies and learn to write competently in response to texts for a variety of purposes and audiences. Students learn to use the English language to express themselves successfully. All students enrolled in English I Honors will take the LEAP 2025 exam at the completion of the course. The LEAP 2025 exam score will factor into the student's course grade.

### **English II Honors (High School Course)**

**State course code:** 120332, **Course Format:** 1 semester, **Carnegie Credit:** 1.0

**Prerequisite:** English I; Mastery or Advanced in state LEAP 2025 tests or other state equivalent and/or final grade of A or B in the previous content course, teacher recommendation

This course expands on the standard English II course, requiring additional independent reading of a novel and/or enrichment project with each unit. Students will gain adequate exposure to a range of texts and tasks. Rigor is infused through the requirement that students read increasingly complex texts, including short stories, dramas, poems, and non-fiction, independently and proficiently. Students will write routinely over extended time frames, as well as for shorter time frames, for a range of tasks, purposes, and audiences. Writing will be improved through multiple compositions, responsive writing workshops, and the revision process as students practice a variety of writing skills in response to text-based questions. All students enrolled in English II Honors will take the LEAP 2025 exam at the completion of the course. The LEAP 2025 exam score will factor into the student's final course grade.

## Math

### **6th Grade Math**

**Course Format:** Year-Long

Students in the sixth grade focus on active engagement with numbers by focusing on conceptual understanding, computational and procedural skills, and problem-solving. Concepts covered in sixth grade include area and surface area, ratios, unit rates and percentages, dividing fractions, arithmetic in base ten, expressions and equations, rational numbers, and data sets and distributions.

### **7th Grade Math**

**Course Format:** Year-Long

Students in the seventh grade focus on active engagement with numbers by focusing on conceptual understanding, computational and procedural skills, and problem-solving. Concepts covered in seventh grade include scale drawings, measuring circles, proportional relationships and percentages, rational number arithmetic, expressions, equations and inequalities, angles, triangles and prisms, and probability and sampling.

## **8th Grade Math - PreAlgebra**

**Course Format:** Year-Long

Students in the eighth grade focus on active engagement with numbers by focusing on conceptual understanding, computational and procedural skills, and problem-solving. Concepts covered in eighth grade include rigid transformation and congruence, dilations, similarity and introducing slope, linear relationships, linear equations and linear systems, functions, volume, associations in data, exponents and scientific notations, Pythagorean Theorem, and irrational numbers.

## **Algebra I (High School Course)**

**State course code:** 160321, **Course Format:** Year-Long, **Carnegie Credit:** 1.0  
**Prerequisite:** A or B in the previous math course and Mastery or Advanced on previous year's LEAP test. \*7th-grade students must participate in summer enrichment the previous summer in order to enroll in Algebra I in their 7th-grade year.

This course will provide students with the foundation required for higher-level math courses. The course prompts critical thinking and problem-solving and involves understanding and analyzing mathematical concepts, including linear equations and inequalities, linear and nonlinear functions, statistics, polynomials, and mathematical properties. All students enrolled in Algebra I will take the LEAP 2025 exam at the completion of the course. The LEAP 2025 exam score will factor into the student's final course grade.

## **Algebra I Honors (High School Course)**

**State course code:** 160321, **Course Format:** 1 Semester, **Carnegie Credit:** 1.0  
**Prerequisite:** A or B in the previous math course, Mastery or Advanced on previous year's LEAP test, teacher recommendation. \*7th-grade students must participate in summer enrichment the previous summer in order to enroll in Algebra I Honors in their 7th-grade year.

Algebra I Honors is an accelerated course where students will be expected to read mathematical problems critically, present solutions to problems effectively, and demonstrate a knowledge and appreciation of how mathematics can be used outside the classroom. Topics include connecting with Algebra, using real numbers, balancing equations, graphing to find slope, writing linear equations, solving and graphing linear inequalities, systems of linear equations and inequalities, rules of exponents, polynomials and factoring, solving quadratic equations and functions, rational equations and functions, probability, and statistical data analysis. All students enrolled in Algebra I Honors will take the LEAP 2025 exam at the completion of the course. The LEAP 2025 exam score will factor into the student's final course grade.

## **Geometry (High School Course)**

**State course code:** 160323, **Course Format:** Year Long, **Carnegie Credit:** 1.0  
**Prerequisite:** Algebra I, A or B in the previous math course and Mastery or Advanced on the previous year's LEAP test.

Throughout this course, students will use problem-solving and real-world applications to

gain knowledge of geometric concepts and their practical uses. This course explores the properties and applications of common geometric figures in two and three dimensions. Emphasis is given to writing proofs to solve and prove these properties. The LEAP 2025 exam is taken at the completion of this course. All students enrolled in Geometry will take the LEAP 2025 exam at the completion of the course. The LEAP 2025 exam score will factor into the student's final course grade.

### **Geometry Honors (High School Course)**

**State course code:** 160323, **Course Format:** 1 Semester, **Carnegie Credit:** 1.0

**Prerequisite:** Algebra I, A or B in the previous math course, Mastery or Advanced on previous year's LEAP test, teacher recommendation

This accelerated Geometry course goes more in-depth into the topics listed in the regular Geometry course description. Students in this course may have more advanced assignments, higher score expectations on regular assignments, and be required to turn in an end-of-semester project. Students in this course must take the state end-of-course exam, LEAP 2025, and prepare by taking interim and practice tests throughout the course. All students enrolled in Geometry will take the LEAP 2025 exam at the completion of the course. The LEAP 2025 exam score will factor into the student's final course grade.

## Science

### **6th Grade Science**

**Course Format:** Year-Long

The sixth-grade Amplify science course focuses on the study of matter and its interactions, motion and stability, forces and interactions, energy, waves and their applications in technologies for information transfer, Earth's place in the universe, Earth and human activity, from molecules to organisms structures and processes, ecosystem interactions, energy, and dynamics. The curriculum uses phenomena to drive instruction. The incorporated phenomena are observable events that occur in the universe and can be explained by science. They establish the purpose for learning and help students to connect their learning to real-world events.

### **7th Grade Science**

**Course Format:** Year-Long

The seventh-grade Amplify science course focuses on the study of the structure and properties of matter, chemical reactions, the human body, genetics, inheritance of traits, biodiversity and changes, and weather patterns. The curriculum uses phenomena to drive instruction. The incorporated phenomena are observable events that occur in the universe and can be explained by science. They establish the purpose for learning and help students to connect their learning to real-world events.

## **8th Grade Science**

**Course Format:** Year-Long

The eighth-grade Amplify science course focuses on the study of geology on Mars, plate motion, rock transformation, thermal energy, natural selection, and evolutionary history. The curriculum uses phenomena to drive instruction. The incorporated phenomena are observable events that occur in the universe and can be explained by science. They establish the purpose for learning and help students to connect their learning to real-world events.

# **Social Studies**

## **6th Grade Social Studies, The United States and Louisiana: Beginnings Through Ratification**

**Course Format:** Year-Long

Beginning with the exploration of colonization of North America, this course offers a chronological study of major events, issues, movements, individuals, and groups of people in the United States from a national and a Louisiana perspective. In this course, students will examine British and French exploration and colonization, the development of the British thirteen colonies, French and Spanish Colonial Louisiana, the American Revolution, and the development and ratification of the U.S. Constitution. As we transition from the 2011 state standards to the 2022 state standards, students will continue to explore primary and secondary sources to build content knowledge and skills.

## **7th Grade Social Studies, The United States and Louisiana: Early Republic Through Reconstruction**

**Course Format:** Year-Long

Beginning with the presidency of George Washington, this course offers a chronological study of major events, issues, movements, individuals, and groups of people in the United States from a national and a Louisiana perspective. In this course, students will examine the development of the early republic, the Louisiana Purchase, the War of 1812, westward expansion, social and political reform movements of the nineteenth century, the growth of nationalism and sectionalism, the Civil War, and the Reconstruction period. As we transition from the 2011 state standards to the 2022 state standards, students will continue to explore primary and secondary sources to build content knowledge and skills.

## **8th Grade Social Studies, The United States and Louisiana: Industrial Age Through Modern Era**

**Course Format:** Year-Long

Beginning with the Second Industrial Revolution, this course offers a chronological study of major events, issues, movements, individuals, and groups of people in the United States from a national and a Louisiana perspective. In this course, students will examine the rise of the United States as an industrial and world power, World War I, the Great Depression, Huey P. Long, The Great Flood of 1927, World War II, the Cold War, the Civil Rights movement, and the modern era. As we transition from the 2011 state standards to the 2022 state standards, students will continue to explore primary and secondary sources to build content knowledge and skills.

## Physical Education

### [Physical Education 6, 7, and 8](#)

**Course Format:** Year-Long

Aimed at lifelong fitness, this course provides students with strategies to make continual improvements in all areas of wellness. Students will set personal goals in four areas of wellness: physical, emotional, social, and academic. This course uses videos, graphics, and interactive learning opportunities to encourage students to get out and be active.

## Electives

### [Beginning Art](#)

**Course Format:** Year-Long

In this course, students will explore the seven elements of art and many principles of design. Each week, students will explore the artwork of a featured artist and work on art projects related to an element of art or principle of design inspired by the featured artist. Within the course modules and weekly live sessions, students will explore famous artists, art techniques, and works of art from around the globe-both historic and modern.

### [Intermediate Art](#)

**Course Format:** Year-Long

**Prerequisite:** C or better in Beginning Art

In the Intermediate Art course, students will build on the foundational art skills they learned in Beginning Art as they continue to explore the seven elements of art and the principles of design. Students will focus on improving fundamental art and design skills and will explore famous artists, works of art, and design concepts. This course has an emphasis on drawing techniques and project planning skills and is designed to inspire students to continue developing their artistic talents and design skills, as well as to begin thinking about how art and design concepts can be applied in daily living and the

world at large.

### **Instrumental Music**

**Course Format:** Year-Long

**Enrollment:** Seats in the Instrumental Music course are limited. Students enrolled in the Music Program the previous year are given priority to fill seats first. Teacher review and approval of enrollment requests are required. This course is open to all levels of experience. Students will begin to study instrumental music and standard performance practices on their choice of instrument(s) from the following sections: woodwinds, brass, percussion, strings, as well as voice.

### **Beginning French**

**Course Format:** 1 Semester (Fall)

Beginning French is designed to give students the experience of learning a second language and gaining an appreciation of the cultures and places in which French is spoken. Students learn basic French grammar to build fluency and understanding through interactive games, reading activities, written practices, listening comprehension, and speaking exercises.

### **Intermediate French**

**Course Format:** 1 Semester (Spring)

**Prerequisite:** C or better in Beginning French

Students will strengthen French listening, speaking, reading, and writing skills while experiencing the beauty and expressiveness of a language that is shared by different people and cultures throughout the world. Through this course, students broaden their knowledge of French grammatical structures and vocabulary, allowing them to freely communicate ideas using various tenses.

### **French I (High School Course)**

**State course code:** 121001, **Course Format:** Year-long, **Credit:** 1.0

**Prerequisite:** Complete Beginning and Intermediate French and earn a C or better

A beginning course designed to give students the experience of learning a second language and gaining an appreciation of the cultures and places in which French is spoken. Students learn basic French grammar to build fluency and understanding through interactive games, reading activities, written practices, listening comprehension and speaking exercises. This course counts in all Jump Start 2.0 pathways.

### **Beginning Spanish**

**Course Format:** 1 Semester (Fall)

Students will learn Spanish vocabulary and grammar to begin building basic communication skills through interactive games, written practice, listening, and speaking exercises, as well as broadening perspectives of Hispanic Culture.

## Intermediate Spanish

**Course Format:** 1 Semester (Spring)

**Prerequisite:** C or better in Beginning Spanish

Students will strengthen Spanish listening, speaking, reading, and writing skills while experiencing the beauty and expressiveness of a language that is shared by different people and cultures throughout the world. Through this course, students broaden their knowledge of Spanish grammatical structures and vocabulary, allowing them to freely communicate ideas using various tenses.

## Spanish I (High School Course)

**State course code:** 122501, **Course Format:** Year-Long, **Carnegie Credit:** 1.0

**Prerequisite:** Complete Beginning and Intermediate Spanish and earn a C or better

Students will become familiar with common vocabulary terms and phrases, comprehend a wide range of grammar patterns, participate in simple conversations, analyze and compare cultural practices of various Spanish-speaking countries, and take frequent assessments to monitor their language progression.

## Health (High School Course)

**State course code:** 190500, **Course Format:** 1 semester (Fall), **Carnegie Credit:** 0.5

**Prerequisite:** Must be a 7th or 8th-grade student to schedule Health (7th grade priority, 150 seats)

The Health course is designed to expose students to a broad range of issues and information relating to the various aspects of personal health, including the physical, social, emotional, intellectual, and environmental aspects.

## Intro to Business Computer Applications (IBCA) (High School Course)

**State course code:** 040401, **Course Format:** 1 Semester (Fall) **Carnegie Credit:** 1.0

**Prerequisite:** Must be an 8th-grade student to schedule IBCA

The IBCA course introduces students to the features and functionalities of Microsoft Office PowerPoint and Microsoft Word. Through video instruction, interactive skills demonstrations, and practice assignments, students become proficient in Microsoft PowerPoint and Word.

## Financial Literacy (High School Course)

**State course code:** 160345, **Course Format:** 1 semester (Spring), **Carnegie Credit:** 1.0

**Prerequisite:** Must be an 8th-grade student to schedule Financial Literacy

Students will apply mathematics to concepts of personal finance such as gross pay, net pay, checking and savings accounts, cash and credit purchases, investing and insurance. Students become a more informed consumer, producer, investor, and taxpayer and learn how choices directly affect their future.



### **Keyboarding (High School Course)**

**State course code:** 1040229, **Course Format:** 1 Semester (Fall) **Carnegie Credit:** 1.0 (6th grade priority, 150 seats)

Students practice and become proficient in typing and keyboarding skills.

### **Computer Literacy (High School Course)**

**State course code:** 040220, **Course Format:** 1 semester (Spring) **Credit:** 1.0 (6th grade priority, 150 seats)

This course will introduce students to the keyboarding and computer skills they need to be successful in high school, in their personal lives, and in their future careers. Students will learn the basics of computer use including an introduction to key applications such as word documents, spreadsheets, email, presentation software, and typing skills. Students will also learn digital citizenship and how to navigate the digital world safely and responsibly.

## **Gifted and Talented Courses**

### **Gifted and Talented Classes**

All students enrolled in these classes must be identified as academically gifted or talented in the area(s) of music, theater, or art and have a current IEP. Gifted and Talented courses are scheduled through the Diverse Learners Department.