

# James Madison High School

Home of the Warhawks

**School Year 2024-2025**



This program will be recorded and posted on the JMHS website.

# PRINCIPAL'S WELCOME



Ms. Liz Calvert  
Principal





# Curriculum Night

## *Overview of High School Curriculum*

- overview of the high school curriculum from academic department chairs and teachers
- information and advice from some of Madison's School Counseling Department
- Live Q & A - Please use the question function



# Assistant Principals



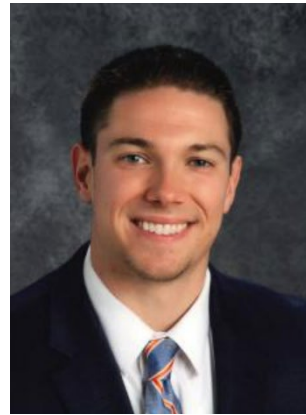
***Elise Fasick***  
ESOL Levels 1-4



***Steve Plunkett***  
Students: A-G



***Bonnie Robertson***  
Special Education



***Michael Rath***  
Students: H-N



***John Kenny***  
Director of Student  
Activities



***Michelle Taylor***  
Students: O-Z

# Grades 10-12

All students are expected to enroll in seven (7) courses each year. Under certain circumstances students may take more or less. A traditional schedule would include:

English

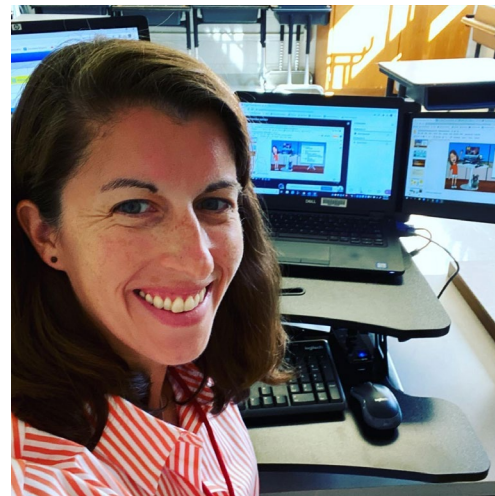
History

Math

Science

Electives (3)

- World Language ?
- PE- rising 10th



# **Order of Content Areas**

- 1. Social Studies - Mr. Blanchet**
- 2. Science - Ms. Miner, Mr. Hazen**
- 3. English - Ms. Njomo, Ms. Ferrick**
- 4. Cross-Curricular Team - Mr. Fernandez, Ms. Keel**
- 5. World Languages - Ms. Howell**
- 6. Math - Ms. Moy, Ms. Rowland**

# SOCIAL STUDIES DEPARTMENT

Dan Blanchet  
Department Chair

Steve Plunkett  
Administrator



# **CORE SKILLS FOR MASTERY OF HISTORY**

**CONTEXTUALIZATION**

**CONSTRUCTING AN ARGUMENT**

**SUPPORTING AN ARGUMENT WITH EVIDENCE**

**ANALYSIS**

**GEOGRAPHY (Physical and Human)**

**IDENTIFYING CONTINUITY AND CHANGE OVER TIME**

**IDENTIFYING CAUSE AND EFFECT**

**COMPARISON AND CONTRAST**



# SOCIAL STUDIES PROGRAM OVERVIEW

## Core Courses

Year	Course	Level Options
10th Grade	<b>World History 2</b>	Standard, Honors, AP World
11th Grade	<b>US/VA History</b>	Standard, Honors, APUSH
12th Grade	<b>US/VA Government</b>	Standard, Honors, AP Gov

*\*Note - All FCPS students must also take an economics or personal finance course either in-person or online as a graduation requirement*

# SOCIAL STUDIES PROGRAM OVERVIEW

## Elective Courses\*

Offered to Grade Levels	Course Name	Level
10, 11, 12	<b>Combating Intolerance</b>	Standard
10, 11, 12	<b>AP African-American Studies</b>	AP
11, 12	<b>AP Psychology</b>	AP
11, 12	<b>AP Micro/Macro Economics**</b>	AP

### Notes:

*\*Elective courses do not replace core Social Studies courses*

*\*\*AP Economics satisfies the personal finance graduation requirement*

**Standard** (moderate pace)

**Instructional Materials**

Online textbook, supplementary articles and videos and slideshows

**Homework & outside of class work**

Studying for tests, completing study guides, otherwise almost no outside of class work

**Class Structure**

Combination of teacher led, independent work and student collaboration

**Assessments**

- 2-3 unit tests per quarter
- Shorter and more frequent quizzes (sometimes open-notes)
- 1 project per quarter (individual or group)
- Shorter, more focused writing prompts

**Honors** (faster pace)

**Instructional Materials**

Online textbook, supplementary articles and videos, primary and secondary sources, slideshows

**Homework & outside of class work**

HW assigned 1-2 times per week (assessed by open-notes HW quizzes), studying for tests, working on projects, preparing for graded discussions, research

**Class Structure**

More emphasis on self-guided learning, independent work and student collaboration

**Assessments**

- 3 unit tests per quarter
- 2 projects per quarter
- Graded discussions and debates
- More complex writing (DBQs, 5 paragraph essays) in addition to shorter, focused prompts

## **Advanced Placement** (very fast pace)

### **Instructional Materials**

AMSCO AP Prep textbook, selections from college texts, supplementary articles, primary and secondary sources, videos, slideshows

### **Homework & outside of class work**

HW assigned 1-2 times per week (assessed by open-notes HW quizzes) studying for tests, working on projects, preparing for graded discussions, research, reviewing and preparing for the AP exam

### **Class Structure**

Students most responsible for learning material, only a portion reviewed or discussed during class, collaborative work, discussion, combination of teacher-directed and student-directed learning.

### **Assessments**

- Stimulus-Based Multiple Choice (to assess content)
- Socratic Seminars, Presentations (to assess argument and evidence skills)
- Structured, timed in-class essays - Short Answer, Long Essay and DBQ (to assess context, argument, evidence and analysis skills)
- Independent and group projects (to assess a variety of skills)

# Sample of AP question style (MC)



This image directly reflected the perspective of which of the following groups?

- A) Native American sympathizers
- B) Non land-owning White males
- C) National Republicans and Whigs
- D) Southern plantation owners

**Please ask an AP teacher for a sample assignment to try!**

# SCIENCE DEPARTMENT

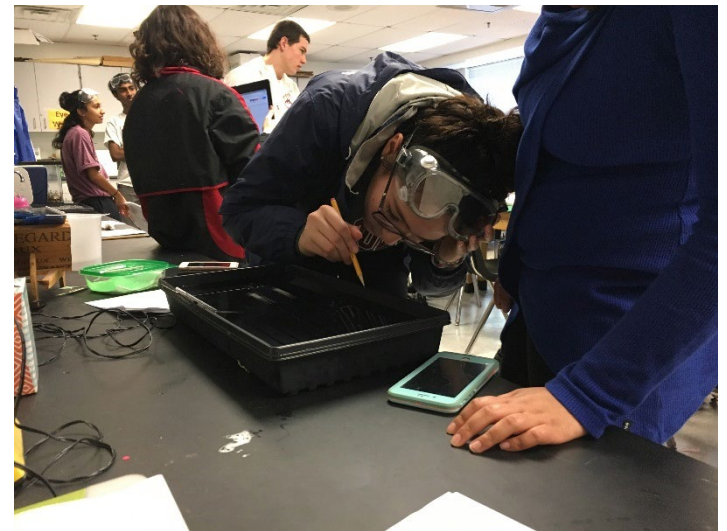


Liz Miner

Department Chair

Mike Rath

Administrator



# Traditional Science Course Sequence

**9th Grade**

**Biology - On Level or Honors**

**10th Grade**

**Chemistry - On Level or Honors\***

**\* Highly Recommend Honors Algebra 2 Corequisite**

**11th Grade\***

**Geosystems**

On Level or Honors

**AP Biology**

**Human Anatomy &  
Physiology**

**AP Chemistry**

**Physics 1**

On Level or AP

**AP Environmental**

**12th Grade\***

**Geosystems**

On Level or Honors

**AP Biology**

**Human Anatomy &  
Physiology**

**AP Chemistry**

**Physics 1**

On Level or AP

**AP Environmental**

**AP Physics 2**

**AP Physics C**

**\*11th and 12th Grade Courses Have Prerequisites  
and Some Have Corequisites**



# Common Science Skills Grades 9 - 12

## Analyzing Data

**EX:** Using a graph or data table to answer questions or solve problems

## Modeling

**EX:** Using and creating visual representations of scientific concepts

## Evidence Based Writing

**EX:** Using evidence and scientific reasoning to defend a claim

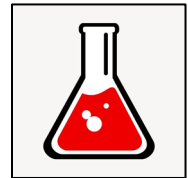
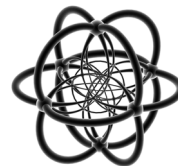
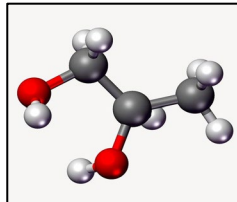
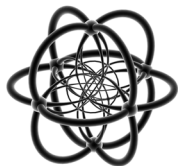
## Problem Solving

**EX:** Using data, scenarios, and equations to solve for specific answers

## Content Readiness

**EX:** Using previously learned knowledge to demonstrate understanding

The Remaining Skills are Content Specific

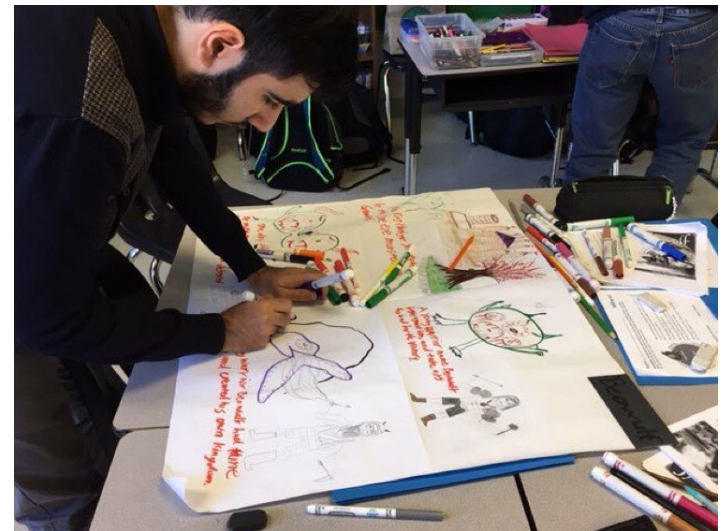


# ENGLISH DEPARTMENT



Sarah Njomo  
Department Chair

Michelle Taylor  
Administrator



# ENGLISH COURSE OPTIONS

## 9<sup>TH</sup> GRADE

English 9	English 9 Honors
-----------	------------------

## 10<sup>TH</sup> GRADE

English 10	English 10 Honors
------------	-------------------

## 11<sup>TH</sup> GRADE (READING & WRITING SOLS)

English 11	English 11 Honors	AP Language & Comp
------------	-------------------	--------------------

## 12<sup>TH</sup> GRADE

English 12	English 12 Honors	AP Literature & Comp	English 12 Comp DE
------------	-------------------	----------------------	--------------------

## ELECTIVES

Broadcast	Creative Writing	Journalism	Photojournalism
-----------	------------------	------------	-----------------

# English Skills

Communication	Diction	Literary Analysis	Media Literacy	Nonfiction Analysis	Research	Writing Content	Writing Revision
---------------	---------	-------------------	----------------	---------------------	----------	-----------------	------------------

## What Will Students Do?

SKILL	STANDARD EXAMPLE	HONORS EXAMPLE
<b>WRITING CONTENT</b> Prewriting for a Paper	Students work in-class through a step-by-step outline using teacher-guided examples; students conference one-on-one with the teacher while working through this process.	After a guided lesson on thesis statements, students work independently to create a thesis and work on an outline during 1 class period; during the next class, they workshop their outlines with their writing group.
<b>LITERARY ANALYSIS</b> Looking for Themes	Students read <i>Fahrenheit 451</i> in class together and brainstorm thematic topics in small groups. As a class, the group generates themes based on a whole group discussion.	Students read <i>All the Light We Cannot See</i> outside of class and have a socratic discussion about themes that they have identified over the course of their reading.

# The Differences between Honors & AP English Classes

	Honors	AP
11	<ul style="list-style-type: none"> <li>● Medium pace</li> <li>● English 11 is a survey course of American literature</li> <li>● Reading and writing outside of class time will be expected on a regular basis</li> <li>● Assessments are more rigorous and ask students to analyze literature at a deep level</li> </ul>	<ul style="list-style-type: none"> <li>● Fast pace</li> <li>● Course covers rhetoric, advanced argumentation, and composition skills</li> <li>● Students exclusively read nonfiction</li> <li>● Students should have strong writing skills, curiosity about “real-world” issues, and a desire to read complex texts</li> </ul>
12	<ul style="list-style-type: none"> <li>● Medium pace</li> <li>● English 12 is a world literature course</li> <li>● Reading and writing outside of class time will be expected on a regular basis</li> <li>● Assessments are more rigorous and ask students to analyze literature at a deep level</li> </ul>	<ul style="list-style-type: none"> <li>● Fast pace</li> <li>● Students will read literature from the 16th to the 21st century</li> <li>● Students will evaluate elements of the human condition in literature</li> <li>● Students will analyze literature for its social, cultural, and historical influences and implications</li> </ul>
English 12 Composition Dual Enrollment		
<ul style="list-style-type: none"> <li>● Dual Enrollment provides opportunity for students to earn college credit for ENG 111 and 112 through NVCC</li> <li>● Introduces and prepares students to critical processes and fundamentals of writing in academic and professional contexts</li> </ul>		

# **10th Humanities Cohort Program**

**An interdisciplinary learning experience wherein students make meaning, APPLY knowledge and skills, and generate new knowledge in innovative and collaborative ways.**

**English 10 Honors**

**World History 2  
Honors**

- **Project-based**
- **Thematic Units**
- **Teacher Support Team**
- **Students Track Growth**
- **Mid-year & End of Year Presentations of**

**Learning**

# Humanities Cohort Skills & Assessments

## Humanities Skills

### ***Planning and Problem-Solving***

(In addition to English 10 HN Skills and World History 2 HN Skills)

All of the Humanities Skills are Assessed Through Projects

### **Assessment Example:**

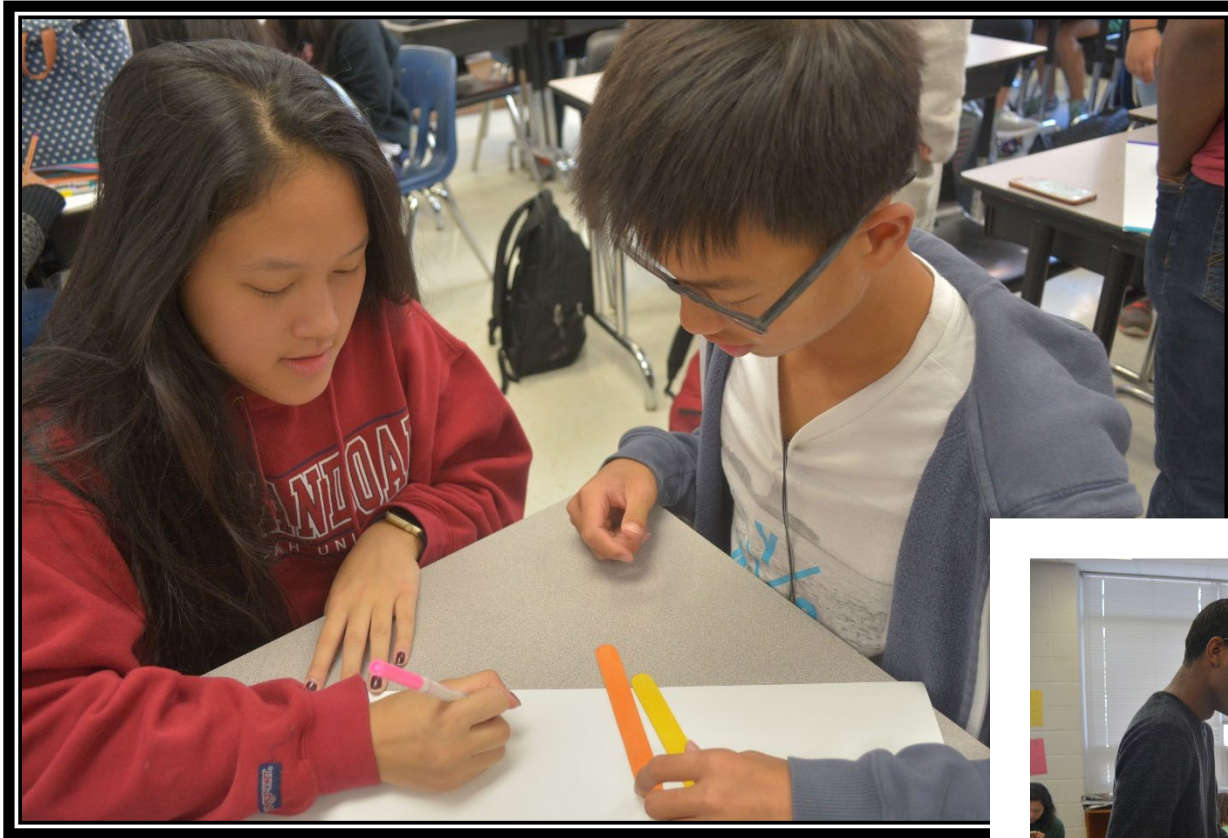
**Theme:** What's the “matter” with nuclear technology?

**Project:** Students research the history of nuclear technology in order to participate in a Model UN Simulation that evaluates its impact on the modern world.

**Field Trip:** Visit the UMD Nuclear Research Reactor

**Guest Speakers** from the CIA and Diplomatic Security Service  
for the US State Department

# WORLD LANGUAGE DEPARTMENT



Valerie Howell  
Department Chair

Elise Fasick  
Administrator





# LANGUAGE COURSE OFFERINGS

- French
- Latin
- Spanish
- Spanish for Heritage Speakers

Requirements  
for Advanced  
Diploma

3 years of the same language


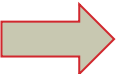



-or-

2 years of 2 different  
languages

# World Language Skills Assessed

<b>Over many units</b>	Interpretive Reading	Interpretive Listening	Presentational Writing	Interpersonal Speaking	Language Control (Voc & Grammar)	Culture
------------------------	----------------------	------------------------	------------------------	------------------------	-------------------------------------	---------

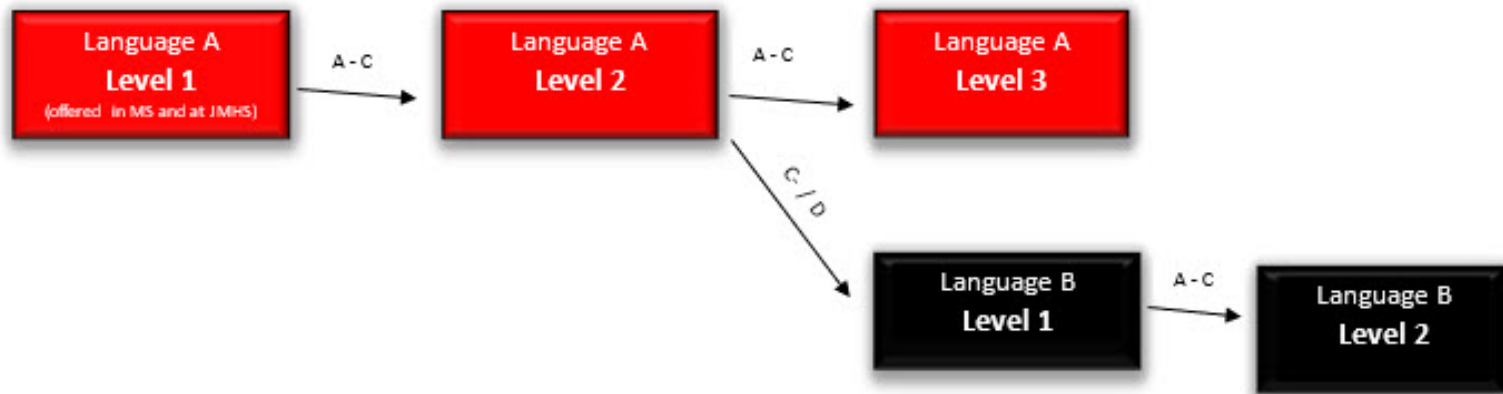
## What Will Students Do?

Skill	From level 1	to Level 3
<b>Interpretive Skills</b> 	<ul style="list-style-type: none"> <li>- Identify familiar words &amp; basic facts</li> <li>- Interpret very predictable audios and texts</li> </ul>	 <ul style="list-style-type: none"> <li>- to supporting details &amp; main message</li> <li>- to complex and organized selections</li> </ul>
<b>Productive Skills</b> 	<ul style="list-style-type: none"> <li>- Start with recombining then creating</li> <li>- Present biographical information &amp; familiar topics</li> <li>- Write/speak in single sentences</li> </ul>	 <ul style="list-style-type: none"> <li>- to describing and narrating</li> <li>- to community, national and int'l topics</li> <li>- to structured paragraph discourse</li> </ul>
<b>Culture</b> 	<p>Cultural content guides language learning (vocabulary and grammar)            Readings, listenings, and communicative activities become the tools to learn the target language            Students become culturally competent through comparisons, analysis, and connections</p>	

\*There is no Honors level World Language class until level 4. Skills may vary depending on which language students choose. In modern language classes (French and Spanish) students will speak the target language whereas in Latin they will read passages and learn pronunciation.

# Madison's World Languages Course Offerings

World Languages requirements for Advanced Diploma (French, Latin, Spanish)



French, Latin, and Spanish Upper Level classes (Honors credit)



# Madison's French and Spanish SKILLS

## POS Themes



## Levels 1-5 skills

**Reading comprehension**  
**Listening comprehension**  
 Identify topic, main idea, main message, details  
 Answer comprehension questions

**Writing competency**  
**Speaking competency**  
 Productive skills in writing and speaking  
 Purpose, context, level of discourse, comprehensibility

**Language Control**  
 Theme-based, level specific vocabulary  
 Language structures, tenses, and syntax

**Cultural competency**

## AP level skills

**Interpretive Reading**  
**Interpretive Listening**  
 Answer multiple-choice questions

**Interpersonal Writing**  
 Respond to a formal email

**Presentational Writing**  
 Write an argumentative essay

**Interpersonal Speaking**  
 Answer 5 questions in a guided conversation

**Presentational Speaking**  
 Present a two-minute cultural comparison

*\*Culture is embedded in all 6 skills in the AP course.*

# Madison's Latin SKILLS

## POS Themes

**LEVEL 1**

- Family
- Clothing
- Foundational mythology
- Geography
- Housing
- Monarchy

**LEVEL 2**

- Food
- Entertainment
- Republic
- Social structures
- Education
- Heroic cycles & Divination

**Reading comprehension**  
 Identify topic, main idea, main message, details  
 Answer comprehension questions

**Writing competency**  
 Productive skills in writing – Sentence writing

**Vocabulary competency**  
 Theme-based, level specific vocabulary

**Etymology competency**  
 Word history, cognates, derivatives, prefixes, suffixes

**Grammar competency**  
 Language structures, tenses, and syntax

**Cultural competency**

## POS Themes

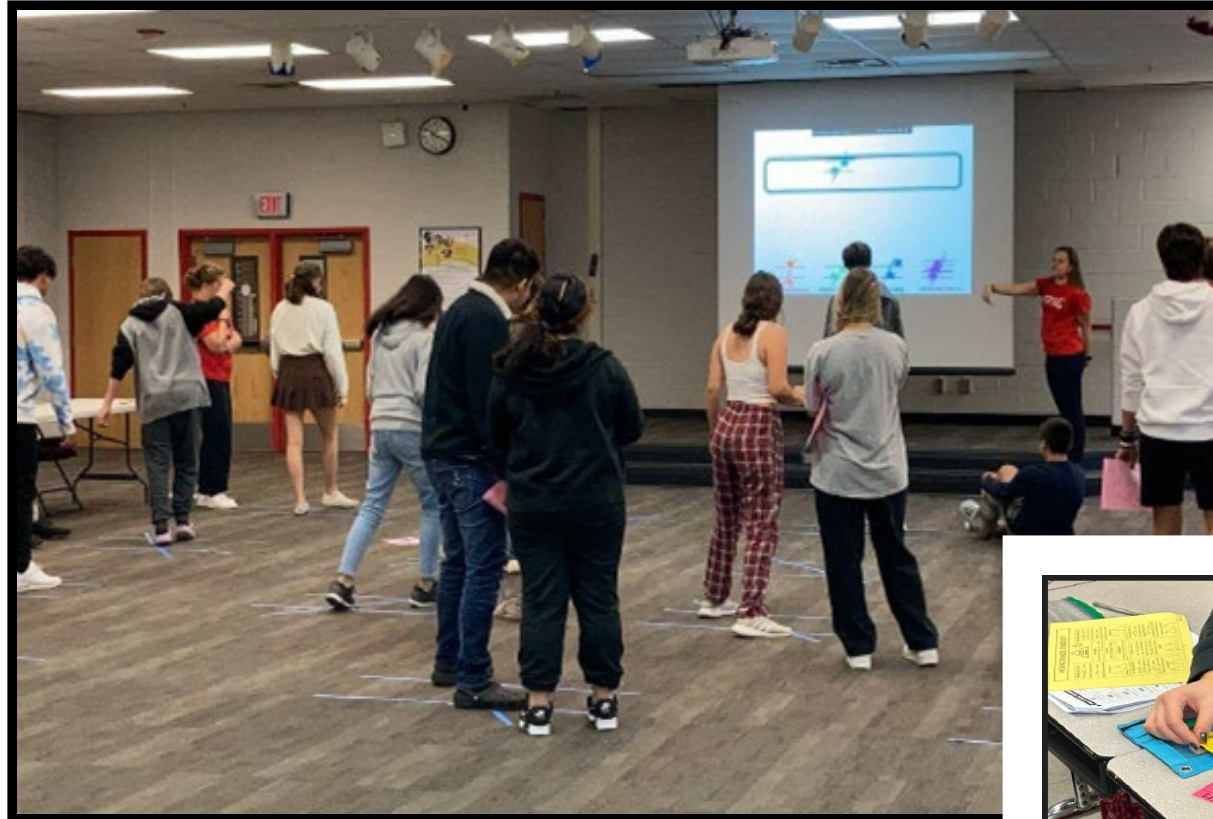
**LEVEL 3**

- Empire
- Ceremonies & Transformational Mythology
- Women's Voices
- Philosophy
- Science & Technology
- Literature

**UPPER LEVEL**

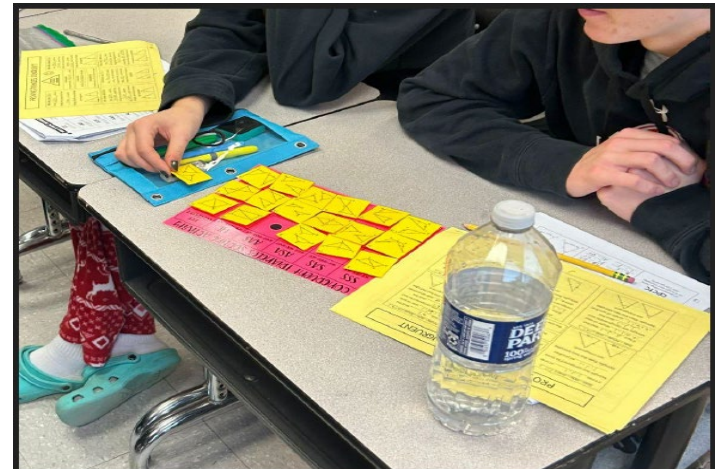
- Romanitas
- Epic Hero
- Interpersonal Relationships
- Scholarship
- Historical Narrative

# MATH DEPARTMENT



Susan Moy  
Department Chair

Steve Plunkett  
Administrator



# Math Courses Required for Graduation

If you are currently enrolled in:

Algebra I

Next Course:

Geometry  
Geometry HN

Geometry

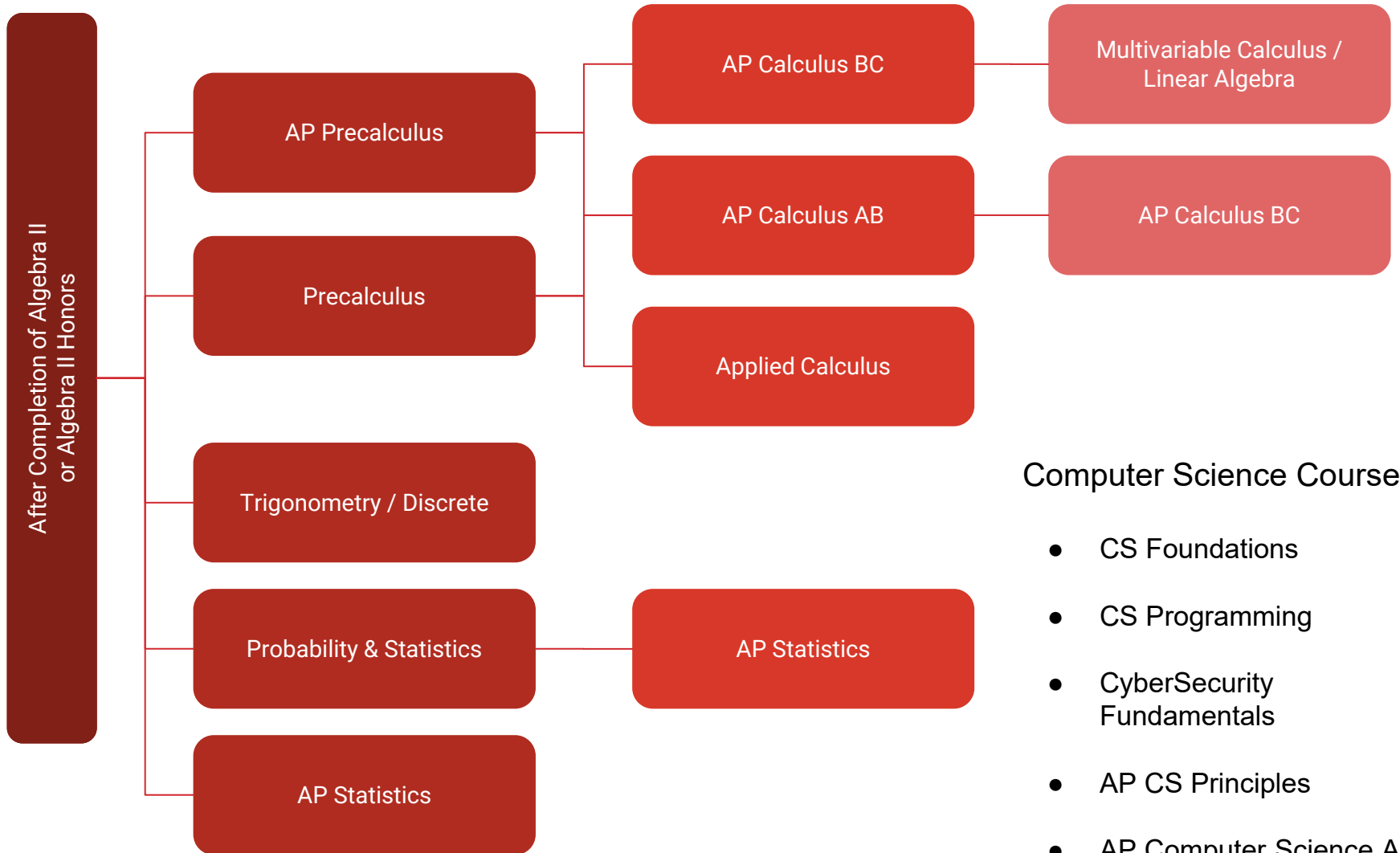
Next Course:

Algebra II  
Algebra II HN

Algebra II

Choose a  
Math Elective

# Math Elective Courses



## Computer Science Courses

- CS Foundations
- CS Programming
- CyberSecurity Fundamentals
- AP CS Principles
- AP Computer Science A

# Additional Math Information

We strongly advise against taking Summer School Math to get ahead.

The material is taught too quickly and in not enough depth. It is nearly impossible to learn the full content of a year-long course over the summer. This results in a lack of foundation for future classes.

## On-Level vs. Honors

The **depth** and **level of understanding** expected in an honors/AP math course is beyond the scope of a standard math course. Honors/AP courses will cover more content which requires the lessons to be taught at a faster pace.

On-Level Question	Honors Level Question
Factor the following equation: $3x^2+14x-24$	Find all possible B values that would make this quadratic equation factorable: $3x^2+Bx+20$

Students should not jump back and forth from on-level to honors math courses.



# STUDENT SERVICES



Mr. Anderson  
A-BURT



Ms. Buckley  
BUSDUF



Mr. LaLone  
DUGHEL



Ms. Shin  
HEMLEE



Ms. Bacalis  
LEH-MOR



Ms. Kennedy  
MOS-RAO



TBD  
RAP-SUA



Ms. Whitener  
SUB-Z

# Diploma Options

<u>Subject</u>	<u>Standard</u>	<u>Advanced</u>
English	4	4
Social Studies	3	4
Math	3	4
Science	3	4
World Language	0	3 or 2+2
Economics/ Personal Finance	1	1
PE (CPR/First Aid/AED)	2	2
SOLs/Verified Credits	5	5
<b>Sequential Electives:</b> Everyone must have two electives in the same subject area (ex: STEM Design and STEM Engineering OR Studio Art 1 and Photography OR Programming and Cybersecurity OR Guitar 1 & Guitar 2 )		

# Choosing Honors Courses

- What are your academic strengths?
- What commitment are you willing to make to these classes?
- The decision should be based on *internal*, not *external* factors
- Choose WISELY- Don't bite off more than you can chew
- Make sure you have the INTEREST and are willing to put in the EXTRA WORKLOAD

# Choosing Electives



- Electives expand your academic experience.
- They can be the beginning of life-long interests.
- Take the opportunity to explore.

# Online Campus Quick Overview

- FCPS Online Campus delivers courses identical in content to those offered in our traditional classrooms and uses multimedia to engage students.
- Students may enroll in up to 2 credits as part of their standard 7 high school credits without any fees or tuition.
- 8th credit courses for an extra fee (2023-24 Tuition: \$680)
- Students must register for Online Campus courses through the base school counselor, with approval of the Director of Student Services (DSS).
- Suggested deadline to register for online classes for next year is March 15, 2024. (Courses can fill up.)
- Some DE courses are offered.

# Academy Classes

## Chantilly Academy

<https://chantillyacademy.fcps.edu/academics>

Open House: Thursday, January 18 from 6:30pm to 8:00pm



## Fairfax Academy

<https://fairfaxacademy.fcps.edu/academics>

Open House: Tuesday, February 6 from 6:30pm to 7:30pm



## Falls Church Academy

<https://fallschurchacademy.fcps.edu/academics>

Open House: Thursday, January 18 from 6:30pm to 7:30pm (Virtual)

*link will be posted on their website*



## Marshall Academy

<https://marshallacademy.fcps.edu/academics>

Open House: Thursday, January 25 from 1:30pm to 3:00pm (FCPS Early Release D)



# What to Know When Considering Academy

- The academy courses are great options, but there are also great responsibilities with them as well!
- Taking a bus to class instead of walking. There is no being late!
- Taking the bus may mean leaving another class early or coming back late to a class
- It will be on students to make up any missed time
- Travel time may be during lunch, so you may need to eat on the bus



# What to Know When Considering Academy

Depending on the Academy Course, students may be able to apply for Dual Enrollment Credit.

## Eligible Courses:

### Falls Church Academy

- Exploring the Language of Medicine DE *\*\*course must be taken with Exploring Health Sciences\*\**

### Marshall Academy

- Auto Tech 2 DE, Auto Tech 3 DE
- Cyber: Cloud Computing DE
- Cyber: Computer Systems Tech 2 A+ DE

**The Deadline to apply for an  
Academy Course  
(with or without DE Credit):  
March 1**





# What to Know When Considering Dual Enrollment

## Madison HS

- When a student takes a class that is classified as a Dual Enrollment course, it means they can get credit for the course for a high school credit AND a college credit.
- There are a few ways you can take a Dual Enrollment class. Depending on the course, you can take it at Madison, online through FCPS, or directly at NVCC.

- English 12 DE (Composition)
  - (new for 24-25 SY)
- Entrepreneurship 1 DE
- Entrepreneurship 2 DE



# What to Know When Considering Dual Enrollment

The Deadline to apply for a Dual Enrollment Course (online or at Madison):

Friday, March 22nd

For More Info, use the Dual Enrollment tab on our Academic Advising Google Site:

[www.tinyurl.com/MADAdvising](http://www.tinyurl.com/MADAdvising)

## FCPS Online Campus

- English 11 DE (Composition)
- English 12 DE (Composition)
- English 12 DE (Literature) *\*\*pre-requisite is English 11 DE (Composition)\*\**
- Precalculus w/ Trig DE
- Calculus DE
- Virginia & US History DE (new for 24-25 SY)
- Virginia & US Government DE
- African American History DE
- Advanced Programming DE
- Exploring the Language of Medicine DE

**NOVA**  
Northern Virginia  
Community College

# Next Steps

JMHS Counselors will meet with students on the following dates for

## Academic Advising Meetings:

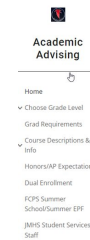
- Rising 11th Grade Students (Class of 2026): January 29- February 9 (Meet through English 10)
- Rising 12th Grade Students (Class of 2025): February 12- March 1 (Meet through US History)
- Rising 10th Grade Students (Class of 2027): March 4- March 15 (Meet through PE 9)

Students should enter their **Course Requests** into StudentVUE before they meet with their counselor. *Nothing is finalized until their counselor meeting.*

**\*ALL Students should enter initial course requests by January 26th.\***

**Use our Academic Advising  
Google Site:**

[www.tinyurl.com/MADAdvising](http://www.tinyurl.com/MADAdvising)



A screenshot of the James Madison HS Academic Advising website. The header reads 'James Madison HS Academic Advising' and 'Course Selection for the 2023-2024 School Year'. The main content area is titled 'Upcoming Events' and lists several events: 'Thursday, January 12 for Students and Families' (Rising 9th Grade Curriculum Night, AP Panel for Rising 10th-12th Grades, Electives Showcase), 'Friday, January 13 for JMHS Students Only' (Electives Showcase during Warhawk Time), and 'Tuesday, January 17' (Rising 10th-12th Grade Curriculum Night (VIRTUAL)). A footer note states 'JMHS Counselors will meet with students on the following dates for Academic Advising'.

# Entering Courses in StudentVUE

Must use computer;  
cannot enter via phone.

Search for courses by  
using the Course ID  
Number.

Searching by course name  
may select the incorrect  
section  
(ie. online vs. in person)

You will add the course by  
selecting “Add Course” or  
“Add Alternative”.

Students will finalize  
requests when they meet  
with their counselor.

The screenshot displays the StudentVUE interface for course requests. On the left is a navigation menu with options: Home, Messages, Calendar, Attendance, Class Schedule, Course History, **Course Request**, Grade Book, Health, Report Card, Student Info, FCPS Links, Test History, and Documents. The main content area is titled "COURSE REQUEST" and includes a welcome message: "Welcome to the District's online course request selection website!". Below this is a yellow banner with the text "Click here to change course requests" circled in red, with a red arrow pointing to it from the right. Further down, another yellow banner contains the text "Click here to return to course request summary" circled in red. Below the banners is a table titled "Selected Course Requests":

Action	Course	Credit
<a href="#">✕ Remove</a>	Course ID 599000 Course Title Am Sign Language 1 Elective No	1.000
Total		1.000

Below the table is a "Search Courses" section with a search input field containing "6640CS" circled in red. Below the search field is a table with columns "Req", "Alt", and "Course":

Req	Alt	Course
<a href="#">+ Add Request</a>	<a href="#">* Add Alternate</a>	Course ID 6640CS Course Title CS Programming Elective Yes Credit 1.000

# STAY CONNECTED



**WEBPAGE:** <https://madisonhs.fcps.edu/>

**TWITTER:** @JamesMadisonHS

**MADMemos:** PTSA website